

### Learning Environment

The Superintendent shall establish and maintain a learning environment that is safe, respectful, and conducive to effective learning.

The Superintendent shall:

1. Maintain a climate that is characterized by support and encouragement for high student achievement.
2. Ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.
3. Assure that all confidential student information is appropriately collected, used, and protected.

The Superintendent shall not:

4. Tolerate any behaviors, actions, or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.
5. Permit unruly behaviors on school property and at school-sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.
6. Permit the administration of corporal punishment.

**Superintendent's Interpretation:** The board expects the “**learning environment**” to be safe from physical and/or emotional harm to students and staff. The Board expects that in addition to feeling safe and secure, students will be engaged in relevant work which is personally rigorous in both basic skills and higher order thinking. In addition, the relationship between and among students and adults should be one of care and respect in the classroom as well as all extensions of the classroom including the administrative offices, the buses, the child nutrition areas, athletic fields, concert venues, etc. In short, effective learning is based first on safety and then on high quality, rigorous learning experiences and positive relationships.

- **Learning Environment** refers to the variety of physical locations where students experience “school,” such as the school building, the classroom, athletic fields, arts performance venues, study tips, etc.
- **Safe** environment is characterized by a sense of physical, emotional, social, and academic security.
- **Respectful** environment is where people have a high regard and value for all students, staff, and visitors.

- **Conducive to effective learning** refers to an environment where the expectation for students' growth in academics and social emotional learning is high and methods are both a nurturing and engaging to student development.
- **Benchmark of Quality (BOQ)** The BOQ is a self-assessment for school-wide positive behavioral interventions and support is completed in the spring of each school year. The BOQ results are utilized by the school and district teams to identify areas of success, areas for improvement, prioritize plans, and to identify model schools and practices.
- **School-wide Evaluation Tool (SET)** is an external audit to be conducted annually that is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to: 1) assess features that are in place, 2) determine annual goals for school-wide effective behavior support, 3) evaluate on-going efforts toward school-wide behavior support, 4) design and revise procedures as needed, and 5) compare efforts toward school-wide effective behavior support from year to year.
- **Tier I** refers to supports and services provided to all students.
- **Tier II** refers to supports and services provided to some students depending on individual needs. Tier II supports and services are "layered" with Tier 1 supports.
- **Fidelity** is defined as how closely the implementation of the framework is aligned to the way they were designed. The framework is comprised of several essential components.

#### OE-10.1

##### Superintendent's Interpretation:

- **Maintain a climate that is characterized by support and encouragement** means the tone of the learning environment reflects that staff believe all students are capable of learning both academics and social-emotional-behavioral skills. In addition, **support and encouragement** means that each school building has created a framework that addresses student learning by providing intensifying supports in the area of academics and social-emotional behavior. This framework will ensure that students are provided with what they need to be college, career, and choice-ready.

##### Superintendent's Indicators of Compliance:

**Indicator 1:** All schools will implement positive behavior and intervention supports at the Tier 1 level reach at least 80% fidelity as measured on the BOQ .

**Indicator 2:** All schools will implement positive behavior and intervention supports at the Tier 2 level.

**Indicator 3:** Every grade level has programming and classroom strategies to create positive school and classroom climate and support student learning.

**Indicator 4:** Results from the BPS student survey will reflect that a majority, or annual progress toward a majority, of students reporting frequently or almost always:

- feeling welcomed and supported (BPS Survey)
- students feel valued for who they are (BPS Survey)
- learning goals are engaging (BPS Survey)
- school is safe and orderly (BPS Survey)
- and/or students have positive relationships with the people at school(BPS Survey)

**Indicator 5:** The district will provide stakeholders with a means to report bullying and a mechanism to investigate and document bullying incidents as per state law.

**Indicator 6:** Students will engage in learning strategies for managing emotions, problem solving, accepting differences, and resiliency skills as evidenced by 100% of students receiving the core Social Emotional Curriculum.

