



**R-3 PERSONAL DEVELOPMENT - BEHAVIOR
SUMMARY OF COMPLIANCE STATUS
NOVEMBER 2021**

SUPERINTENDENT CERTIFICATION

With respect to R-3 *Personal Development - Behavior* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- Making Reasonable Progress
- Making Reasonable Progress, with Exception
- Failing to Make Reasonable Progress

Summary Statement by Administration

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes a summary on page 2 presenting an administrative review of the data and a Capacity Building and Recommendations section on the last page. The Capacity Building section documents next steps while Recommendations are suggested changes to Operational Expectations or Results policies and/or indicator. This report addresses ten indicators of the superintendent’s responsibility regarding Personal Development. Of the ten indicators, nine demonstrated making reasonable progress and one demonstrated a baseline measurement. Reporting dates for this report are July 1, 2020 – June 30, 2021.

*Definitions found in this monitoring report can be reviewed in the glossary at the end of the report.

Signed:  Date: 11/22/2021
Superintendent

SCHOOL BOARD ACTION

With respect to R-3 *Personal Development - Behavior*, the Board:

- Accepts the report as making reasonable progress
- Accepts the report as making reasonable progress, with exceptions
- Finds the district failing to make reasonable progress

Summary Statement/Motion of the Board

Motion by Mr. Lembke to accept the R-3 *Personal Development – Behavior* Monitoring Report as Making Reasonable Progress, seconded by Ms. Preskey. Motion carried.

Signed:  Date: 11/22/2021
Board President

Summary

This section provides readers a summary of the data they are about to review.

All grade levels continue to show that most students are considered successful in the areas of respect, displaying positive and safe behavior without incident, and the majority of students are engaging without any major behavioral infractions. The improvement can be attributed to a better adult understanding of the CASEL Competencies and common definition of Respect reporting procedures along with an increase in fidelity to the teaching of the Second Step curriculum.

The restraint and seclusion data indicates that school teams are addressing student behavior by engaging in the student planning process and developing behavior plans which incorporate positive behavior supports to prevent future occurrences.

Bismarck Public Schools continues to strive to create and sustain safe learning environment where our students reflect high levels of Respect and Responsibility. Through the instruction of Social Emotional Learning, BPS works to ensure that students develop the competencies to have successful outcomes. The data from this report indicates the district is Making Reasonable Progress in regard to managing behavior and resolving interpersonal conflict.

R-3 Personal Development

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

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.

Each Student Will:

3.1 Manage his or her behavior appropriately.	Making Reasonable Progress
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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.

Green	Met or Increased
Blue	Flat or Decrease Under 2%
Yellow	Decrease of 2% to 4.9%
Red	5% or More Decrease

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.	Making Reasonable Progress
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Evidence: Data for the 20-21 school year shows an increase in the percentage of students considered successful in the area of Respect across all grade levels.

The improvement can be attributed to a better adult understanding of the CASEL Competencies and reporting procedures along with an increase in fidelity to the teaching of the Second Step curriculum. (See Appendix A)

Grade	Target	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
K	85%	991	75%	1,085	68%	1,030	76.7%
1	85%	877	71.2%	1,071	73%	935	85.4%
2	85%	929	73.4%	986	78.6%	960	87.3%
3	85%	882	75.5%	968	78.9%	969	84.2%
4	85%	1007	82.6%	1,013	82.9%	939	84.5%

5	85%	972	75.6%	997	84.8%	965	86.8%
6	85%	1,086	86.9%	1,128	99.6%	1,063	99.8%
7	85%	1,075	85.2%	1,094	98.8%	1,144	99.4%
8	85%	1,014	85.7%	1,096	98.8%	1,084	99.4%

Indicator 2: Students will manage their behavior and refrain from bullying at a target rate of 100%.	Making Reasonable Progress
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Evidence: During the 2020-21 school year, there were 16 formal bullying reports across the district. A formal report triggers an internal investigation with a determination of bullying being founded or unfounded. Of the 16 formal reports there were 6 incidents which were found to be bullying. When an incident of bullying is found, a formal plan is put in place to address the situation. With these six situations, interventions were implemented to address the situation and bring safety to the students involved along with the school environment.

The Second Step curriculum is taught at the kindergarten through 8th grade levels. This curriculum sets the foundation for treating others with respect and kindness. Resilience for Youth is taught at the High School level focusing on resilience and coping strategies. The district will continue to focus on the teaching of Social Emotional Learning.

