

A stylized torch graphic with a flame composed of three overlapping curved shapes in yellow, light blue, and light green. The torch handle is a grey silhouette with three vertical ridges.

CODE OF **CONDUCT** 2025 - 2026

WEST FARGO PUBLIC SCHOOLS



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INTRODUCTION

Purpose

The West Fargo Public Schools Code of Conduct is designed to support the district’s mission of "educating all learners for tomorrow’s world" by fostering a safe, respectful, and welcoming environment where learners can thrive. Rooted in the district’s vision and core beliefs, the Code establishes clear expectations for behavior, emphasizing the importance of relationships, self-efficacy, and fair and consistent treatment for all. It promotes accountability, self-discipline, and responsible decision-making while ensuring all members of the school community contribute to a nurturing, learner-centered environment. It was developed over the course of the 2024-2025 school year by the Social-Emotional-Behavioral Learning & Safety Committee. This Code is based on [WFPS policy](#) on learner conduct and discipline.

When/To Whom Does It Apply

The West Fargo Public Schools Code of Conduct applies to all learners, educators, staff, and visitors within the district. It governs behavior on district property, including school buildings, vehicles, leased or chartered spaces, as well as at school-sponsored events. Additionally, the Code extends to off-campus conduct when such actions are reasonably predicted to disrupt district operations or the educational environment. It also applies to extracurricular activities and co-curricular events, ensuring all participants uphold high standards of behavior that reflect positively on the school community.

District Mission and Vision

West Fargo Public Schools has established a strategic plan aimed at strengthening the teaching, learning, and culture of the district and its community during the next five years. This document includes the essential elements of our strategic plan, which were all created on a foundation of fairness and access for all learners. For full details on the district's 2022-2027 Strategic Plan, visit [the WFPS website](#).

Wellness Goal

All learners and educators are engaged in safe and compassionate learning environments that foster collaborative relationships and their physical, social, and emotional well-being.



RIGHTS AND RESPONSIBILITIES

West Fargo Public Schools believes all learners, families, educators, and administrators have rights and responsibilities that contribute to a positive learning environment. By clearly defining these rights and responsibilities, the district empowers individuals to contribute to a nurturing, learner-centered community aligned with its mission and vision.

Rights refer to the legal, ethical, or institutional entitlements stakeholders possess in an educational setting, designed to protect dignity, ensure equal opportunities, and foster a supportive learning environment.

Responsibilities to the learning environment refer to the obligation of individuals or groups involved in education to contribute positively to creating, maintaining, and enhancing a safe, inclusive, and effective setting that fosters learning and personal growth for all learners.

Learner Rights and Responsibilities

	RIGHTS	RESPONSIBILITIES
CRITICAL THINKING	☐ Access to guaranteed and viable curriculum ☐ Access to high-quality, learner-centered, education that is rigorous and engaging with various models of instruction	☐ Come to school prepared and ready to learn ☐ Approach learning with an open mind ☐ Embrace challenges with determination ☐ Be willing to work hard and try new things ☐ Seek help when needed
COMMUNICATION	☐ Share my version of events when incidents occur before disciplinary action is decided ☐ Be disciplined for infractions of the Code of Conduct as outlined in this document and in accordance with North Dakota Century Code ☐ Appeal exclusionary disciplinary actions in accordance with the procedures outlined in this Code of Conduct and WFPS policy ☐ Express my opinions and identity through words, dress, and physical appearance ☐ Provide feedback on key decisions	☐ Refrain from violating the Code of Conduct ☐ Engage in behaviors that build a positive school climate and support these behaviors in others ☐ Avoid participation in unsafe activities including the use of illegal substances ☐ Report unsafe, suspicious, or discriminatory behavior ("see something, say something") ☐ Use respectful, school-appropriate language that avoids disrespect, harm, or discrimination ☐ Dress in a way that is respectful, non-discriminatory, and does not disrupt the learning environment



COLLABORATION	☐ Participate in eligible school activities and programs ☐ Stay informed about and/or serve on student councils, advisory bodies, and committees that impact decisions made for the school ☐ Take part in leadership opportunities for learners	☐ Propose the creation of new, non-discriminatory clubs to meet learners' needs and interests, following the school's proposal guidelines ☐ Collaborate with others and contribute positively to the classroom, school, West Fargo and surrounding community ☐ Encourage and support others' participation
COMPASSION	☐ Be welcomed, respected, and valued for who I am ☐ Receive rigorous, culturally relevant instruction that meets my needs	☐ Appreciate our shared qualities and differences ☐ Recognize that everyone learns differently and needs unique support both behaviorally and academically
RESPONSIBILITY	☐ Attend school in the district where I am enrolled ☐ Learn in a safe, clean, healthy, and organized environment that fosters academic rigor	☐ Attend school and all classes regularly and on time ☐ Follow building and class schedules ☐ Follow school rules and expectations ☐ Help maintain a clean, orderly environment ☐ Respect and protect property belonging to others, including the school building and equipment
RELATIONSHIPS	☐ Be treated with respect by peers, parents/caregivers, community members, and educators ☐ Learn from mistakes and receive support to repair harm caused ☐ Be truthful and accountable for actions ☐ Be free from bullying, harassment, and discrimination on school property, at events, or on district platforms ☐ Be able to communicate when I am feeling unsafe	☐ Work to improve my behavior through restorative actions ☐ Accept feedback and consequences respectfully ☐ Protect everyone's right to be respected and heard ☐ Act with kindness toward others ☐ Prioritize safety ☐ Respect others' personal space and resolve conflicts peacefully ☐ Promote a community free of bias, injustice, and intolerance ☐ Stand up for others' rights and dignity



Essential Partners

The following key essential partners outlined in this code are educators, parents/caregivers, administrators, and the superintendent. While each group has unique roles in supporting learners, all are needed to ensure a safe and supportive learning environment.

Educator Rights and Responsibilities

Educators are entitled to a professional environment that supports their ability to teach effectively, grow professionally, and advocate for learners. These rights and responsibilities ensure educators are equipped to support learners and families, while also fostering their own growth and contributing to a positive school culture.

Rights
Collaboration and Advocacy • Collaborate with families to support student learning and well-being • Advocate for learner needs and encourage family involvement in their child's education • Participate in school decisions that impact learner success and family engagement initiatives Access to Information and Support • Receive relevant student and family information necessary for supporting learners effectively • Access guidance and support from administrators, counselors, social workers, or legal experts when addressing concerns or navigating reporting processes Professional Growth and Development • Receive ongoing training and professional development opportunities related to learners' behavioral success Safe Work Environment • Work in a physically and emotionally safe environment free from harassment or discrimination • Work in a welcoming environment that respects the variety of backgrounds and perspectives of educators, learners, and families Supportive and Respectful School Climate • Work in a school climate that promotes collaboration, trust, mutual respect, and personal well-being among educators, learners, families, and the community • Address concerns about school culture, climate, and safety with administration or relevant authorities
Responsibilities
Communication and Engagement • Regularly communicate with learners, families, and colleagues about course objectives, grading policies, expectations, and learner progress using accessible methods that respect a variety of cultural and linguistic backgrounds • Create opportunities for families to actively participate in decision-making processes and ensure they understand district expectations for fostering a welcoming and safe learning environment • Maintain professional boundaries while engaging with learners and families to ensure healthy relationships based on mutual respect



- Initiate communication with colleagues to ensure learners receive appropriate supports in their least restrictive environment

Inclusion

- Recognize, affirm, and incorporate the cultural and linguistic variety of backgrounds and perspectives of learners and their families by ensuring fair access to district expectations for fostering a welcoming, safe, respectful, and engaging learning environment.

Social-Emotional and Academic Support

- Build relationships with learners to support their social-emotional well-being and academic growth
- Provide appropriate interventions for academic or behavioral challenges while maintaining confidentiality in compliance with legal standards

Conflict Resolution

- Manage conflicts professionally and respectfully to encourage problem-solving while upholding the dignity of all involved

Safety and Reporting

- Intervene promptly in situations involving discrimination, bullying, harassment, self-harm, suicidal ideation, or severe emotional distress to protect the physical and emotional well-being of learners
- Address concerns about school culture, climate, and safety with administration or relevant authorities
- Fulfill legal obligations to report suspected child abuse or neglect to the appropriate authorities

Professional Development

- Actively participate in professional development to enhance teaching practices, cultural competence, leadership skills, and strategies for supporting diverse learners

Policy Implementation

- Consistently enforce district rules and policies with fairness while collecting and analyzing data to refine instructional practices and improve school climate
- Implement Positive Behavior Support Plans (PBSPs), 504 Plans, IEPs, or other assigned interventions as needed to support learner access

School-Wide Contributions

- Contribute to initiatives that promote positive behaviors and ensure adequate supervision throughout school areas



Parents/Caregivers Rights and Responsibilities

Parents/Caregivers play a vital role in supporting their child's academic, social, and emotional success. The rights and responsibilities outlined below apply to all families, regardless of legal status. If parents/caregivers have any questions or need assistance in advocating for their child, they are encouraged to seek support.

Rights
Access to Education and Information • Enroll their child in school based on district zoning decisions • Request and receive timely access to their child's educational records • Receive clear information about district policies, procedures, and incidents related to their child's education and safety in accessible formats and preferred languages • Access resources and services for learners with disabilities and English learners Respect and Inclusion • Expect their child to be valued and respected by educators and administrators • Be treated courteously, fairly, and respectfully by all school staff • Be notified promptly about significant behavioral infractions or disciplinary actions involving their child Active Participation • Be equal partners in their child's education, and actively involved in academic, social, attendance, or behavioral matters • Collaborate with educators to address challenges and improve their child's progress through counseling, supportive programs, academic initiatives, or external referrals Communication Rights • Receive written and oral communication in their preferred language, including translations for documents (e.g. report cards, progress reports) • Be informed about due process procedures for disciplinary matters, including conferences and appeals Advocacy and Accountability • File complaints regarding violations or misapplications of school policies • Participate in decision-making processes that impact learner success or family engagement initiatives
Responsibilities
Understanding Policies and Expectations • Be familiar with district policies, administrative regulations, and the Code of Conduct • Discuss expected behaviors with their learner as outlined in the Code of Conduct and encourage adherence to school rules and procedures Communication and Updates • Provide updated contact information and promptly report changes in address to the school office • Inform the school of their child's absences, including reasons, as soon as possible or by the end of the day



- Communicate concerns to school officials respectfully and access information about their child's academic progress, behavior, and school policies through conferences, reports, or online platforms

Support for Academic Success

- Make every effort to ensure their child attends school regularly and on time
- Encourage active participation in school activities, completion of homework and assignments, and seeking help when needed to support learning

Promoting Social-Emotional Growth

- Support their child's social-emotional development by fostering confidence, respect for others, and a positive attitude toward learning
- Partner with educators to address academic, attendance, social, behavioral, or other challenges their child may experience

Advocacy and Equal Access

- Teach their child all individuals have the right to attend school and be treated with respect and dignity regardless of race, ethnicity, religion, disability, sexual orientation, gender identity, or other characteristics
- Communicate any need for restricted access to their child's records with updated legal documentation

Respectful Engagement

- Be respectful and courteous to educators, other parents/caregivers, and learners in all communications (e.g. email, phone calls, social media) and interactions on school premises





Administrator's Responsibilities

Building administrators are central to the enforcement of the Code of Conduct, ensuring fairness, consistency, and adherence to district policies. As educators themselves, administrators share all the rights and responsibilities outlined for educators, and their additional duties build upon this foundation. They are responsible for maintaining a safe and respectful learning environment by addressing behavioral issues and fostering collaboration between families and school staff. Administrators oversee the implementation of disciplinary measures, distinguish between minor and serious infractions, and ensure learners' rights to due process. Through their leadership, they model desirable standards of behavior and work to create a school climate rooted in mutual respect, fairness, and accountability. The responsibilities described here are in addition to, not in lieu of, those expected of all educators.

