

## GLOSSARY

**Adverse Childhood Experiences (ACE):**

Potentially traumatic events that occur between ages 0-17. May be quantified into a score that identifies risk factors for the individual. See the [CDC website](#) for additional information on ACEs.

**Behavior Contract:** An agreement between a learner and school outlining expected behaviors and consequences for non-compliance. It often includes specific goals and accountability measures.

**Behavioral Health:** Often referred to interchangeably with mental health, behavioral health refers to a broader scope of experiences and behaviors, including substance use and addiction.

**Behavioral Interventions:** Strategies implemented to address and modify challenging behaviors in learners, often involving support, guidance, and skill-building activities.

**Bullying:** Defined In accordance with NDCC 15.1-19-17 and outlined in [WFPS Bullying Policy](#).

**Code of Conduct:** A set of rules and guidelines that outline expected behaviors and consequences for violations within a school or organization.

**Collaborative for Academic, Social, and Emotional Learning (CASEL):** Organization that serves as the leader for SEL in K-12 schools.

**Disability:** A physical, mental, or emotional condition that limits a person's ability to engage in certain activities or interact with the world in the same way as others. Disabilities can be permanent or temporary.

**Discrimination:** A failure to treat an individual equally due to a protected status. For additional information, [visit the Department of Education website](#) or review the [WFPS Nondiscrimination & Anti-Harassment Policy](#).

**Due Process:** The legal requirement that a learner must be given fair treatment and an

opportunity to respond to allegations before disciplinary actions are taken.

**Educator:** Professional staff who are responsible for all aspects of the instructional program, including, but not limited to, content delivery, assessment and academic intervention

**Exclusionary Discipline:** Any type of school disciplinary action that removes or excludes a learner from their usual educational setting as a consequence for violating rules.

**Expulsion Prevention Hearing:** A proactive disciplinary process designed to address serious behavioral concerns before a formal expulsion recommendation is made. The purpose of this hearing is to explore alternatives to expulsion, ensure the learner's due process rights are upheld, and determine whether interventions or restorative practices could effectively resolve the issue while keeping the learner in school.

**Expulsion:** A permanent removal of a learner from school due to severe or repeated violations of the Code of Conduct.

**Family Educational Rights and Privacy Act (FERPA):** Federal law protecting student privacy. Additional information available [at the Department of Education website](#).

**Free Appropriate Public Education (FAPE):** FAPE is a foundational right guaranteed by the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. It ensures that learners with disabilities receive special education and related services tailored to their individual needs at no cost to families.

**Functional Behavioral Assessment (FBA):** A process used to identify the reasons behind a learner's challenging behavior by analyzing patterns and triggers. The results inform the development of appropriate interventions.

**Harassment:** A specific type of discrimination based on a protected status, including race, color, religion, sex, sexual orientation, gender identity, national origin, ancestry, disability,

age, or other status protected by law. For additional information, [visit the Department of Education website](#) or review the [WFPS Nondiscrimination & Anti-Harassment Policy](#).

**Hazing:** Committing an act against a learner or coercing a learner into committing an act that creates a risk of harm to a person in order for the learner to be initiated into or affiliated with a school-sponsored learner organization or for any other school-related purpose. See the Hazing policy for additional information.

**Individualized Education Plan (IEP):** legally mandated document under the Individuals with Disabilities Education Act (IDEA) that outlines the educational plan for a learner with a disability who qualifies for special education services. The IEP is designed to ensure the learner receives a Free Appropriate Public Education (FAPE) tailored to their unique needs and abilities in the Least Restrictive Environment (LRE).

**Individuals with Disabilities Act (IDEA):** IDEA is a federal law enacted to ensure children with disabilities receive a Free Appropriate Public Education (FAPE) tailored to their unique needs. It applies to eligible children from birth through age 21 and mandates special education services and supports through an Individualized Education Program (IEP).

**In School Suspension:** Exclusionary discipline practice in which the learner is excluded from their classroom but remains under the direct supervision of school staff.

**Language:** The system of communication used by a group of people, often tied to national or cultural identity. It can refer to spoken or written language, and linguistic diversity is often recognized as an important aspect of identity.

**Least Restrictive Environment (LRE):** A principle under IDEA that requires learners with disabilities to be educated alongside their non-disabled peers to the maximum extent appropriate. It aims to ensure inclusion while balancing individual needs.

**Manifestation Determination Review (MDR):** Process used to determine if a learner's

suspension is due to their disability or not. See [IDEA](#) for additional information.

**Mental Health:** Part of overall health and well-being and includes emotional, psychological, and social well-being.

**Multi-Tiered System of Supports (MTSS):** proactive and preventative framework designed to support learners' academic, behavioral, and social-emotional needs through a tiered system of interventions. It integrates data-driven decision-making, high-quality instruction, and evidence-based practices to ensure all learners receive the appropriate level of support.

**Out of School Suspension:** Exclusionary discipline practice in which the learner is not allowed to be on-site for a specified period of time as a consequence for misbehavior.

**Positive Behavior Support Plan (PBSP):** A personalized plan outlining strategies and supports to promote positive behavior and address specific challenges identified through an FBA or other assessments.

**Positive Behavioral Interventions & Supports (PBIS):** PBIS is an evidence-based framework focused on promoting positive behaviors and preventing problem behaviors within schools. It uses a tiered approach to teach and reinforce prosocial behaviors while addressing behavioral challenges proactively.

**Professional Learning:** Systematic process of support for all staff that can include face-to-face training, observation, coaching, resource banks of materials, communication plans, or virtual supports to help educators establish and sustain evidence-based practices.

**Religion:** A set of beliefs, practices, and moral codes related to the worship of a higher power or powers. It can include various organized faiths like Christianity, Islam, Judaism, Hinduism, and others.

**Religious Practice:** The observance of rituals, customs, and traditions related to a particular religion. This can include prayer, fasting, attending religious services, and other acts of worship.

**Resource Mapping:** A system-building process used to align resources, strategies, and outcomes.

**Restorative Practices:** Approaches that focus on repairing harm caused by misconduct through inclusive processes involving all stakeholders. These practices aim to rebuild relationships and foster accountability.

**Section 504:** a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive federal funding, including public schools. It ensures that learners with disabilities have equal access to education and accommodations necessary to participate fully in the general education curriculum.

**Sex:** The biological attributes that distinguish males from females, typically based on reproductive organs, chromosomes, and hormones.

**Sexual Orientation:** Refers to the pattern of a person's romantic or sexual attraction to people of the same sex, opposite sex, or both. Common sexual orientations include heterosexual, homosexual, bisexual, and asexual.

**Social-Emotional Learning (SEL):** Educational approach focusing on developing essential life skills beyond academic knowledge, including managing emotions, achieving goals, feeling and showing empathy

for others, making responsible decisions, and maintaining supportive relationships.

**Socio-Economic Status:** A person or group's social and economic position in society, typically determined by factors like income, education, occupation, and wealth.

**Suspension:** A temporary removal of a learner from school for a specified period as a consequence of serious misconduct. It may be short-term (three days or fewer) or long-term (four to ten days).

**Title IX:** [Title IX](#) of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. Title IX states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

**Weapons:** Dangerous weapons defined by ND Century Code, devices designed to stun through use of voltage, firearms or firearm lookalikes, or any other object that is used, attempted to be used, or intended to be used to threaten or intimidate, cause destruction to property, or to cause injury to self or others.

[\(Policy Link\)](#)