	2018-19		2019-20		2020-2021	
	Number of Formal Bullying Investigations	Number of Founded Bullying Incidents from the Investigations	Number of Formal Bullying Investigations	Number of Founded Bullying Incidents from the Investigations	Number of Formal Bullying Investigations	Number of Founded Bullying Incidents from the Investigations
Elementary	9	1	3	2	6	3
Middle School	10	1	7	0	6	2
High School	1	0	1	0	4	1

Indicator 3: Students will show reasonable progress toward managing their behavior based on incidents and percentages for Major infractions.	Making Reasonable Progress
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Evidence: Please see the Glossary for a list of major infractions.

Elementary Division

Throughout the past four years:

- Over 94% of students have managed their behavior in healthy and safe ways.
- The data has been consistent with fewer than 5.5% of students displaying one incident of Major Behavior.

- Less than 3% of students displayed more than one incident of major behavior.

Middle School Division

During the 20-21 school year:

- 93.1% of students displayed positive, safe behavior without incident, this is a 1.7% increase over the 19-20 school year.
- 6.9% of students displayed at least one incident of Major Behavior. Of the 6.9% of students with a Major Behavior Incident, 39% had multiple incidences.
- 2.7% of students displayed more than one incident of a Major Behavior, which is a decrease of 1.1%.

High School Division

During the 20-21 school year:

- 95.1% of students displayed positive, safe behavior without incident, this represents a .6% increase from the 19-20 school year.
- 4.9% of students displayed at least one incident of Major Behavior. Of the 4.9% of students with a Major Behavior Incident, 34% had multiple incidences.
- 1.7% of all students displayed more than one incident of a Major Behavior.

MAJOR BEHAVIOR INCIDENTS

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
17-18	Elem	6,391	94.9%	324	5.1%	129	2.0%
18-19	Elem	6,388	94.5%	350	5.5%	173	2.7%
19-20	Elem	6,410	95.6%	283	4.4%	149	2.3%
20-21	Elem	6,310	94.8%	325	5.2%	145	2.3%
17-18	MS	3,070	90.2%	302	9.8%	141	4.6%
18-19	MS	3,199	89.8%	325	10.2%	134	4.2%
19-20	MS	3,346	91.4%	289	8.6%	128	3.8%
20-21	MS	3,307	93.1%	228	6.9%	89	2.7%
17-18	HS	3,860	95.4%	179	4.6%	48	1.2%
18-19	HS	3,972	93.9%	244	6.1%	93	2.3%
19-20	HS	4,074	94.5%	224	5.5%	73	1.8%
20-21	HS	4,158	95.1%	204	4.9%	69	1.7%

This data is pulled from PowerSchool with the Total Students indicating all students who attended throughout that year and each student is only counted once within the total.

Indicator 4: Students will show reasonable progress toward managing their behavior based on incidents and percentages for ISS.

**Making
Reasonable
Progress**

Evidence:

Elementary Division

- Data has remained consistent from 2017-18 to 2020-21 with over 99% of students managing their emotions and displaying safe behavior.
- Less than 1% of students have incidents of ISS, with an even smaller percentage of students having multiple incidents of ISS.

Middle School Division

During the 20-21 school year:

- 95.8% of students did not display behaviors resulting in In-School Suspension.
- 138 students or 4.2% of the student body displayed behaviors resulting in In-School Suspension. This is a decrease of 1.1% from the previous school year.
- Of the 4.2% with an incident, .15% had more than one incident of In-School Suspension during the 20-21 school year.
- Over the past four years the number of students displaying behaviors that result in In-School Suspension has remained consistent.

High School Division

During the 20-21 school year:

- 96.9% of students did not display behaviors resulting in In-School Suspension.
- Over the past four years the number of students displaying behaviors that result in In-School Suspension has increased by 2.4%.
- 127 students or 3.1% of the student body displayed behaviors resulting in In-School Suspension. This is an increase of .4% from the previous school year.
- Of the 3.1% with an incident, .8% had more than one incident of In-School Suspension during the 20-21 school year.