Responsibilities
Leadership and Decision-Making • Make the education and well-being of learners the fundamental value in all decisions • Implement district policies, administrative regulations, and local, state, and national laws with fairness and fidelity • Pursue corrective measures for policies or regulations that conflict with sound educational goals or the best interests of learners Ethical Conduct • Act with honesty, integrity, transparency, and accountability in all professional duties • Treat all stakeholders (learners, families, and staff) with courtesy, fairness, and respect Equity and Inclusion • Provide educational services in a nondiscriminatory manner while fostering a welcoming environment that values the variety of backgrounds and perspectives among learners, staff, and families • Protect the civil rights of all individuals and promote fairness, social justice, and community values Safety and Well-Being • Take reasonable action to protect learners and staff from conditions harmful to health or safety • Create an atmosphere conducive to learning by addressing issues related to school climate or culture promptly Collaboration and Communication • Partner with families, staff, and community stakeholders to support learner success through transparent communication and shared decision-making processes • Provide clear guidance on policies affecting learner's education or safety while maintaining confidentiality where appropriate



Superintendent Responsibilities

Superintendents play a key role in enforcing the Code of Conduct by overseeing its implementation, monitoring adherence, and addressing violations promptly and fairly. The Superintendent or designee ensures the following components are addressed:

Responsibilities
Policy Implementation and Oversight • Ensure consistent implementation of the district's Code of Conduct across all schools and departments • Monitor adherence to policies related to learner behavior, safety, culture, and climate, taking corrective actions as necessary Leadership and Accountability • Provide leadership in fostering a safe, respectful, and inclusive learning environment that aligns with the Code of Conduct • Hold all educators and administrators accountable for enforcing the Code of Conduct with fairness and fidelity • Support resource mapping to maximize impact of available staff, programs, and initiatives across the district Communication and Transparency • Communicate district expectations regarding the Code of Conduct to staff, learners, and families in accessible formats and languages • Report on compliance with the Code of Conduct to the school board through regular updates, data analysis, and incident reviews Professional Development • Facilitate training for staff on the principles and application of the Code of Conduct, including strategies for equitable enforcement and conflict resolution Equity and Inclusivity • Promote fair and consistent treatment of all learners by addressing systemic biases or practices that conflict with the Code of Conduct's goals Incident Response • Oversee investigations into significant violations of the Code of Conduct, ensuring due process for all parties involved



PREVENTION AND INTERVENTION

The Prevention and Intervention section of the Code of Conduct outlines strategies and supports designed to proactively address behavioral challenges while promoting a safe and inclusive school environment. This section emphasizes evidence-based practices that prevent misconduct, foster positive behaviors, and provide targeted interventions for learners who require additional support. By focusing on early identification, restorative approaches, and collaborative problem-solving, the district aims to reduce disciplinary actions like suspensions or expulsions.

District-Wide Behavioral Expectations

The district-wide behavioral expectations for learners and adults are to be respectful, responsible, and safe in all school environments and settings. The following behavior matrices reflect the expected behaviors in the different school environments. These are explicitly taught and reinforced through the schoolwide systems. The matrices are intended to provide guidance for daily procedures and practices to maintain order, efficiency, and continuity amongst our schools.



Elementary Behavior Matrix

	I AM RESPECTFUL	I AM RESPONSIBLE	I AM SAFE
Arrival Dismissal	- Wait patiently for the bell - Hold the door for others	- Punctual - be on time - Prepare - have all materials with you - Prompt - go where you are supposed to be	- Walk appropriately - Use the sidewalk - Use the bike rack - Wait for bus in the assigned area - Allow others to exit before entering
Bathroom	- Listen to adults - Use an appropriate voice - Be timely, others may be waiting - Allow others privacy, keep to yourself	- Use the toilet appropriately - Use the sink appropriately - Wash hands with soap and water - Return to class quickly	- Follow respectful and responsible expectations - Watch for wet floors and use caution - Watch for messes and use caution - Report issues to an adult
Classroom	- Listen - take turns, ask appropriate questions - Listen - provide appropriate nonverbal feedback to the speaker - Respect resources - take care of personal and school resources - Work collaboratively - follow norms for discussions and decision making - Work collaboratively - accept constructive feedback from others	- Digital citizenship and ethical use - follow acceptable use policy and protect personal information - Efficiency - use time allotted for tasks appropriately - Efficiency - complete assigned tasks as prescribed - Organization - use an organizational system to keep materials neat	- Rules - follow rules and procedures established - Self-Control - appropriate verbal and nonverbal responses - Dress appropriately according to school guidelines
Hallway Lockers	- Listen - adults will give instructions - Use an appropriate voice - Keep to yourself - Be timely - Take care of your locker	- Stay with your classmates - Organization - use an organizational system to keep items and area neat - Organization - bring necessary materials	- Walk appropriately - Report messes or issues to an adult - Follow respectful and responsible expectations - Self-control - appropriate verbal and nonverbal responses
Lunchroom	- Listen - adults will give instructions - Use good table manners - use a napkin, face your food, say please and thank you - Be timely - Keep hands, feet, and objects to yourself - Visit quietly until you are dismissed	- Remember your lunch choice - Take all needed items before you sit down - Eat first - Keep your area clean, pick up after yourself	- Walk appropriately - Follow respectful and responsible expectations - Use utensils appropriately - Report messes or issues to an adult
Office	- Be polite - do not interrupt - Use a respectful voice - Respect the time of others - Respect the privacy of others	- Tell an adult what you need - Return to class quickly	Wait patiently - sit or stand in one place
Playground	- Listen - adults will give instructions - Be collaborative - include others and take turns - Take care of equipment	- Return equipment to where it belongs - Line up immediately when the bell rings or the whistle blows	- Ask for permission to leave the playground and report back when you return - Use equipment properly - Follow respectful and responsible expectations - Report damaged equipment or issues to an adult - Dress appropriately according to school guidelines
Assembly	- Listen - adults will give instructions - Be polite - Be respectful in your words and actions - clap when appropriate	- Participate appropriately - Raise your hand if you need help, in an emergency ask an adult quietly	- Walk in and out of assembly - Keep hands, feet, and objects to yourself - Stay with your classmates or group
Bus/Field Trip	- Scan your ID as you enter the bus - Listen - adults will give instructions - Tell the bus driver what you need - Visit quietly	- Avoid eating and drinking on the bus - Only bring safe and allowable objects on the bus	- Stay in your seat and face forward - Keep limbs out of the aisle and window - Keep hands, feet, and objects to yourself - Walk on and off the bus - Stay with your classmates or group - Keep windows closed



Middle School Behavior Matrix

	 COMPASSION <i>Learners demonstrate their understanding of the complexities of culture and global issues and see viewpoints beyond their own in order to positively impact the world around them.</i>	 COLLABORATION <i>Learners work together, resolving controversy and conflict through respectful negotiation.</i>	 RESPONSIBILITY <i>Learners actively engage in their learning and demonstrate responsibility, organization, and perseverance.</i>
ARRIVAL & DISMISSAL	I use the bike rack.	I ask or tell school staff when I need assistance. I hold the door for others. I allow others to exit before I enter.	I am on time. I cross the street at the corners. I use the sidewalk. I wait patiently for doors to open.
RESTROOM	I keep the space clean. I respect others' space, privacy, and property. I report messes or issues to school staff.	I am respectful with my words and actions.	I use the toilet and sink appropriately. I wash my hands with soap and water. I return to class quickly.
CLASSROOM	I follow the rules and procedures. I make a positive impact on my school.	I am respectful with my words and actions. I show kindness to others. I accept and provide feedback.	I am organized and complete my work on time. I am engaged in my learning. I am organized.
HALLWAY & STAIRWAY	I follow directions from school staff. I respect the hallway displays. I report messes or issues to school staff. I move quietly.	I am respectful with my words and actions.	I walk on the correct side. I keep my personal items secure and convenient. I keep my hands and my feet to myself. I am timely.
OFFICE	I am honest and polite. I respect others' privacy.	I ask or tell school staff when I need assistance. I am respectful with my words and actions.	I wait patiently and quietly until staff is available. I return to class quickly.
THEATRE	I follow directions from school staff. I watch and listen to the presentation. I locate school staff in an emergency.	I participate as I am expected. I am respectful with my words and actions. I follow directions from school staff.	I stay seated with my assigned group. I keep my hands feet and objects to myself. I raise my hand when I need help. I enter and exit.
BUS	I avoid eating and drinking on the bus. I only bring safe and allowable objects on the bus.	I follow directions from bus staff. I ask or tell bus staff when I need assistance. I visit quietly.	I stay in my seat and face forward. I keep my limbs out of the aisle. I keep my hands, feet, and objects to myself.
LOCKER ROOM	I respect others' privacy. I report messes or issues to school staff. I keep the space clean.	I follow directions from school staff. I am respectful with my words and actions.	I keep my personal items secure and convenient. I use the toilet and sink appropriately. I wash my hands with soap and water. I return to class quickly.
EMERGENCY	I follow emergency procedures.	I follow directions from school staff.	I am alert.
ELEVATOR	I am polite. I use it only when needed.	I follow directions from school staff.	I ask or tell school staff when I need assistance. I stay seated or standing. I keep my hands, feet, and objects to myself.