### OE-10.2

**Superintendent's Interpretation:** Policies and procedures means Policy FF *Student Conduct, Discipline, and Corporal Punishment Prohibitions*, Policy FCC *Restraint or Seclusion*, Policy ACEA *Bullying*, and Policy AAC *Non-discrimination and Anti-harassment* and portions of building handbooks that refer to discipline and/or conduct.

- **Collaboratively developed** means that administrators seek input on development of and improvement of policy and procedures from stakeholders.
- **Enforced consistently** means administration of the policies, procedures, and/or guidelines is consistent across the division (elementary, middle, high school) and is not arbitrary and does not treat one group differently under the procedures.
- **Using reasonable judgement** means that each discipline case must be handled individually, allowing a balance between uniform application and the weight of individual circumstances of students.

### Superintendent's Indicators of Compliance:

**Indicator 1:** The elementary, middle, and high school have identical behavioral matrixes and expectations by levels as evidenced in Policy FF *Student Conduct, Discipline and Corporal Punishment Prohibitions*.

**Indicator 2:** The elementary, middle, and high school have handbooks outlining district's policies and procedures that are updated yearly and shared with all students, teachers, and parents.

**Indicator 3:** All BPS staff will participate in school-based mental health and bullying training every 2 years (biennial).

**Indicator 4:** All BPS staff review Policy FF, FCC, ACEA, and AAC annually as evidenced by reporting logs.

**Indicator 5:** 100% of student infraction incidents follow due process during the investigation and determination of disciplinary action, especially suspensions and expulsions.

**Indicator 6:** Every school will have 3-5 school-wide expectations collaboratively created, share, and posted.

**Indicator 7:** The district will implement interventions and consistent responses to discipline referrals.

**Indicator 8:** Discipline data will be shared quarterly with the whole staff (optional to be shared with students).

**Indicator 9:** All discipline data practices are audited and will comply with reasonable assurances.

### **OE-10.3**

**Superintendent's Interpretation:** It is an ethical and moral obligation that all staff appropriately use and protect confident data.

#### **Superintendent's Indicators of Compliance:**

**Indicator 1:** All formal student records are maintained in secure physical or electronic formats.

**Indicator 2:** All responses to student information requests will comply with federal and state law and Policy FGA *Student Educator Records and Privacy*.

**Indicator 3:** Annual audit of special education files will comply with Special Education regulations.

### **OE-10.4**

**Superintendent's Interpretation:** As part of a safe, caring climate, staff will strive to protect students from physical, emotional, or educational harm, and that certainly they would not be the cause of such harm. These expectations extend beyond the classroom learning environment to all school experiences including extra-curricular activities.

#### **Superintendent's Indicator of Compliance:**

**Indicator 1:** Every case of reported misconduct of an employee is addressed through the Human Resources Department.

**OE-10.5**

**Superintendent's Interpretation:** The superintendent is expected to ensure that events on school property other than school itself are conducted safely, and free from inappropriate or unsafe behavior by adults or students. School-sponsored events mean extra-curricular activities, graduation, drama, performances, athletic events, etc. Disrespectful behavior means inappropriate language, cheers, vandalism, theft, dress, treatment of officials, etc.

**Superintendent's Indicator of Compliance:**

**Indicator 1:** Staff members responsible for supervising students during, before/after school, and evening events shall enforce district and NDHSAA policies related to appropriate behavior.

**OE-10.6**

**Superintendent's Interpretation:** Corporal punishment means physical punishment. The board expects no staff will ever engage in physical punishment of students. Doing so is a violation of the North Dakota Century Code and Policy FF *Student Conduct, Discipline, and Corporal Punishment*.

**Superintendent's Indicator of Compliance:**

**Indicator 1:** There will be no instances of corporal punishment as it is prohibited by North Dakota State law and district policy.

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End of Bismarck Public School District Board Policy OE-10

Monitoring Method: Internal Report  
Monitoring Frequency: Annually in May

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