IN-SCHOOL SUSPENSIONS

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
16-17	Elem	6,459	N/A	N/A	N/A	N/A	N/A
17-18	Elem	6,391	99.4%	38	0.6%	<10	0.1%
18-19	Elem	6,388	99.2%	53	0.8%	14	0.2%

19-20	Elem	6,410	99.5%	30	0.5%	<10	0.1%
20-21	Elem	6,310	99.5%	30	0.5%	<10	0.1%
16-17	MS	2,992	95.6%	133	4.4%	42	1.4%
17-18	MS	3,070	95.0%	155	5.0%	56	1.8%
18-19	MS	3,199	94.8%	166	5.2%	58	1.8%
19-20	MS	3,346	94.7%	178	5.3%	59	1.8%
20-21	MS	3,307	95.8%	138	4.2%	50	1.5%
16-17	HS	3,813	99.3%	27	0.7%	<10	0.1%
17-18	HS	3,860	98.2%	70	1.8%	10	0.3%
18-19	HS	3,972	97.4%	103	2.6%	25	0.6%
19-20	HS	4,074	97.3%	109	2.7%	26	0.6%
20-21	HS	4,158	96.9%	127	3.1%	34	0.8%

<p>Indicator 5: Students will show reasonable progress toward managing their behavior based on incidents and percentages for OSS.</p>	<p>Making Reasonable Progress</p>
<p>Evidence:</p> <p><u>Elementary Division</u></p> <ul style="list-style-type: none"> OSS data has remained consistent over the past 4 years, 2017-18 through 2020-21, with more than 96% of students managing their behavior and making safe choices. <p><u>Middle School Division</u></p> <p>During the 20-21 school year:</p> <ul style="list-style-type: none"> 96.8% of students did not display a behavior resulting in OSS. 3.2% of students had at least one incident of Out-of-School Suspension during the 20-21 school year. This is a decrease of .6% as compared to the 19-20 school year. .8% of students had more than one incident during the same school year. Over the past four school years the number of students with at least one incident of Out-of-School Suspension has decreased each year. <p><u>High School Division</u></p> <p>During the 20-21 school year:</p> <ul style="list-style-type: none"> 98.7% of students did not display a behavior resulting in Out-of-School Suspension. 1.3% of students had at least one incident of Out-of-School Suspension during the 20-21 school year. This is a decrease of .6% from the 19-20 school year. 	

- Additionally, there were .02% of students with more than one incident of Out-of-School Suspension during the same year.

OUT-OF-SCHOOL SUSPENSIONS

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
17-18	Elem	6,391	96.5%	222	3.5%	69	1.1%
18-19	Elem	6,388	96.1%	247	3.9%	105	1.6%
19-20	Elem	6,410	96.7%	212	3.3%	88	1.4%
20-21	Elem	6,310	96.7%	211	3.3%	96	1.5%
17-18	MS	3,070	96.1%	121	3.9%	41	1.3%
18-19	MS	3,199	96.2%	123	3.8%	25	0.8%
19-20	MS	3,346	96.2%	127	3.8%	29	0.9%
20-21	MS	3,307	96.8%	106	3.2%	26	0.8%
17-18	HS	3,860	99.0%	38	1.0%	<10	0.1%
18-19	HS	3,972	98.2%	71	1.8%	11	0.3%
19-20	HS	4,074	98.1%	76	1.9%	11	0.3%
20-21	HS	4,158	98.7%	54	1.3%	<10	0.2%

<p>Indicator 6: Students will show reasonable progress toward managing their behavior based on incidents and percentages of Restraint and Seclusion.</p>	<p>Making Reasonable Progress</p>
<p>Evidence:</p> <p>During the 2020-2021 school year:</p> <ul style="list-style-type: none"> • 1.0% (135 unique students) of 13,443 students were supported through restraint and/or seclusion. • This represents a decrease of 19 students as compared to the 2019-20 school year and 43 students compared to the 2018-19 school year. • This compares to 154 students from the previous year (August 2019 through May 2020). <p>Number of incidences by student:</p> <ul style="list-style-type: none"> • A single incident occurred for 53 students, 79% of the 53 students had behavioral plans in place 	

- Two to five incidents occurred for 47 students
- Fourteen students had six to ten incidents. Out of the six to ten incidents, 96% of the incidents had behavioral plans.
- Twenty-one students had 11+ incidents, 97% of the students who experienced 11+ incidents were on behavioral intervention plans.

All of these incidents result in a school teams meeting to address the student behavior needs.