High School Behavior Matrix

	 COMPASSION <i>Learners demonstrate their understanding of the complexities of culture and global issues and see viewpoints beyond their own in order to positively impact the world around them.</i>	 COLLABORATION <i>Learners work together, resolving controversy and conflict through respectful negotiation.</i>	 RESPONSIBILITY <i>Learners actively engage in their learning and demonstrate responsibility, organization, and perseverance.</i>
ARRIVAL & DISMISSAL	I hold the door for others. I allow others to exit before I enter. I have a positive attitude. I am patient with others.	I ask or tell school staff when I need assistance.	I am on time. I enter and exit the school in a timely manner.
RESTROOM & LOCKER ROOM	I keep the space clean. I respect others' space, privacy, and property.	I return to class quickly. I report issues to school staff. I am respectful with my words and actions.	I keep my personal items secure and convenient. I maintain good personal hygiene.
CLASSROOM	I follow the rules and procedures. I make a positive impact on my school. I show kindness to others.	I am respectful with my words and actions. I accept and provide feedback. I know when it is appropriate to listen and to speak. I can ask relevant questions.	I am organized and complete my work on time. I am engaged in my learning. I clean up after myself. I am ready to learn and work. I keep trying, even when it is hard.
HALLWAY & LOCKER	I follow directions from school staff. I respect the hallway displays. I report messes or issues to school staff. I move quietly.	I am respectful with my words and actions. I use appropriate volume and language when speaking.	I walk on the correct side. I keep my personal items secure and convenient. I respect others' personal space.
OFFICE	I am honest and polite. I respect others' privacy. I report bullying, harassment, and substance abuse.	I ask or tell school staff when I need assistance. I am respectful with my words and actions.	I wait patiently and quietly until staff is available. I return to class quickly.
THEATRE & GYMNASIUM	I follow directions from school staff. I watch and listen to the presentation. I locate school staff in an emergency.	I participate as I am expected. I am respectful with my words and actions. I listen to directions.	I stay seated with my assigned group. I keep my hands, feet, and objects to myself.
COMMONS	I welcome anyone who sits near me. I meet new people. I talk kindly to others. I stand up for those in need.	I use appropriate volume and language when speaking. I ask or tell bus staff when I need assistance.	I use my time wisely. I use the space for learning and working. I take care of my trash and recyclables. I make appropriate choices, even if others are not.



Overview of Positive Behavior Interventions and Supports (PBIS) and Integration of Mental Health Supports

West Fargo Public Schools is committed to helping every learner succeed by providing personalized support matched to individual needs. We use a Multi-Tiered System of Supports (MTSS), a comprehensive framework that addresses students' academic, social, emotional, and behavioral development. Through MTSS, students receive targeted interventions and resources based on their unique strengths and challenges, ensuring the right support at the right time.

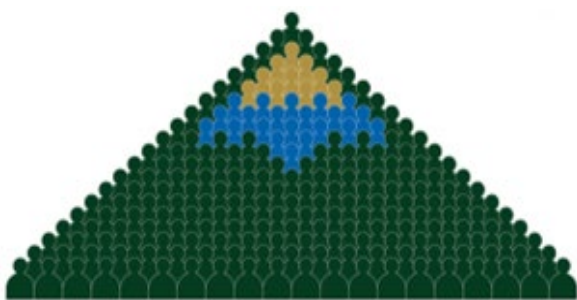
Our approach integrates Positive Behavioral Interventions and Supports (PBIS) and coordinated mental health services within the MTSS framework. PBIS establishes a proactive foundation for teaching and reinforcing positive behaviors, setting consistent expectations, recognizing positive actions, and constructively addressing challenges. This approach helps reduce disruptions and supports a positive, safe school climate for all learners.

By embedding mental health services within MTSS, we address both behavioral and emotional needs comprehensively. Schools use data-driven decision-making to identify early warning signs and provide timely interventions. We collaborate with outside agencies and maintain in-house providers to ensure all students, including those who are under- or uninsured, have access to the support they need to be successful learners.

This integrated approach leads to improved academic achievement, increased engagement and attendance, (*The Connection between School Mental Health & Academic Achievement*) and reduced discipline referrals (Weist et al., 2022). By focusing on the whole child, West Fargo Public Schools creates a positive, inclusive school culture where every learner can thrive.

Monitoring with the Tiered Fidelity Inventory (TFI)

To ensure fidelity in implementing PBIS at all three tiers, West Fargo Public Schools uses the Tiered Fidelity Inventory (TFI). The TFI is a reliable tool that helps school teams assess how well core features of PBIS are being applied. It guides action planning by identifying areas of strength and improvement, ensuring interventions are consistently implemented across buildings. Schools regularly use the TFI to monitor progress, aiming for at least 70% fidelity on annual assessments. For more information on this tool, visit the [PBISApps website](#).



Tier One: ALL learners are taught school-wide expectations

Tier Two: SOME learners receive additional interventions, often provided in small groups

Tier Three: A FEW learners receive intensive individualized supports



Overview of Social-Emotional Learning and Profile of a Graduate

Social Emotional Learning (SEL) is a cornerstone of West Fargo Public School's prevention and intervention efforts, enhancing learner success by fostering focus, motivation, and perseverance through challenges. SEL equips learners with vital social skills such as communication, teamwork, empathy, resilience, and responsible decision-making—tools essential for academic achievement and lifelong success. By integrating SEL into the curriculum, the district creates a supportive school environment that reduces behavioral issues and promotes emotional well-being.

West Fargo Public Schools utilizes the CASEL (Collaborative for Academic, Social, and Emotional Learning) Framework to guide SEL implementation. This evidence-based framework focuses on five core competencies:

1. **Self-Awareness:** Learners recognize emotions, thoughts, and values while understanding their impact on behavior. This builds confidence and optimism through accurate self-assessment.
2. **Self-Management:** Learners develop skills to manage emotions, handle stress, set goals, and maintain focus (key elements for perseverance and accountability).
3. **Social Awareness:** Learners foster empathy and respect for different viewpoints and experiences while recognizing resources within their school and community.
4. **Relationship Skills:** Learners communicate effectively, listen actively, work as teams, and resolve conflicts to help learners build healthy relationships and contribute to a positive school climate.
5. **Responsible Decision-Making:** Learners make ethical choices by evaluating consequences, considering others' well-being, and applying critical thinking to challenges.

These competencies align seamlessly with West Fargo Public School's Profile of a Graduate dispositions - collaboration, resilience, compassion, critical thinking, communication, creativity, reflection, and responsibility. Together, they prepare learners to become adaptable, thoughtful individuals ready for success in school, careers, and life.

At every grade level, SEL instruction is integrated into the curriculum through structured lessons taught by counselors and educators, reinforcing these skills through alignment with Profile of a Graduate dispositions. This systemic approach ensures SEL is consistently embedded in learners' educational experiences, equipping them with essential life skills to thrive academically and personally. See the [ND essential skills](#) website for additional information.





Trauma-Sensitive Practices

West Fargo Public Schools (WFPS) is dedicated to creating a safe, supportive, and inclusive learning environment by implementing trauma-sensitive practices throughout our schools. We recognize that Adverse Childhood Experiences (ACEs) and other forms of trauma can significantly impact a learner's behavior, learning, and overall well-being. All WFPS educators receive Trauma-Sensitive Schools training, equipping them with the knowledge and skills to understand the impact of trauma and respond effectively. This training is one of the many integrated student supports outlined on the [North Dakota Department of Public Instruction](#) website that works to improve students' academic outcomes by systematically supporting their academic and non-academic needs.

Understanding the Connection Between Trauma and Behavior

Learners who have experienced trauma may exhibit a range of behaviors that can be misinterpreted as intentional misbehavior. ACEs are potentially traumatic events that occur during childhood and may impact long-term health and well-being. These events can include emotional, physical, or sexual abuse; emotional or physical neglect; household violence; substance abuse in the household; household mental illness; parental separation or divorce; or incarceration of a household member (Glossary of Student Mental Wellness Concepts, 2021).

Trauma can be broadly defined as an event, series of events, or set of circumstances an individual perceives as physically or emotionally harmful or life-threatening. These experiences often have lasting adverse effects on a person's functioning and overall well-being - impacting their mental, physical, social, emotional, or spiritual health. It is estimated at **20%** of North Dakota children have experienced at least two potentially traumatic events in their lifetime (Johns Hopkins Bloomberg School of Public Health, 2021).

It's essential to understand these experiences can manifest in various ways, including:

- Difficulty regulating emotions
- Increased anxiety or fear
- Aggression or impulsivity
- Withdrawal or difficulty forming relationships
- Increased absences/poor school attendance
- Challenges with attention and focus

Application in the Code of Conduct

Trauma-informed practices are embedded into the Code of Conduct to ensure disciplinary responses are fair, restorative, and supportive of learner growth:

Behavioral Responses Aligned with Trauma-Informed Principles:

- ✓ Address misbehavior with empathy and understanding, focusing on repairing harm rather than punitive measures
- ✓ Use restorative Circles to rebuild relationships after conflict
- ✓ Implement Social Emotional Learning (SEL) activities to teach emotional regulation skills



- ✓ Develop proactive support plans (e.g. positive behavior support plans) that provide individualized interventions aligned to the learner's needs

Collaboration with Families:

- ✓ Actively partner with families to support learner's behavioral needs, recognizing that family engagement is critical for addressing underlying challenges

Screening for Barriers to Buffers:

- ✓ Educators assess for obstacles that prevent learners from accessing protective factors, such as lack of nurturing relationships or needed mental health support, and work to address these gaps

Support for Learners Experiencing Mental Health Crises:

- ✓ While WFPS strives to provide robust supports within the school setting, learners experiencing immediate mental health crises may display behaviors that include safety concerns requiring more intensive supports. In such cases, WFPS will work with families to explore alternative placements or therapeutic programs to ensure the safety of the learner and others until the crisis subsides

Professional Development for Staff:

- ✓ All staff receive training in trauma-sensitive practices to ensure consistent, effective application across classrooms and school settings

By integrating trauma-sensitive practices into its Code of Conduct, West Fargo Public Schools ensures disciplinary policies promote safety, fairness, and well-being for every learner.

Restorative Practices

West Fargo Public Schools (WFPS) supports Restorative Practices as a foundational philosophy for learner behavior and discipline. Rooted in the belief that strong relationships, a sense of belonging, and opportunities to repair harm contribute to a safe and supportive school environment, Restorative Practices offer a proactive and learner-centered approach. Rather than focusing solely on punishment, these approaches seek to address the root causes of behavior, promote accountability, and encourage personal growth. Central to this approach is the belief that learners thrive in environments where they feel respected, valued, and connected to those around them.

Key beliefs guiding this work include:

- Relationships are essential to learning and behavior
- Accountability means recognizing the impact of one's actions and working to repair harm
- Every member of the school community deserves a voice and an opportunity to be heard
- Discipline should be constructive and educational, not solely punitive
- Restoring relationships strengthens both individuals and the broader school community

Schools across the district are incorporating strategies such as Circles, peer mediation, and restorative conversations. While the ways in which these practices are applied may look different from one setting to another, the district remains committed to deepening its use of restorative approaches and aligning efforts with this shared vision. ([Restorative Practices: Explained](#))



Considerations for Learners with Disabilities

General Guidelines

1. Administrators have the authority to discipline all learners, including learners who have a disability or suspected disability.
2. Learners with IEPs or 504 plans have legal protections that must be followed.
3. Considerations may apply to learners on an IEP or 504 plan when the behavior is a manifestation of the learner's disability.

