

Personal Development - Behavior

Each student will actively develop and integrate skills, attitudes, behaviors, and habits to achieve a productive, healthy, and balanced life.

Each student will:

3.1 Manage his or her behavior appropriately.

3.2 Resolve interpersonal conflict.

Superintendent Interpretation: Through the school, home, and community partnership we will create learning experiences so that our students will be prepared with the knowledge, skills, and understandings to succeed not only academically, but students will develop and demonstrate the appropriate social, emotional, and behavioral attributes. Students must be aware of their role in promoting a conducive learning environment.

- **Reasonable progress** refers to the amount of annual growth in achievement levels expected for students and is defined as follows for Personal Development.

R-3.1

Superintendent Interpretation: The interactions of students should be characterized by respect for each other and those of diverse cultural backgrounds. Students demonstrate cultural competency when they show respect, appropriate interactions, and/or speech regarding diversity based upon ethnicity, race, gender, socioeconomic background, political or social philosophies, and/or other characteristics, and opinions. The Bismarck Public School (BPS) framework has preventative, restorative, and responsive practices to help students successfully manage their behavior.

- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Violent and Threatening Behavior). School team has conducted investigation. The following consequences and interventions are implemented following a bullying investigation where it is determined that the student engaged in the act of bullying another peer. * Staff completes the BPS Staff Bullying Incident Reporting Form. * It is important to note that "At no time during the investigation is the victim or person reporting this bullying incident required to meet with the alleged perpetrator."
- **CASEL** is the Collaborative for Academic, Social, and Emotional Learning. This is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. CASEL has identified 5 competency areas which lead to positive outcomes for students.

- **Restraint and Seclusion** (see Policy FCC Restraint or Seclusion): **Restraint** is defined as a means of controlling behavior or restricting freedom of movement. **Seclusion** is placing a student in a room or limited space alone to deescalate dangerous behavior or as part of a parent-approved plan.
- **Major** incidents are where the disciplinary consequence is provided outside of the student's assigned setting by someone other than the student's teacher or supervisor (e.g. "Office - Managed Incidents").
- **Minor** incidents are where the disciplinary consequence is provided by the person who witnessed the incident. The purpose of recording minor incidents is to collect information to develop interventions that PREVENT a recurring behavior from happening in the future.
- **In-School Suspension (ISS) and Out-of-School Suspension (OSS)** (see Administrative Rule FFK-AR Suspension and Expulsion): Suspension involves either in-school suspension or the dismissal of a student from school classes, buildings, and grounds. Suspension shall not be for more than maximum duration allowed by law. The parent(s) of the student are to be notified promptly by the school principal that suspension has been issued.
- **Expulsion** (see Policy FFK Suspension and Expulsion): The dismissal of a pupil from school classes, buildings, and grounds and, except for a violation of the District's firearm policy, may extend to the termination of the current school year.

Superintendent Indicators of Compliance:

Indicator 1: Students will show continuous improvement toward, or attainment of, a target so that at least 85% of students meet expectations in each grade level assessed on the progress report in the area of Respect.

Indicator 2: Students will manage their behavior and refrain from bullying at a target rate of 100%.

Indicator 3: Students will show continuous improvement toward, or attainment of, the identified target managing their behavior based on incidents and percentages for Major infractions.

Indicator 4: Students will show continuous improvement toward, or attainment of, the identified target of managing their behavior based on incidents and percentages for In-School Suspension.

Indicator 5: Students will show continuous improvement toward, or attainment of, the identified target of managing their behavior based on incidents and percentages for Out-of-School Suspension.

Indicator 6: Students will show reasonable progress toward managing their behavior based on incidents and percentages of Restraint and Seclusion.

Indicator 7: Students will show reasonable progress toward managing their behavior based on incidents of Expulsions.

R-3.2

Superintendent Interpretation: Interpersonal conflict is a disagreement between two or more individuals and is primarily communication-based but may escalate to being a physical altercation.

Elementary School

- **Assault** is defined as a physical act of aggression, such as hitting, slapping, pushing, shoving, instigating fights (see Policy ACE Violent and Threatening Behavior).
- **Threats** is defined as a statement that is verbal, written, or shared through other medium that would be perceived as serious expression of intent to harm, commit assault, or damage school property. Building administrators determine if threat is credible through investigation see (see Policy ACE Violent and Threatening Behavior).
- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Bullying).
- **Harassment** is defined as any use of words, phrases language or gestures that are derogatory in nature or inappropriate for the school environment that makes a person feel uncomfortable or unsafe, including: threat of physical harm, verbal humiliation, or intimidation (related to ethnic, sexual, race, religion, gender, etc.) (see Policy AAC Nondiscrimination and Anti-Harassment).

Middle School

- **Physical Aggression** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Fighting** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Assault** is defined as willful or intentional harmful or offensive contact to another person. The act is one-sided.
- **Threats** is defined as verbal and/or written comments that threaten the safety of school, students, or staff. Building administrators determine if threat is credible through investigation.
- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Bullying).
- **Harassment** is defined as intentionally cruel incident(s) which are deliberately hostile and aggressive and are directed towards a person. Actions of one or more persons create an intimidating, hostile, or offensive learning environment for an individual or small group of individuals. Encompasses a wide range of hurtful behaviors including physical harm, verbal humiliation, or intimidation.

High School

- **Physical Aggression** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Fighting** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Assault** is defined as willful or intentional harmful or offensive contact to another person. The act is one-sided.
- **Threats** are defined as verbal and/or written comments that threaten the safety of school, students, or staff.
- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Bullying).
- **Harassment** is defined as intentionally cruel incident(s) which are deliberately hostile and aggressive and are directed towards a person. Actions of one or more persons create an intimidating, hostile, or offensive learning environment for an individual or small group of individuals. Encompasses a wide range of hurtful behaviors including physical harm, verbal humiliation, or intimidation.

Superintendent Indicators of Compliance:

Indicator 1: Students will show continuous improvement toward, or attainment of, the identified target when managing interpersonal conflicts in safe ways as indicated by the number of conflicts resulting in Major Infractions in situations related to conflicts with others.

Indicator 2: Each schools' students will show continuous improvement toward, or attainment of, the identified target of students considered at the Tier I level for behavior in each grade level.

Indicator 3: Students will report and show continuous improvement toward, or attainment of, the identified target so students resolve interpersonal conflict in healthy ways as indicated through a student survey.

End of Bismarck Public School District Board Policy R-3

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Monitoring Method: Internal Report

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