The data indicates that school teams are addressing student behavior by engaging in the student planning process and developing behavior plans which incorporate positive behavior supports to prevent future occurrences.

Year	# of Incidents	% of Student Pop	Escort (New 20-21)	Escort and Restraint (New 20-21)	Escort and Seclusion (New 20-21)	Restraint Only	Seclusion Only	Both Restraint and Seclusion	Escort, Seclusion, and Restraint (New 20-21)	Incomplete, N/A or Unsure
18-19	1104	1.33% of total population (178 of 13,335 students)						643		
19-20	947	1.13% (154 of 13,660 students)						157	318	318
20-21	759	1.00% (135 of 13,443 students)	53	14	455	22	132	22	61	

Grade Level	18-19 Restraint and Seclusion Incidents	19-20 Restraint and Seclusion Incidents	20-21 Escort, Restraint, and Seclusion Incidents
Pre-K (all BECEP programs) through Grade 5	970	885	732
Middle School	129	62	25
High School	5	0	2

The number of incidents per student:

Number of Incidents	18-19 Number of Students	19-20 Number of Students	20-21 Number of Students
1 Incident	67	61	53
2-5 Incidents	51	47	47
6-10 Incidents	24	21	14
11+ Incidents	36	25	21

Data indicates a reduction of students who are utilizing escort, restraint and seclusion as a strategy. School teams will continue with Prevent Teach and Reinforce training so all schools have team members who can effectively develop and implement Functional Based Behavior Intervention Plans.

<p>Indicator 7: Students will show reasonable progress toward managing their behavior based on incidents of Expulsions.</p>	<p>Making Reasonable Progress</p>	
<p>Evidence: The data over the past four years indicates low numbers of expulsion hearings and expulsions. The data would also indicate that the situations brought forth for review are significant, involve safety concerns, and warrant an investigation and consideration of expulsion.</p>		
<p>School Year</p>	<p>Number of Expulsion Hearings</p>	<p>Number of Hearings Resulting in Expulsion</p>
<p>2016-17</p>	<p><10</p>	<p>All expulsion hearings resulted in expulsions</p>
<p>2017-18</p>	<p>15</p>	<p>All expulsion hearings resulted in expulsions</p>
<p>2018-19</p>	<p><10</p>	<p>All expulsion hearings resulted in expulsions</p>
<p>2019-20</p>	<p><10</p>	<p>All expulsion hearings resulted in expulsions</p>
<p>2020-21</p>	<p><10</p>	<p>All but one hearing resulted in expulsions.</p>

Each Student Will:

3.2 Resolve interpersonal conflict.	Making Reasonable Progress
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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.