The learner Code of Conduct applies to all learners, including learners who have an Individualized Education Plan (IEP) or 504 Plan. The district will implement its Code of Conduct with regard to all learners, subject to and in compliance with the federal and state law pertaining to learners with disabilities.

For learners whose misbehavior was a direct and substantial relationship to the learner's disability, schools should consider what accommodations or adjustments may be needed to address the learner's behavior within their IEP, behavior support plan, etc.

Learners with IEPs and 504 plans are subject to the school district's adopted discipline policies as long as the procedures are not abused or applied in a discriminatory manner. In the case of suspension, learners with an IEP or 504 plan are afforded procedural safeguards to maintain their access to free and appropriate public education.

Additional Provisions

North Dakota state law requires additional provisions be made for discipline of learners who have been found by a special education or 504 evaluation team to have special needs and whose program or accommodations/services are described in an IEP or Section 504 plan, or when there is a suspected disability. The following additional requirements apply to the discipline of special needs learners:

1. Learners requiring individualized programming in Social Emotional Learning (SEL) will have programming designed to support adherence to the Code of Conduct while preventing discrimination. These protections also extend to learners undergoing initial evaluations for special education or Section 504 services due to suspected disabilities.
2. School administrators must notify the Case Manager or 504 Coordinator of any suspendable offense involving a learner with an IEP/504 Plan, and records of such notices will be maintained. Suspended learners retain the right to make up tests, assignments, and other work necessary for academic progress during their suspension period.



Manifestation Determination Review (MDR)

Disciplinary procedures that result in a learner's change in educational placement must be in accordance with the procedural safeguards afforded to learners with disabilities by IDEA and Section 504. A learner's IEP or 504 team will review the behavior which resulted in suspension to determine if the behavior had a direct and substantial relationship to the learner's disability, this is the Manifestation Determination Review process.

An MDR is required when disciplinary action may result in:

- A suspension of more than ten school days within one school year; or
- A series of suspensions that form a pattern

During the MDR meeting, relevant members of the learner's IEP or 504 team, along with parents/caregivers, will review information to determine:

- Whether the behavior was directly and substantially related to the learner's disability; or
- Whether the behavior resulted from the school's failure to implement the IEP/504 Plan

Outcomes of an MDR may include:

- Modifications to the existing IEP/504 Plan;
- Additional assessments, such as psychological evaluations or Functional Behavioral Assessments (FBA), if needed;
- Adjustments to disciplinary actions based on findings

For more information about the procedural safeguards afforded to learners under the Individuals with Disabilities in Education Act (IDEA), please click the link: [IDEA Procedural Safeguards](#). For details about the procedural safeguards provided to learners served under Section 504 of the Rehabilitation Act of 1973, please click the link: [504 Procedural Safeguards](#)

Title IX Considerations of Disability or Suspected Disability

Title IX protections apply equally to learners with disabilities or suspected disabilities. The district adheres to Title IX policies while remaining compliant with federal and state laws regarding learners with disabilities. For details about the Title IX policy and procedures, please visit the following website: [WFPS Title IX Regulation](#).



Partnership with West Fargo Police Department

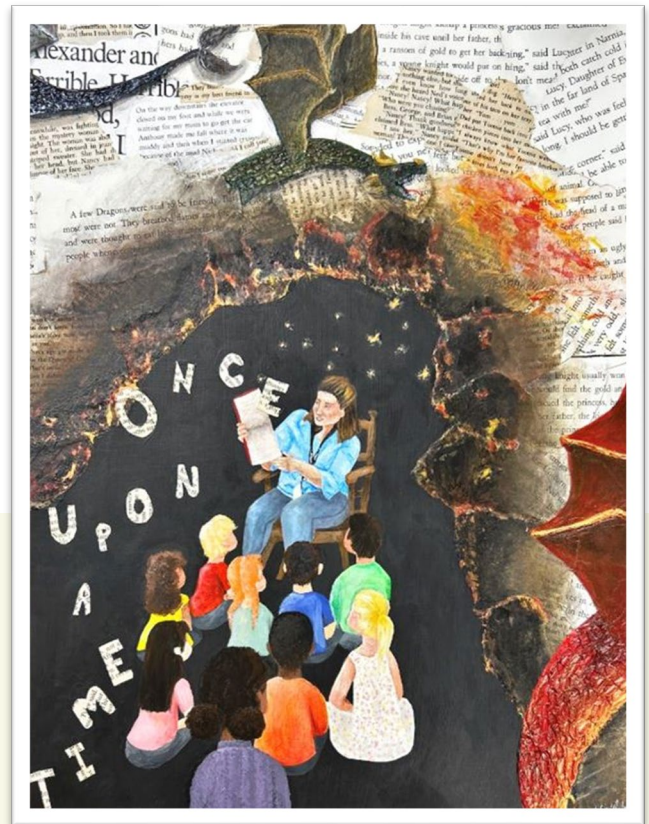
In 2005, West Fargo Public Schools and the West Fargo Police Department launched the School Resource Officer (SRO) program to enhance safety and foster positive relationships within schools. Currently, nine SROs serve the district: three officers serving elementary schools, and one officer at each middle and high school.

SROs are trained through the National Association of School Resource Officers (NASRO) and follow the triad concept, which divides their responsibilities into three roles:

1. **Law Enforcement Officer:** Ensuring school safety and responding to incidents
2. **Educator:** Providing law-related education to learners, parents, and staff
3. **Informal Counselor:** Offering guidance based on their training and experiences

The program's goals include creating safe learning environments, providing resources to staff, fostering positive relationships with youth, and addressing issues affecting learners to help them reach their full potential. This partnership exemplifies the commitment to protecting learners while promoting trust and collaboration between law enforcement and schools.

Certain behaviors may result in referrals to SROs for further action beyond disciplinary consequences taken by the school. These include illegal activities such as assaults, possession of drugs or other contraband, or violations of compulsory attendance laws (e.g. chronic truancy). SROs collaborate with school administrators to address these incidents appropriately while ensuring a safe environment for all learners. At all times, SROs are enforcement officers regarding criminal matters only and are not school disciplinarians and should not assume this role.





DISCIPLINE RESPONSES

The Discipline Response section of the Code of Conduct emphasizes the **consistent** application of discipline practices across West Fargo Public Schools to ensure fairness and accountability while recognizing the unique circumstances of each situation and learner. This section is designed to create a safe and supportive learning environment by addressing behavioral challenges in a structured and constructive manner. By clearly defining expectations and consequences, the district promotes transparency and trust among learners, families, and staff. Through this approach, West Fargo Public Schools aims to balance immediate corrective measures with long-term strategies that support personal growth, academic success, and responsible citizenship.

Approach to Learner Discipline

At West Fargo Public Schools, discipline is viewed as a teachable opportunity that fosters personal growth and accountability. Our approach prioritizes progressive discipline, which focuses on incremental interventions to address behavior while promoting pro-social skills and responsibility. The delivery of disciplinary sanctions should only serve four key functions to prevent:

- Negative behavior from being rewarded
- A problem behavior from escalating
- A problem behavior from significantly interrupting instruction
- Physical and/or social-emotional harm to others

Key Principles of Effective Discipline

- | | |
|---|--|
| • Clear, fair, and timely responses | • School-based solutions before exclusionary measures are considered |
| • Logical, consistent, and developmentally appropriate consequences | • Equitable practices to reduce disparities in discipline |
| • A balance of prevention, intervention, and accountability | • Ongoing collaboration with educators, families, and the community |
| • Active involvement of parents/caregivers in the process | • Transparent policies and accessible communication with families |
| • Recognition of individual learner needs and circumstances | • Regular evaluation of discipline policies for fairness and effectiveness |
| • A commitment to keeping learners engaged in their education | |
| • Restorative approaches that focus on learning, not punishment | |

Learners are guided to prevent recurring negative behavior through the following strategies:

- Understand why their behavior was inappropriate and its impact
- Identify alternative, positive responses in similar situations
- Take responsibility for their actions and make amends



- Learn and practice skills for future success
- Recognize the consequences of continued misconduct

By implementing these principles, West Fargo Public Schools strive to create a safe, supportive, and inclusive learning environment for all students.

Considerations When Assigning Discipline Responses

When determining disciplinary responses, West Fargo Public Schools evaluates the totality of circumstances to ensure interventions are fair, developmentally appropriate, and effective. The following factors must be considered:

Individual Factors:

- Age, maturity, skill level, and cultural background
- Disciplinary history, including past interventions and responses
- Response to previous interventions

Behavioral Factors:

- Nature, severity, and scope of behavior
- Frequency, duration, and context of the incident
- Administrator judgment of intent vs outcome of behavior
- Number of individuals involved
- Harm caused and steps for accountability/restoration

Support Factors:

- Social-emotional needs of all parties involved
- Learner's IEP, behavior support plan, and/or 504 plan, if applicable
- Any other extenuating circumstances

Disciplinary decisions aim to balance accountability, student learning, and school safety, prioritizing restorative approaches and supportive interventions before exclusionary measures.



School-Based Discipline Responses

School-based discipline responses are administered at the building level and require no additional permission from the district. There are three types of response strategies:

Administrative Strategies are statutory, rule-based, or contract-based interventions done “to” the offender, such as detention. Other examples include:

- Loss of privileges
- Removal from class/time-out
- Behavior contract
- Schedule change

Restorative/Supportive Approaches are problem-solving interventions done “with” and “by” the offender. They focus on the harm caused and how it will be repaired. Examples may include:

- Family group conference
- Victim-offender mediation
- Educator/learner conference
- Restitution/Community service
- Written apology
- Reflective essay

Systems Interventions are structured, skill-based supports designed to address underlying behavioral needs and promote long-term positive outcomes. These interventions are not reactive or isolated responses to individual incidents; instead, they are proactively developed as part of the school’s comprehensive behavior support framework. They require collaboration among the school team and often involve adjustments in adult behavior and systems around the learner to achieve meaningful change. Because these interventions are embedded within the larger building system, they must be planned, implemented, and monitored in advance to ensure consistency and effectiveness. Examples include:

- Participation in counseling
- Check in/check out
- Social skills, conflict resolution, or other group skills training
- Functional Behavioral Assessment (FBA) and Positive Behavior Support Plan

Additional non-disciplinary interventions may **also** be implemented to support the learner after a behavioral incident (e.g. referral to MTSS team, threat assessment). These interventions may serve as standalone or supplemental procedures depending on the circumstances surrounding the behavioral incident. By utilizing the school's broader behavior support systems rather than developing interventions on a case-by-case basis, educators can ensure interventions are consistent, data-driven, and sustainable over time. This provides learners with predictable opportunities for growth while supporting staff in implementing effective strategies.

Teacher Removal from Class

A learner’s behavior can affect an educator’s ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a learner’s behavior and maintain or restore control over the classroom by using strong classroom



management techniques. These techniques may include practices that involve the teacher directing a learner to briefly leave the classroom or take a break in a specified area to give the learner an opportunity to regain his/her composure and self-control in an alternative setting. Such practices do not constitute exclusionary disciplinary removal for purposes of this Code.

These removals may not supersede existing team-generated plans to support learner behavior, such as safety plans or positive behavior support plans, which may specify time spent outside of the classroom for challenging behavior. Additionally, removals may not be related to attendance.

Elementary Removals of Disruptive Learners (K-5th grade)

At the elementary level, a teacher may remove a learner for a length of time appropriate to the infraction. This may include sending a learner to a buddy room, visible hallway spot, or request support from a team member to find an alternate learning space. Any removal longer than 30 minutes or for purposes other than emotional regulation will require collaborative discussion with the building principal.

Secondary Removals of Disruptive Learners (6th-12th grade)

At the secondary level, the teacher may remove the learner from class for the remainder of the period during which the disruptive incident occurred. Learners removed from class will spend time in a supervised space with access to academic tasks. Learners will have the opportunity to make up missed work.

The principal or the principal's designee may overturn the removal of the learner from class if the principal finds any one of the following:

- Charges against the learner are not supported by evidence
- Learner's removal is otherwise in violation of law or the district's Code of Conduct
- The conduct warrants suspension from school and a suspension will be imposed

Detention

Detention, used in WFPS secondary schools, is the requirement where a learner is required to remain in a designated area, such as a classroom or detention room, during non-instructional times (e.g. after school, during lunch) as a consequence of violating school rules or policies. Detention may **only** be assigned by a school administrator.

In some cases, learners may complete alternative assignments or work in lieu of remaining in the designated area. This may include performing community service (e.g. cleaning) or attending tutoring sessions. Any arrangement must be approved by the school administrator and the staff member overseeing the alternative assignment.



Detention takes precedence over all after-school or extracurricular activities. Learners will be permitted to attend after-school or extracurricular activities only after their detention obligation is completed.

Exclusionary Discipline Responses

Exclusionary discipline responses are defined as instances when a learner is removed from the instructional setting for a determined period of time due to a behavior incident. These include suspension and expulsion.

West Fargo Public Schools is committed to maintaining a safe and supportive learning environment where all learners can thrive. While our approach emphasizes progressive discipline and restorative practices, there are circumstances in which exclusionary discipline, such as suspension or expulsion, is necessary to ensure school safety and uphold the integrity of the learning environment. The Discipline Checklist included in the Appendices of the Code of Conduct supports the consistent implementation of exclusionary practices across the district. Information on WFPS' policies and procedures related to exclusionary discipline responses can be found at the following link ([Suspension and Expulsion](#)).

In accordance with North Dakota Century Code (NDCC) §§ 15.1-19.09 and 15.1-19-10, suspension or expulsion may be warranted in cases involving:

- Willful disobedience or open defiance of school authority
- Physical violence or threats that endanger the safety of others
- Possession of weapons, drugs, or other dangerous items on school property
- Substantial and material disruption to the educational process

These measures are applied only when necessary and in compliance with state law, ensuring due process and consideration of individual circumstances. Whenever possible, interventions and supports are provided to help learners successfully reintegrate into the school community.

No learner may be subject to exclusionary discipline unless:

1. The learner is given oral or written notice of the charges against them;
2. The learner is given an explanation of the evidence against them; and
3. The learner is given an opportunity to present their version of the incident

Additionally, parents/caregivers must be promptly notified by the school administrator when an exclusionary disciplinary response has been issued. If the learner is disciplined for a Level 4 - 6 behavior, the school administrator must provide verbal **and** written notification to the parents/caregivers of the offense and exclusionary discipline consequence.

Suspension from Transportation



Learners who display serious disciplinary problems may have their riding privileges suspended by the building principal. In such cases, the learner's parents will become responsible for seeing their child gets to and from school safely. See the [Transportation Expectations & Guidelines](#) for additional information.

All students who utilize district transportation services are subject to the following rules:

- Obey the bus driver
- Stay in your seat and face forward with legs and arms out of the aisle
- Keep your hands, head, and feet in the bus
- Do not eat or drink on the bus
- Conduct yourselves in a respectful and courteous manner

If Transportation rules listed are not obeyed, the following will be enacted:

- Low-Level offense: Learners who violate low-level rules are subject to in-school consequences determined by the principal at each school - upon three low level offenses, learners may be subject to high-level consequences
- High Level - 1st offense: Learner will be removed from the bus for one week
- High Level - 2nd offense: Learner will be removed from the bus for two weeks
- High Level - 3rd offense: Learner will be removed from the bus for one month
- High Level - 4th offense: Learner will be removed from the bus for the remainder of school year
- Severe Clause: Learners may have their riding privileges suspended for longer durations for severe acts on the bus
- Revoking Clause: A learner may have their bus riding privileges permanently denied for serious actions, or threats that pose a danger to others

If the learner involved receives support from an IEP or 504 plan, the building administrator must notify the case manager.

Suspension from Activities/Extra-Curriculars

Learners suspended from school and activities for serious offenses, which may include but are not limited to the selling, use, or possession of alcohol, drugs, tobacco, or other controlled substances or drug paraphernalia; possession of a weapon; or the use of violent behavior may also be suspended from all extracurricular activities for a period of time greater than that imposed for suspension from school. The additional amount of time suspended from extracurricular activities will be determined collaboratively by the activities director, principal, and the coach/advisor (with adherence to relative NDHSAA by-laws and WFPS extracurricular policies).

Any learner found to be in violation of any rules stipulated in the Code of Conduct for extracurricular activities, whether or not such violation occurred on school grounds or at school



related activities, may be suspended from all extracurricular activities for a period of time to be determined collaboratively by the activities director, principal, and the coach/advisor.

Learners in activities/extra-curricular activities will be managed by the following staff at each level and subject to the following disciplinary consequence (see the Leveled System of Discipline Response for alignment):

- **Level One Infraction:** Managed by the coach with reference to sport specific rules and guidance from the Activities' Director
- **Level Two Infraction:** Managed by the coach and/or Building Activity Director with reference to sport specific rules. Learner may not participate in any extra-curricular activities while suspended
- **Level Three Infraction:** Managed by the Building Activity Director with a minimum suspension of one (1) game/contest. Learner may not participate in any extra-curricular activities while suspended
- **Level Four Infraction:** Managed by the Building Activity Director with a minimum suspension of two (2) games/contests. Learner may not participate in any extra-curricular activities while suspended
- **Level Five Infraction:** Managed by the Building Activity Director with a minimum suspension of four (4) games/contests, up to removal from the team. Learner may not participate in any extra-curricular activities while suspended
- **Level Six Infraction:** Managed by the District Activity Director with a minimum suspension of five (5) games/contests, up to removal from the team. Removal from the team will be the first consideration. Learner may not participate in any extra-curricular activities while suspended

In-School Suspension (ISS)

In-school suspension (ISS) is an exclusion from the classroom and allows a learner to remain under the supervision of school staff. Learners participating in in-school suspension will have the opportunity to complete assignments as well as a reflection related to their behavior that prompted the ISS. All schools may not have the staffing to facilitate ISS and therefore this may not always be a disciplinary option.

The key difference between removal from the classroom and in-school suspension (ISS) is the **severity, process, and purpose** of the disciplinary action.

Removal from the Classroom

- A temporary action where a teacher removes a student from class due to disruptive or inappropriate behavior that interferes with learning
- The learner is typically sent to an administrator or designated space for the remainder of the period
- Removal is often used as an immediate response to an issue but does not necessarily result in further disciplinary action



- The learner may return to class once the issue is addressed

In-School Suspension (ISS)

- A formal disciplinary action where a learner is assigned to a supervised area outside their regular classroom for a designated period (e.g. a full day or multiple days)
- ISS is typically used for more serious or repeated offenses that require intervention but do not warrant out-of-school suspension
- Learners remain in school but do not attend regular classes; instead, they complete assignments in an alternative setting
- ISS often includes behavioral interventions or restorative practices to address the underlying issues

In short, **teacher removal is an immediate, short-term classroom management strategy**, while **ISS is a structured disciplinary consequence** meant to address behavior more formally.





Out-of-School Suspension (OSS)

Out-of-School Suspension (OSS) is an exclusion from the school for a designated period of time. Learners participating in OSS will have the opportunity to complete classroom assignments or make up missed work.

Short-Term Suspension: Exclusion from school and/or any school activity or function for a period of one (1) to three (3) days.

Long-Term Suspension: Exclusion from school and/or any school activity or function for a period of four (4) to ten (10) days.

A learner **cannot** be excluded from school unless there is a documented suspension. Exclusion from school includes sending a learner home early, not allowing a learner to return to the building (in the event they left the building without permission) or requesting a learner to stay home from school for any number of days.

The following guidelines apply to all out-of-school suspensions (OSS):

1. **Counting OSS Days:**
 - If a learner is removed from school for more than half of the day, the removal counts as the first day of OSS
 - If a learner is sent home in the afternoon, it counts as a partial day, which is not included in the total days allowed within the Code but still counts toward the total number of suspension days for the school year
2. **Schoolwork During Suspension:** If the suspension lasts more than four (4) days, schoolwork must be provided to the learner in advance, and assignments should be completed by reinstatement.
3. **Attendance Records:** Suspensions are considered excused absences and do not count as “unexcused” in attendance records.
4. **Re-Entry Meeting:** Re-entry meetings should be scheduled to support learners returning after long-term suspensions. See the “Best Practices to Support Return to School” guide in the appendix for guidance on important topics to cover during this meeting. Parents/caregivers may be invited to this conference to identify ways to support their child’s return to school. However, their attendance **cannot** be required as a condition for reinstatement. Learners must be allowed to return to school after their suspension ends.
5. **Restrictions During OSS:** Learners serving OSS cannot come onto school property, participate in extracurricular activities, or attend school-sponsored events. A learner may be considered trespassing if they enter school grounds while serving an OSS.



Expulsion Prevention Meeting

An Expulsion Prevention Meeting provides district administrative support when a learner's behavior presents a significant safety risk to others or disruption to the learning environment. Expulsion Prevention Meetings are held at the district office and require parent/caregiver and learner attendance. Expulsion Prevention Meetings are designed to ensure due process and minimize exclusionary practices while addressing serious behavioral infractions.

Purpose:

- Provide a structured, fair process to evaluate serious behavioral violations before expulsion is considered
- Focus on interventions and supports to prevent expulsion whenever possible

Expulsion

Expulsion is a disciplinary action that removes a learner from school for up to 12 months due to serious violations of school policies or rules. The process is governed by due process procedures found in North Dakota Century Code to ensure fairness and consistency for the individual learner while maintaining the safety and integrity of the learning environment.