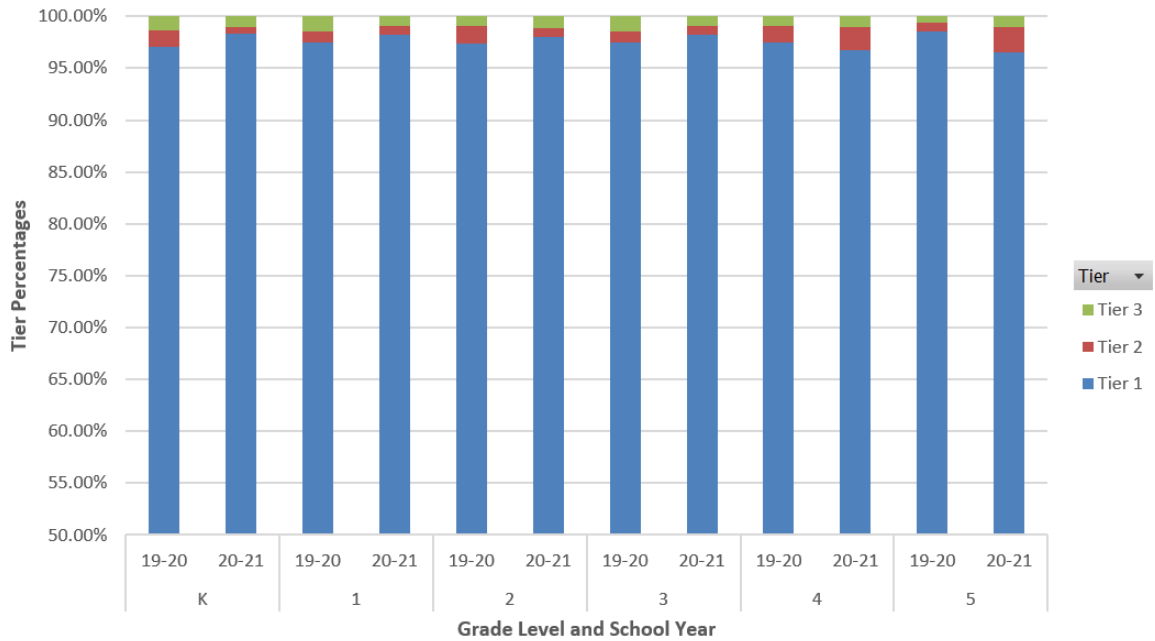
<p>Indicator 1: Students will manage interpersonal conflicts in safe ways as indicated by the number of conflicts resulting in Major Infractions in situations related to conflicts with others.</p>	Making Reasonable Progress
<p>Evidence:</p> <p><u>Elementary Division</u> During the 2020-21 school year:</p> <ul style="list-style-type: none"> • Over 96% of students managed interpersonal conflict in safe ways. • 3.3% of students had difficulties in managing interpersonal conflict in safe ways. Of those 3.3% of students, 1.5% displayed repeated behavior related to interpersonal conflict. • The data is indicating a steady trend of approximately 3.5% of students needing additional support to manage interpersonal conflict. <p><u>Middle School Division</u> During the 2020-21 school year:</p> <ul style="list-style-type: none"> • 96.8% of students managed interpersonal conflict in safe ways. • 3.2% of students had at least one incident of handling interpersonal conflict in an unsafe manner during the 20-21 school year. • The number of students with at least one incident of handling interpersonal conflict in an unsafe manner was consistent over the 17-18 school year through the 19-20 school year. There was a .6% drop in the 20-21 school year. <p><u>High School Division</u> During the 2020-21 school year:</p> <ul style="list-style-type: none"> • 98.7% of students managed interpersonal conflict in safe ways. • 1.3% of students had at least one incident of handling interpersonal conflict in an unsafe manner during the 20-21 school year. • The percentage of students with at least one incident of handling interpersonal conflict in an unsafe manner remained consistent over the 18-19 and 19-20 school years. There was a .6% decrease for the 20-21 school year. • .2% of students had one or more incidents during the 20-21 school year. 	

<p>Indicator 2: Each schools’ students will show continuous improvement toward, or attainment of, a target so that at most 15% of students are considered at the Tier II/III level for behavior in each grade level.</p>	Making Reasonable Progress
<p>Evidence: Tiered behavior is based on the following criteria.</p> <ul style="list-style-type: none"> • Tier 1 = 0 to 1 Major • Tier 2 = 2 to 3 Majors • Tier 3 = 4 and above Majors 	

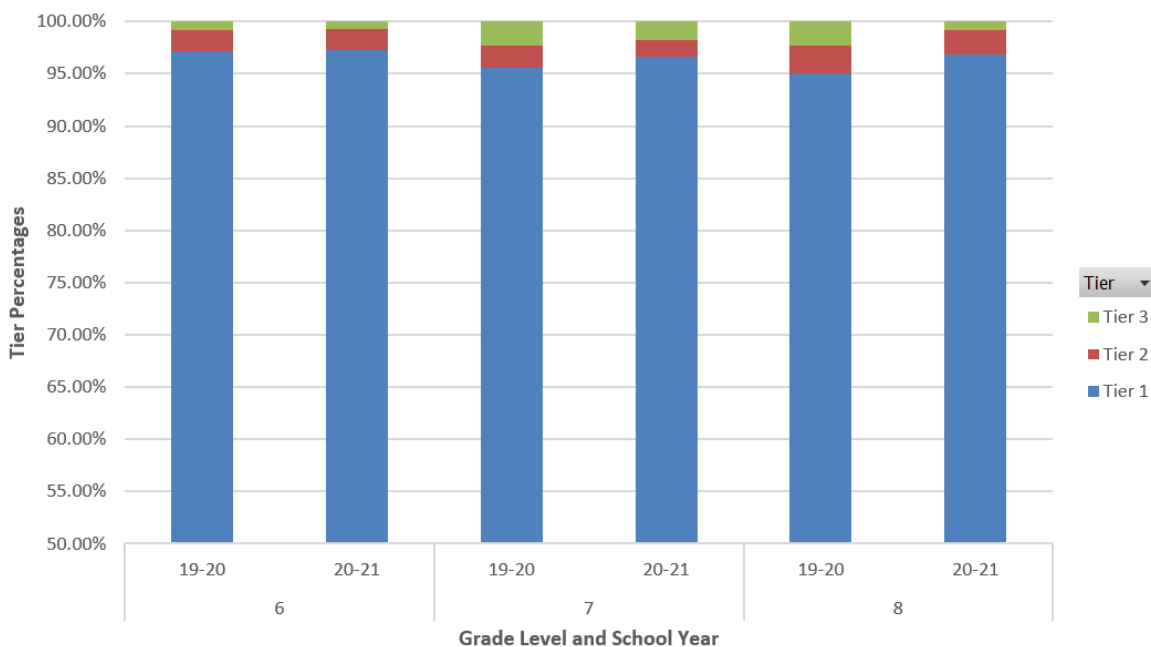
District data for 2019-20 and 2020-21 school years is reflective of all divisions showing attainment of the target of “at most” 15% falling within the Tier 2 and Tier 3 level criteria for behavior.