Purpose

- Expulsions are reserved for severe misconduct, such as endangering health, safety, or property of others, substantial disobedience, unlawful activity, or possession of weapons
- The goal is to address behavior while ensuring compliance with legal standards and minimizing disruption to the school community



Leveled System of Discipline Response

Delivering disciplinary sanctions to unwanted behaviors is sometimes needed but never a sufficient strategy for reducing inappropriate behavior. Therefore, leveled systems of disciplinary responses should always be part of a more comprehensive policy around behavior that includes instructional, preventive, and proactive interventions. The exclusionary discipline responses included in the following tables are intended to **supplement**, not **replace** school-based disciplinary strategies described earlier in this section.

Principals and leadership teams are responsible for engaging staff in data informed decision-making that identifies learner behaviors within the context of this system. Norming of these decisions is included as part of the annual Tiered Fidelity Inventory (TFI) assessment. Disciplinary decisions must be documented and include an explanation of why the particular situation warranted that response. Uniform definitions and decision rules applied consistently are essential to ensuring a fair and consistent application of disciplinary actions across educators, grades, and school buildings within West Fargo Public Schools. This is balanced with the need to consider individual circumstances when determining disciplinary action, as outlined in the Discipline Checklist (pg. 57).

Important notes regarding this section

- Only administrators may assign levels 3-6.
- Not all situations or behaviors may be perfectly described within the definitions. Administrators should use their professional judgement when determining best fit given the context of the situation and information available.
- If a learner displays multiple behaviors during a single incident, the most serious behavior will be used to categorize the behavior while the entire situation will be documented within the log.





LEVEL ONE	EDUCATOR MANAGED		
Minor Defiance	Brief or low-intensity refusal to participate in expected activity within the educator’s predetermined timeframe (e.g. sleeping or passive refusal to follow directions).		
Minor Disruption	Low-intensity actions or words that temporarily interrupt the learning environment.		
Dress Code	Clothing that is not within school/district guidelines.		
Minor Language	Use of low-intensity or unsuitable words, noises, or images (written, drawn, or verbal), that disrupt the learning environment.		
Minor Physical	Physical contact without the intent to cause serious harm or resulting in actual harm to another person. Physical (major) is situations where the learner’s behavior could have reasonably resulted in serious harm to another person AND they intended to cause harm (e.g. mutual horseplay that continues after someone says “Stop” or pushing a peer to get access to an object).		
Minor Property	Low-intensity, low-value misuse of personal or school property outside of the intended use of the item. May include theft if the value of the item is under \$20.		
Minor Technology	Non-serious inappropriate (as defined by WFPS) use of electronic devices (iPad, cell phones, etc.).		
Cell Phone Violation	Possession or use of a personal electronic device during the school day (e.g., cell phones, personal iPads, etc.). Does not include misuse of district-issued technology.		
CONSEQUENCES		GRADES K - 3	GRADES 4-12
In-School Suspension (ISS)		N/A	N/A
Out-of-School Suspension (OSS)		N/A	N/A
Expulsion		N/A	N/A



LEVEL TWO	EDUCATOR OR OFFICE MANAGED	
Academic Dishonesty	Use of another person’s work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices, or communication during an academic exercise.	
Major Defiance	A pattern of refusal to participate in required activities or follow directions, despite multiple attempts at redirection, resulting in the need for substantial adult intervention to restore order and maintain the learning environment.	
Minor Elopement	Learner leaves the assigned location or classroom without permission for any duration of time, typically associated with emotional outbursts or agitation.	
Major Language	Use of explicit, derogatory, profane, or obscene comments, noises, or images directed toward another person, consider the harassment policy when determining appropriate subtype or discipline response. May include transient, low-level threats that do not indicate a credible threat of violence or serious harm.	
Out of Assigned Area	The learner is in an area outside of school boundaries as defined by school. Typically associated with defiance or intentional rule breaking (e.g. having permission to leave class but not returning in a timely manner or going to another area).	
Major Property	Activity resulting in deliberate and/or permanent destruction or disfigurement of personal or school property (e.g. writing on tables or walls).	
Major Technology	Serious inappropriate (as defined by WFPS) use of electronic devices and internet access (iPad, cell phone, etc.) that does not involve victimizing or threatening others.	
Theft (less than \$500)	Learners who take school property or the personal property of another school community member without permission. See “Property Minor” for low-level theft under \$20.	
CONSEQUENCES	GRADES K - 3	GRADES 4-12
In-School Suspension (ISS)	0-1 Days	0-1 Days
Out-of-School Suspension (OSS)	0-1 Days	0-1 Days
Expulsion	N/A	N/A



LEVEL THREE	OFFICE MANAGED	
Major Disruption	Actions or words that continuously and significantly interrupt the learning environment or school activity resulting in loss of instruction time (less than 5 minutes), additional adult support and/or negative impact on peers (e.g. situations that necessitate room clears or learner refuses to leave the room when asked by an adult).	
Major Elopement	Learner leaves school property without permission or elopement threatens the safety of the learner or others, typically associated with emotional outbursts or agitation. Primarily used in elementary.	
Harassment	Disrespectful messages (not physical) in any format based on a protected class such as gender, ethnicity, sexuality, race, religion, or disability. May include sexualized messages towards others (written or verbal).	
Major Physical	Physical contact where injury occurs toward another person or object leading to bodily injury, including impairment of the physical condition or physical pain. Includes spitting or intentionally transmitting bodily fluids onto others, consider Physical (minor) in situations where the learner’s behavior did not result in harm to another person AND it is unclear if they intended to seriously cause harm.	
Possession of Contraband (no threat)	Having any item that could potentially be misused in a way that compromises safety or enables unauthorized activities (e.g. included but not limited to pocketknives, items used for disruption like spray paint or fireworks, or pornographic material).	
Theft (more than \$500)	Learners who take school property or the personal property of another school community member.	
Use/Possession of Vape/Tobacco	Student possession, use, distribution, or sale of tobacco products (any product that contains tobacco, is manufactured from tobacco, contains nicotine, e-cigarettes, and other electronic smoking devices).	
CONSEQUENCES	GRADES K - 3	GRADES 4-12
In-School Suspension (ISS)	0-2 Days	0-2 Days
Out-of-School Suspension (OSS)	0-2 Days (safety planning only)	0-3 Days
Expulsion	N/A	N/A



LEVEL FOUR	OFFICE MANAGED			
Assault	Intentionally causing bodily injury to another person or behaviors could have reasonably caused bodily injury to another person leading to temporary but substantial disfigurement, loss, or impairment of the function of any bodily member or organ (e.g. hair pulled out, concussions, bites that break the skin).			
Harassment (physical or recurring)	Any physical, recurring, or other form of behavior, including written or electronic communications, that targets a member or perceived member of a protected category within the school community in a discriminatory or harmful manner.			
Inappropriate Use of an Electronic Device	Learners who use electronic devices in inappropriate ways, including recording fights or other actions that materially impacts the school community, such as posting weapons or disrupting school in a significant or unsafe way.			
Inappropriate Use of Emergency Resources	Pulling a fire alarm, calling 911, or otherwise creating a disturbance (e.g. SWOT-ing) that involves the activation of law enforcement or emergency responders/evacuating the school.			
Mutual Fight	A physical confrontation where two or more learners were all willingly participating in aggression, with no clear victim among those involved.			
Property Destruction	Acts causing safety hazards (e.g. propping doors open) or financial loss (typically less than \$1,000). No direct intent to inflict damage or injury. May necessitate restitution by the learner to replace or repair the damaged property.			
Sexual Misconduct	Mutually agreed-upon sexual behavior between students that is inappropriate for the school setting, disrupts the learning environment, or violates community standards			
Threats/Intimidation	Learners who make repeated, targeted, or credible threats that cause significant fear or imply harm to another community member. Threats may be verbal, written, digital, or gestural. Severe intimidation includes persistent harassment, implied violence, or actions creating an immediate safety risk.			
Use/Possession of Drugs or Alcohol	Be in possession of or under the influence of alcohol, drugs, or other controlled substance.			
CONSEQUENCES		GRADES K - 3	GRADES 4-8	GRADES 9-12
In-School Suspension (ISS) or Out-of-School Suspension (OSS)		1-3 Days (safety planning only)	1-5 Days	1-5 Days
Expulsion Prevention		N/A	N/A	May be requested (family support planning)
Expulsion		N/A	N/A	N/A



LEVEL FIVE	OFFICE & DISTRICT MANAGED		
Assault with an Object	The deliberate act of causing serious physical harm to another person, either directly or by using an object to strike, injure, or impair the function of any bodily member or organ (e.g. pepper spray). Such harm may result in temporary disfigurement or significant physical loss.		
Chronic Misconduct	At least three (3) Level 4 incidents in a 12-month period may qualify for a conduct designation of Chronic Misconduct. Administrators must consult with the Assistant Superintendent before assigning this subtype. The behaviors displayed in the qualifying events must constitute a substantial and material disruption to the educational process, resulting in the need for high-level disciplinary sanctions.		
Digital Misconduct	Using electronic devices in ways that target, threaten, or exploit others, including sending explicit images/videos (sexting) or recording someone in places where privacy is expected.		
Disorderly Conduct	Coordinated or individual actions that significantly disrupt the school environment by inciting chaos, causing panic, or obstructing normal operations. This may include behaviors that escalate beyond their original intent (e.g. mutual fights, pranks, or verbal altercations) and result in harm or safety concerns for others, including staff members or learners.		
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.		
Indecent Exposure	The deliberate exposure of genitals, buttocks, or breasts in a manner intended to shock, offend, or alarm others, requiring clear intent. Consider developmental level when determining if this subtype applies.		
Possession of Weapon (no threat)	Possession of weapons on school property with no threat to use these items. See definition of Possession of Weapons in Level 6 for full description of weapons.		
Possession with Intent	Knowingly sells, distributes, or possesses with intent to sell a drug as identified in 21 U.S.C. Section 812(c); or conspires with another to sell or distribute. Whether evidence is sufficient to constitute possession with intent will be determined by the district.		
Threatening Behavior	Learners who threaten to engage in an act that causes serious physical harm or creates a substantial risk of serious physical harm to a school community. Must be substantive/plausible and lead to significant disruption of school functioning.		
Use of Incendiary Devices or Explosives	Learners who use or activate incendiary devices such as matches, lighters, fireworks, firecrackers, and/or other explosives. This may include accidental or intentional fire starting.		
Vandalism	Intentional acts causing major disruption, safety hazards, or significant financial loss (more than \$1,000) but without direct intent to inflict lethal harm. May necessitate restitution by the learner to replace or repair the damaged property.		
CONSEQUENCES	GRADES K - 3	GRADES 4-8	GRADES 9-12
In-School Suspension (ISS) or Out-of-School Suspension (OSS)	1-5 Days (safety planning only)	3-7 Days	6-10 Days
Expulsion Prevention	May be requested (family support planning only)		May be requested
Expulsion	Considered for safety reasons only		Optional Expulsion Review