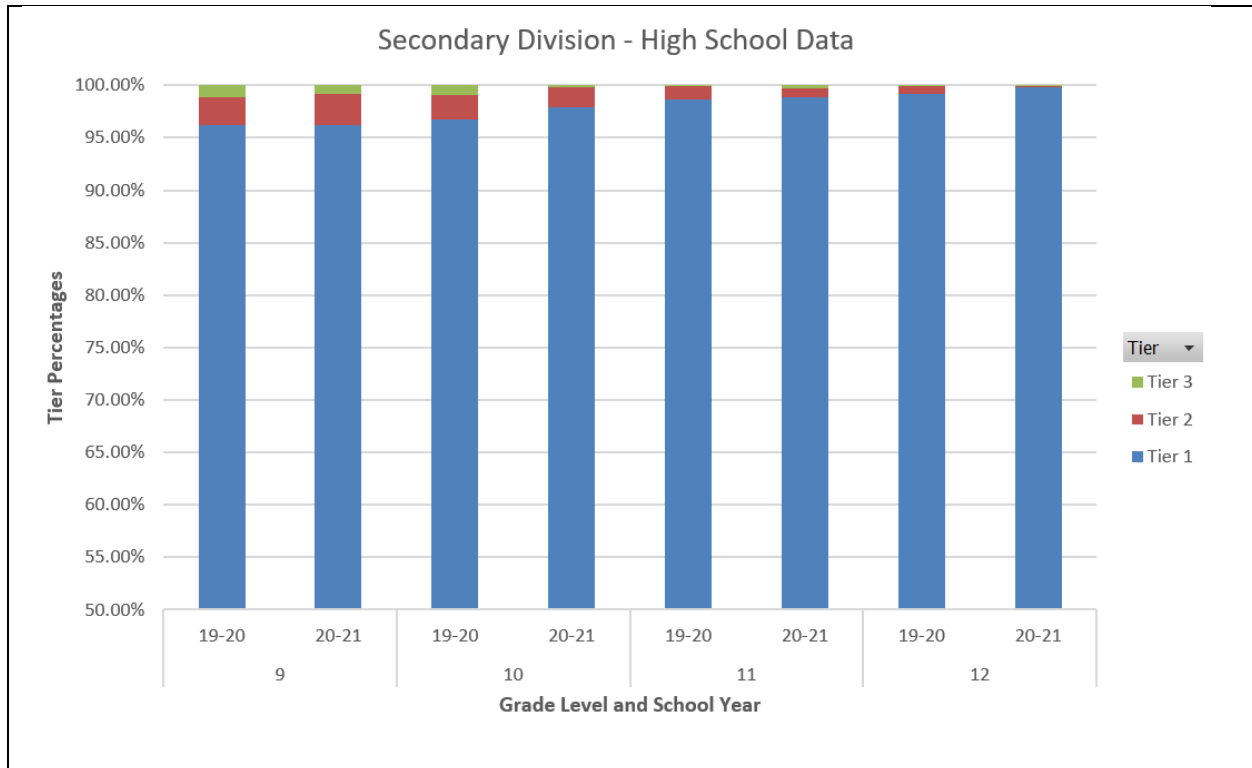
All schools across the district are working to improve implementation of ISF/PBIS structures which includes tier 1 supports: school-wide expectations, core social-emotional learning, celebrations, tier 2 supports: check in/check out and group intervention in order to help students build the skills which results in positive behavior.