Learners receiving special education services may be placed in an alternate setting (IAES)



LEVEL SIX	DISTRICT MANAGED		
Causing Serious Bodily Injury	Intentional engagement in a mutual fight or assault that causes bodily injury to another community member (staff or student). Bodily injury creates a substantial risk of death, causes serious permanent disfigurement, unconsciousness, extreme pain, permanent loss or impairment of the function of any bodily member or organ, a bone fracture, or impediment of air flow or blood flow to the brain or lungs (e.g. permanent scarring, any choking/strangulation where the victim cannot breathe, broken bones).		
Group Assault	Learners who, along with others, participate in a coordinated physical attack against one or more individuals <u>resulting in injury to the victim</u> . This involves clear identification of victims and offenders, with the intent to cause harm through collective aggression.		
Malicious Vandalism	Willful destruction or tampering with property that directly causes or creates an imminent risk of lethal harm, catastrophic loss, or permanent disability to individuals.		
Sexual Assault	Inflicting or attempting to inflict sexual intrusion or sexual penetration without consent.		
Use/Possession of a Weapon (with threat)	Possession of weapons on school property with threats to use these items. This includes dangerous weapons (per NDCC 62.1-01-01), stun devices, firearm or weapon lookalikes used to threaten, and any object intended to harm, intimidate, or destroy property. Toy guns like water or gel blasters are not considered weapons but may be classified as reckless endangerment if misused. Firearm types must be reported annually. Possession of a firearm regardless of whether a threat was made or not is included in this definition.*		
Violent Criminal Offense	Student actions including murder, manslaughter, robbery, kidnapping, aggravated assault, gross sexual imposition, and rape as defined by ND Century Code.		
CONSEQUENCES	GRADES K - 3	GRADES 4-8	GRADES 9-12
In-School Suspension (ISS) or Out-of-School Suspension (OSS)	3-10 Days	5-10 Days	N/A
Expulsion Prevention	May be requested (family support planning only)		N/A
Expulsion	Considered for safety reasons only	Optional Expulsion Review	Mandatory Expulsion Review (suspended until hearing)

* Possession of a firearm on school property or at a school-sponsored event must lead to an **expulsion hearing** regardless of contextual factors such as age, developmental level, previous behavioral history, etc.

Learners receiving special education services may be placed in an alternate setting (IAES)



Conduct Escalation Chart

	PHYSICAL AGGRESSION	DISRUPTIVE BEHAVIOR
LEVEL ONE	Minor Physical	Minor Disruption
LEVEL TWO	N/A	N/A
LEVEL THREE	Mutual Fight Major Physical	Major Disruption
LEVEL FOUR	Mutual Group Fight Assault Harassment (physical or recurring)	Sexual Misconduct
LEVEL FIVE	Assault with an Object Hazing	Chronic Misconduct Disorderly Conduct
LEVEL SIX	Causing Bodily Injury Group Assault Sexual Assault Violent Criminal Offense	N/A

	CONTRABAND/WEAPONS	VERBAL AGGRESSION
LEVEL ONE	N/A	Minor Language
LEVEL TWO	N/A	Major Language
LEVEL THREE	Possession of Contraband (no threat)	Harassment
LEVEL FOUR	N/A	Threats/Intimidation Harassment (physical or recurring)
LEVEL FIVE	Possession of Weapon (no threat)	Threatening Behavior
LEVEL SIX	Use/Possession of Weapon (with threat)	N/A

	MISUSE OF PROPERTY	MISUSE OF TECHNOLOGY
LEVEL ONE	Minor Property	Minor Technology Cell Phone Violation
LEVEL TWO	Major Property Theft (less than \$500)	Major Technology
LEVEL THREE	Theft (more than \$500) Major Property - Recurring	N/A
LEVEL FOUR	Property Destruction	Inappropriate Use of an Electronic Device
LEVEL FIVE	Vandalism	Digital Misconduct
LEVEL SIX	Malicious Vandalism	N/A



Exclusionary Discipline Escalation Chart

	DISCIPLINE	GRADE K-3	GRADE 4-12
LEVEL ONE	ISS	N/A	N/A
	OSS	N/A	N/A
	Expulsion	N/A	N/A
LEVEL TWO	ISS	0-1 Day	0-1 Day
	OSS	0-1 Day	0-1 Day
	Expulsion	N/A	N/A
LEVEL THREE	ISS	0-2 Days	0-2 Days
	OSS	0-2 Days (safety planning only)	0-3 Days
	Expulsion	N/A	N/A

	DISCIPLINE	GRADE K-3	GRADE 4-8	GRADE 9-12
LEVEL FOUR	ISS and/or OSS	1-3 Days (safety planning only)	1-5 Days	1-5 Days
	Expulsion Prevention	N/A	N/A	May be requested (family support planning)
	Expulsion	N/A	N/A	N/A
LEVEL FIVE	ISS and/or OSS	1-5 Days (safety planning only)	3-7 Days	6-10 Days
	Expulsion Prevention	May be requested (family support planning only)		May be requested
	Expulsion	May be considered for safety reasons only		Optional Expulsion Review
LEVEL SIX	ISS and/or OSS	3-10 Days	5-10 Days	N/A
	Expulsion Prevention	May be requested		N/A
	Expulsion	May be considered for safety reasons only	Optional Expulsion Review	Mandatory Expulsion Review (suspended until hearing)



Level Behaviors Chart

LEVEL ONE

- Minor Defiance
- Minor Disruption
- Dress Code
- Minor Language
- Minor Physical
- Minor Property
- Minor Technology
- Cell Phone Violation

LEVEL TWO

- Academic Dishonesty
- Major Defiance
- Minor Elopement
- Major Language
- Out of Assigned Area
- Major Property
- Major Technology
- Theft (less than \$500)

LEVEL THREE

- Major Disruption
- Major Elopement
- Harassment
- Use/Possession of Vape/Tobacco
- Major Physical
- Possession of Contraband (no threat)
- Theft (more than \$500)

LEVEL FOUR

- Assault
- Harassment (physical or recurring)
- Inappropriate Use of an Electronic Device
- Inappropriate Use of Emergency Resources
- Mutual Fight
- Property Destruction
- Sexual Misconduct
- Threats/Intimidation
- Use/Possession of Drugs or Alcohol

LEVEL FIVE

- Assault with an Object
- Chronic Misconduct
- Digital Misconduct
- Disorderly Conduct
- Hazing
- Indecent Exposure
- Possession of Weapon (no threat)
- Possession with Intent
- Threatening Behavior
- Use of Incendiary Devices or Explosives
- Vandalism

LEVEL SIX

- Causing Serious Bodily Injury
- Group Assault
- Malicious Vandalism
- Sexual Assault
- Use/Possession of a Weapon (with threat)
- Violent Criminal Offense



POLICIES AND PROCEDURES

The Policies and Procedures section of the Code of Conduct provides a comprehensive guide to the rules and expectations that govern behavior within West Fargo Public Schools. Links to frequently referenced policies are included below. For more comprehensive information related to elementary, middle, and high school practices, refer to the [Student Handbook](#).

All WFPS administrative policies are available at the following link: [Administrative Policies Online Access](#). If you experience any issues with locating and/or accessing district practices, procedures, and forms, please contact the Executive Assistant to the Superintendent at info@west-fargo.k12.nd.us.





Policy Overview

Animals in School	Learner Publications
Attendance & Absences	Learner Rights & Responsibilities
Bullying	Learner Use of Personal Technology
Carrying Weapons	Limited Participation in the Physical Education Program
Child Abuse & Neglect	Medical Marijuana
Concussion Management	Medication Administration
Copyrighted Material & Intellectual Property	Naloxone (Narcan)
Corporal Punishment, Learner Conduct, & Discipline	Noncurricular Use of District Equipment
Displays of Religious & Political Objects or Documents	Nondiscrimination & Antiharassment
Distribution & Posting of Non-Curricular Materials in School	ND's Comprehensive Model for a Tobacco-Free School
District Social Media Accounts	Online Engagement by District Stakeholders
Education of Pregnant & Parenting Learners	Parent & Family Engagement
Education of Special Education Learners	Patron & Parental Complaints
Education of the Homeless Student	Physical Intervention & Crisis Prevention
Elementary After School Activities	Political Activities
Emergency Closings	Position Statement on Learner Law Violation
Emergency Plans & Drills	Prohibition of Weapons on School Property
Enrollment Requirements	Prohibition on Aiding Sexual Abuse
Extracurricular Participation Requirements	Release of Pupils During School Session
Field & Other School Sponsored Trips	School Volunteer Program
Hazing	Searches on School Property
Healthy School & Nutrition Environment	Section 504 Dispute Resolution
Interaction Expectations for Stakeholders & Staff	Sexual Offenders on School Property
Learner Accidents & Emergency Incidents	Significant Contagious Diseases
Learner Alcohol & Other Drug Use	Suicide Prevention
Learner Assemblies	Suspension & Expulsion
Learner Custody	Transgender & Gender Nonconforming Learners
Learner Dress Code	Use of District Facilities for other than School Purposes
Learner Education Records & Privacy	Use of the WFSD Computer Network
Learner Handbooks	Video Surveillance & Recording in Schools
Learner in Foster Care	Violent & Threatening Behavior
Learner Interviews & Custody	Virtual Learning Because of Weather or Other Conditions
Learner Prayer	Visitors in Schools
	Whistleblower Protections



Threat Assessments

West Fargo Public Schools is committed to providing a safe and secure learning environment for all learners, staff, and visitors. To this end, the district has established a comprehensive [Threat Assessment](#) procedure, designed to address potentially harmful or violent situations proactively. West Fargo Public Schools strictly prohibits violent or threatening behavior, including verbal/written threats, physical assault, weapon possession, vandalism, stalking, gang activity, or terroristic acts. Disciplinary responses prioritize safety while ensuring fair, trauma-informed interventions where appropriate. Threat assessments are integrated into the Code of Conduct as a proactive, context-sensitive approach that mandates collaboration with families and community resources to prioritize safety and support.