Elementary Division Data

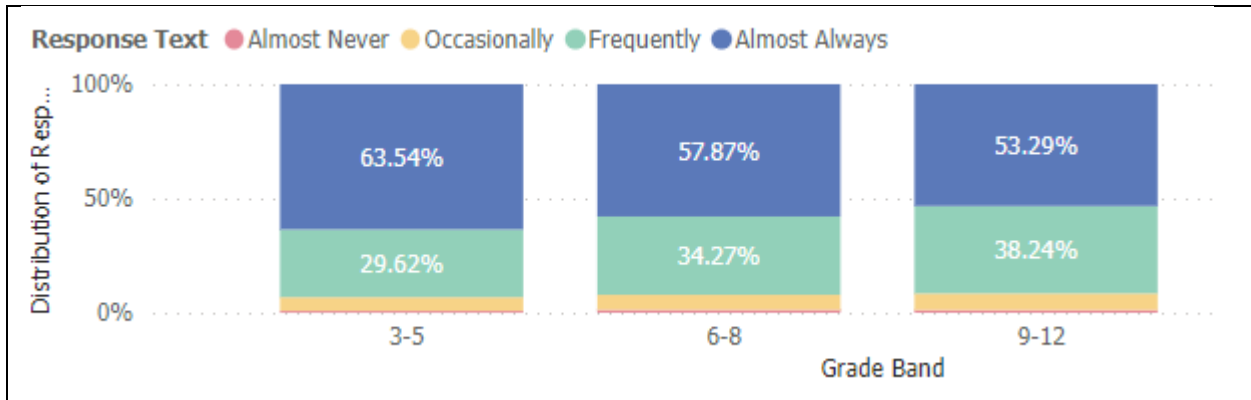


Secondary Division - Middle School Data





<p>Indicator 3: Students will resolve interpersonal conflict in healthy ways as indicated through a student survey.</p>	<p>Baseline</p>
<p>Evidence: This information will be gathered through student self-report taken from the new BPS Student and Staff Survey question “I solve problems with others and interact with others in safe ways.”</p>	
<p>20-21: Data from the 20-21 BPS student survey indicates:</p> <ul style="list-style-type: none"> • 63% of students in grades 3-5 responded “almost always” when asked if they interact with others in safe ways. • 57% of students in grades 6-8 responded “almost always” when asked if they interact with others in safe ways. • 53% of students grade 9-12 responded “almost always” when asked if they interact with others in safe ways. 	
<p>This is the first year this survey was administered. The survey had an overall student response rate of 89.8%.</p>	



Year	Elementary 3-5 "I interact with others in safe ways."	Secondary 6-8 "I interact with others in safe ways."	Secondary 9-12 "I interact with others in safe ways."
Baseline - 20-21	63.54%	57.87%	53.29%

Capacity Building/Recommendations

This section provides new inputs by administration placed into practice or protocol since this data was collected.

Capacity Building

Moving forward, all divisions will continue to work towards the consistency of reporting of Major Infractions and implementing Social Emotional Learning Processes. Comprehensive systems of Re-Teaching of expectations and skill-building will be developed to support students in dealing with difficult situations in respectful and safe ways.

BPS has started the process of developing a comprehensive system to support very high needs students PK-12. In addition, BPS is working with the previous Health and Safety Committee to determine additional indicators that may be beneficial data points.

Recommendations

No suggested recommendations at this time.

APPENDIX A

The elementary division has been using the CASEL Core Competencies as the behavior standards for students. This framework has been followed since the 2019-20 school year. 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 (represented in Figure 1).



Ongoing training has been provided to all Elementary Teaching Staff, Professional Support Staff, and Administrators throughout the 2020-21 school year. This training was inclusive of the CASEL’s Core Competencies, the scoring rubric (supported by the North Dakota Multi-Tiered System of Support group), and how to enter scores in PowerSchool. Additionally, training was provided regarding how the scoring of the competencies link to a report within PowerSchool which provides decision rules for identifying students in need of Tier 2 and Tier 3 interventions. This training was a collaboration between BPS Technology Department and BPS Student Support Services.

All elementary classroom teachers of kindergarten through 5- grade enter scores for the competency of self-management on a weekly basis. All other competencies are scored at a minimum of three times a trimester. Data pulled for “**Respect**” comes from the competency of **Relationship Skills**: “The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.” Students receive grades in the area of Respect: Relationship Skills based on the following rubric:

Relationship Skills Grades K-2	
4	I can also find solutions to conflict
3	I can communicate appropriately with others. <ul style="list-style-type: none"> • I can ask to play or join a group. • I can listen to suggestions from others. • I can make and keep friends. • I can recognize conflict.

2	Vocabulary: <ul style="list-style-type: none"> • manners • communication • conflict • appropriate • inappropriate • relationships 	Skills: <ul style="list-style-type: none"> • communicate clearly • listen to others • cooperate with others • show appropriate manners • define conflict
1	With Help	

Relationship Skills Grades 3-5		
4	I can also help others make friends	
3	<ul style="list-style-type: none"> • I can understand different social situations. • I can give suggestions to others. • I can listen and respond to others effectively. • I can understand the difference between conflict and bullying. 	
2	Vocabulary: <ul style="list-style-type: none"> • verbal • non-verbal • feedback • bullying 	Skills: <ul style="list-style-type: none"> • understand non-verbal communication • recognize non-verbal communication • provide feedback • define bullying • identify conflict • identify bullying
1	With Help	

These behavior standards are supported by the core Social Emotional curriculum, Second Step, which is taught to all elementary K-5 students by all classroom teachers. The continual training and focus on fidelity to the reporting of behavior standards has created a shared definition amongst all elementary staff and has brought consistency across the division from the building to the district level regarding how “Respect” is defined and documented. Moving forward, this data will be obtained through PowerSchool and will be shared out as Relationship Skills: Showing Respect.

Middle School data is pulled from the standard of “Be Respectful.” Standard definition and scales for Respect were developed to be used by teachers across all three Middle Schools. Students receive grades in the area of “respect” based on the following proficiency scales:

RESPECT

Score	Description
4.0	<ul style="list-style-type: none"> • Student demonstrates a positive attitude while promptly, politely, and safely meeting school and classroom expectations for respect for self, staff, and others.

	<ul style="list-style-type: none"> • Student demonstrates age/grade and task appropriate communication skills in a polite, respectful manner according to classroom expectations. • Student role models and encourages others to meet these expectations.
3.0	<ul style="list-style-type: none"> • Student demonstrates a positive attitude while promptly, politely, and safely meeting school and classroom expectations for respect of self, staff, and others. • Student demonstrates age/grade and task appropriate communication skills in a polite, respectful manner according to classroom expectations.
2.0	<ul style="list-style-type: none"> • Student inconsistently meets school and classroom expectations for respect of self, staff, and others and may require reminders and teacher support. • Reminders may be needed to follow expectations promptly and safely. • Student inconsistently demonstrates age/grade and task appropriate communication skills according to classroom expectations. • Student may require reminders and support to communicate in a polite, respectful manner but quickly corrects behavior.
1.0	<ul style="list-style-type: none"> • Student does not promptly, politely, and safely meet school and classroom expectations for respect of self, staff, and others or requires frequent reminders and teacher support to meet expectations. • Student does not demonstrate age/grade appropriate communication skills according to classroom expectations. • Student requires multiple reminders and support to communicate in a polite, respectful manner and occasionally corrects behavior.

GLOSSARY

Assault (Elementary) is defined as a physical act of aggression, such as hitting, slapping, pushing, shoving, instigating fights (see Policy ACE Violent and Threatening Behavior).

Assault (Middle and High School) is defined as willful or intentional harmful or offensive contact to another person. The act is one-sided.

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.

Co-curricular refers to activities that are part of the curriculum for some students, but not required. (Fine Arts and Activities - i.e. music, drama, student congress, speech)

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.

Extracurricular refers to optional and supplementary activities, programs, or special events which occur outside of the required curriculum for students. (i.e. Athletics)

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.

Harassment (Elementary) 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).

Harassment (Middle and High School) 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.

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.

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. aggression, assault, defiance, drugs, fighting, harassment, language/gestures, technology violations, theft, threats, tobacco, truancy, vandalism, weapons).

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.

Participation means on-going/consistent involvement and engagement in a specific activity.

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.

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

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.

Threats (Elementary) 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 Policy ACE Violent and Threatening Behavior).

Threats (Middle School) 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.