Threat Assessment Protocol

1. Initiation:
 - A threat assessment is triggered by any report of threatening behavior (oral, written, or digital) perceived as a "true threat" (serious intent to harm)
 - Reports must be immediately escalated to the building principal, superintendent, or school resource officer
2. Assessment Criteria:
 - Specificity/Context: Detail, timing, and medium of the threat
 - Source Identification: Ability to trace anonymous threats, and if identified, evaluate:
 - Age, state of mind, peer relationships, domestic circumstances
 - Access to weapons and past behavioral patterns
 - Disruption: Impact on the educational environment
3. Team Action (administrators, counselors, SROs, school psychologists, social workers):
 - Conduct interviews with staff, learners, and parents
 - Collaborate with law enforcement if laws are violated or anonymity complicates identification

Disciplinary Consequences

- True Threats: Suspension, expulsion, or alternative placement with supervision
 - Violent Acts: Expulsion, legal action, and mandatory counseling referrals
- **Discipline aligned with IEP/504 Plans and federal protections (IDEA)****

Information gathered during the Threat Assessment process will be treated with confidentiality to the extent possible, consistent with legal requirements and the need to ensure safety. West Fargo Public Schools policy ensures the Code of Conduct balances accountability with learner well-being, using threat assessments to distinguish between disciplinary responses and criminal referrals while maintaining a safe, supportive environment.



Due Process

West Fargo Public Schools ensures fair and transparent disciplinary procedures for suspensions and expulsions, prioritizing due process rights for learners and families. Appeals provide an essential mechanism for addressing potential errors, biases, or procedural violations that may have occurred during the initial disciplinary decision-making. Allowing families to appeal ensures that decisions are reviewed thoroughly, fostering transparency and trust between schools and families. Below is the protocol for addressing appeals:

Suspensions

1. Notification of Suspension

The school will provide verbal and/or written notice (depending on the offense) to parents/caregivers detailing:

- The reason for the suspension
- The specific offense recorded
- The duration of the suspension

2. Filing an Appeal

- Timeline: Parents/caregivers must submit a written appeal within **two (2) school days** of receiving the suspension notice.
- Submission: Appeals should be directed to the school principal or designated administrator as outlined in the suspension notice.

3. Review of Appeal

- Administrative Review: Upon receiving the appeal, the principal or another designated administrator will review the case, including evidence, witness statements, and any additional information submitted by the parent/caregiver.
- Meeting Opportunity: Parents/caregivers may request a meeting with the administrator to present their concerns and discuss mitigating circumstances or additional evidence.

4. Decision on Appeal

- The administrator will issue a written decision within **five (5) school days** of receiving the appeal, either upholding, modifying, or overturning the suspension.

4. Further Appeal to District Administration

- If parents/caregivers are dissatisfied with the outcome, they may escalate the appeal to the Superintendent.
- A written request for district-level review must be submitted within **ten (10) school days** of receiving the school's decision.

5. Final Decision

- The superintendent or designee will issue a written decision within **five (5) school days** of receiving the appeal, either upholding, modifying, or overturning the suspension.



Expulsions

An appeal for an expulsion recommendation typically does not occur prior to the expulsion hearing, as the hearing itself is designed to fulfill due process requirements. During the hearing, families are provided with an opportunity to present evidence, challenge the school's case, and advocate for alternative resolutions. This ensures the expulsion decision is based on substantial evidence and the learner's rights are protected before any final action is taken.

West Fargo Public Schools provides a clear process for handling appeals of expulsion decisions to ensure fairness and uphold due process rights. The procedure is formally described in policy ([Expulsion Regulations](#)) and is as follows:

1. **Expulsion Hearing:** Expulsion hearings are conducted by the superintendent or a designated hearing officer. Families are notified in advance of the incident(s), evidence, and hearing details. During the hearing, families have the right to present evidence, call witnesses, and be represented by an advocate or attorney.
2. **Appeal to the School Board:** If families disagree with the decision made during the expulsion hearing, they may appeal to the West Fargo School Board. Appeals must be submitted in writing within **ten (10) working days** of receiving the decision of the hearing panel. The School Board reviews the record of the original hearing but does not accept new evidence.
3. **School Board Hearing:** Since expulsion affects a learner's educational record, appeals before the School Board are held in executive session unless parents sign a waiver under FERPA (Family Educational Rights and Privacy Act).
4. **Final Decision:** The School Board issues its decision after reviewing the appeal, either upholding, modifying, or overturning the expulsion. This decision is final within district-level processes.

Learners with disabilities are entitled to additional due process protections which are outlined in the following regulation: [Special Education Expulsion](#)



Dispute Resolution Process

West Fargo Public Schools is dedicated to fostering open communication and collaboration to resolve concerns effectively and equitably. When disputes arise regarding a learner's experience, academic performance, or other school-related matters, the district provides a clear, step-by-step process to address issues at progressively higher levels of authority. Please note anonymous complaints will be investigated; however, there is no avenue for response or redress with these types of complaints.

Step 1: Contact the Classroom Teacher

The first step in resolving any concern is to reach out to the classroom teacher. Teachers are often best positioned to address issues related to academics, behavior, or classroom dynamics. Parents/caregivers should schedule a meeting or phone call with the teacher to discuss the concern, clarify misunderstandings, and explore potential solutions. Many disputes can be resolved at this level through direct communication and collaboration.

Step 2: Contact the Building Administrator

If the issue remains unresolved after speaking with the classroom teacher, parents or caregivers can escalate their concerns to the building administrator (e.g. principal or assistant principal). The administrator will review the situation, mediate discussions between parties as needed, and work with staff to address the concern. Building administrators are responsible for ensuring school policies are applied consistently and fairly while prioritizing learners' well-being and success.

Step 3: Contact the Assistant Superintendent

If the concern cannot be resolved at the school level, parents/caregivers may bring the issue to the attention of the Assistant Superintendent. This step involves submitting a written summary of the concern and previous attempts at resolution to ensure all relevant information is available for review. The Assistant Superintendent will investigate the matter further, consult with district staff as needed, and provide guidance or decisions aimed at resolving the issue in alignment with district policies and procedures.

Step 4: File a [Formal Complaint](#)

If parents/caregivers are dissatisfied with the resolution provided by the Assistant Superintendent, they may escalate their concerns to the Superintendent of West Fargo Public Schools. The Superintendent serves as the final authority within the district for dispute resolution. Parents/caregivers must submit a formal written request outlining their concerns and previous steps taken using the Patron/Parent Complaint form linked above. The Superintendent will conduct a thorough review of all documentation, consult with relevant parties, and issue a final decision in writing.



Learners with Disabilities

West Fargo Public Schools is committed to ensuring learners with disabilities receive fair access to education and appropriate accommodations under Section 504 and the Individuals with Disabilities Education Act (IDEA). If parents/caregivers have concerns about their child's services, accommodations, or supports, the district provides a clear dispute resolution process to address these issues collaboratively and effectively.

Step 1: Contact the School Team

Parents/caregivers should first reach out to their child's school team, including the classroom teacher, case manager, or school counselor. This initial conversation allows the team to review the concern, clarify misunderstandings, and adjust if necessary. Most disputes can be resolved at this level through open communication and collaboration.

Step 2: Consider Mediation or Administrator Support

If the issue remains unresolved after speaking with the school team, parents/caregivers can escalate their concerns by seeking mediation or speaking with the school administrator (e.g. principal or assistant principal). The [guidance from ND DPI](#) outlines the process by which situations may be resolved. Administrators may refer parents / caregivers back to this guidance for more appropriate and proportionate response.

Step 3: Submit a Formal Complaint

If parents/caregivers are not satisfied with the resolution provided by the school administrator or mediation process, they may file a formal complaint using one of the following forms available on the district website:

- **Section 504 [Due Process Form](#):** For disputes specifically related to accommodations under Section 504 of the Rehabilitation Act. This form initiates a review by the district 504 Coordinator(s) for additional oversight and investigation.
- **Special Education [Complaint Form](#):** For concerns related to implementation of IEPs, utilize the state complaint form. The Department of Public Instruction will investigate and issue a decision within 60 days of receiving the complaint. A full overview of the process is detailed on the [Special Education Complaint Resolution](#) website.
- **Patron/Parent [Complaint Form](#):** For broader concerns about district policies, procedures, or practices affecting learners with disabilities. This form allows parents to formally document their concerns for review by district-level administrators.

Step 4: District-Level Review

Upon receiving a formal complaint, district-level administrators will investigate the issue thoroughly. They will review all relevant documentation, conduct interviews if necessary, and provide a written response outlining their findings and proposed resolution.



Additional Options

If disputes cannot be resolved through these steps, parents/caregivers may pursue external options such as mediation through state education agencies or filing complaints with federal agencies like the Office for Civil Rights (OCR).

Activities/Co-Curriculars

A positive learner and coach/director experience is the ultimate goal for all co-curricular activities. Communication is critical in fostering this quality experience. If a concern evolves with the learner participant, WFPS recognizes that communication between the coach/director and learner participant is the essential component in the resolution process. **Below is the proper communication chain to follow that supports the process of effective communication.** These guidelines do not include concerns about the mental, physical, or emotional well-being of the learner. If a parent has a concern about any of those areas, please contact the activities director immediately. The activities director will not discuss any other concern that has not already been discussed between the student and the coach/director.

1. Player makes direct contact with the coach/director.
2. Parent makes direct contact with the coach/director **after a minimum of 24 hours have elapsed.**
3. Parents make direct contact with the building activities director or principal*.
complaint will be directed to administrator that directly oversees the program
4. Parents make direct contact with the district activities director.
5. Parents may submit a complaint form to the Assistant Superintendent of Secondary Schools and follow the process outlined on the form.

In situations requiring a conference between the learner, the parent/guardian and the coach, activities director, principal, or any combination thereof, please follow the procedures below:

1. Allow a **minimum of 24 hours** following a practice/event to expire prior to contacting the coach/director.
2. Call to set up an appointment to meet with coach/director and student. If desired, the activities director can help facilitate this meeting.
3. Include the activities director and/or principal when necessary.
****In all cases, the meeting requires the presence of the learner.**

SPECIAL NOTES: Any correspondence regarding a co-curricular conflict will be passed along to the learner and the coach/director involved – including phone, email, and text communications. West Fargo Public Schools and the activities departments do not guarantee a resolution to all co-curricular concerns.



Non-Discrimination and Anti-Harassment Concerns

West Fargo Public Schools is committed to a discrimination and harassment-free environment. The district prohibits discrimination and harassment based on race, color, religion, sex (including sexual orientation and gender identity), national origin, ancestry, disability, age, or other legally protected status. See the [Nondiscrimination & Anti-Harassment Policy](#) for additional details.

Reporting and Investigation:

- Any instance of discrimination or harassment should be reported promptly.
- The district will investigate all complaints thoroughly and impartially.
- Formal and informal complaint procedures are available depending on the nature of the concern. Certain categories of complaints, such as those related to Title IX, disability rights, and mandated reporting obligations, require adherence to specific grievance or investigation procedures as outlined in district policy and applicable laws.

Coordinators:

- The district has designated Title IX, 504/Title II, and Nondiscrimination Coordinators to handle complaints.
- Contact information for the coordinators is available via the district website and in handbooks.

Consequences:

- Violations may result in disciplinary measures, including expulsion for learners or termination of employment for staff.
- Retaliation against anyone reporting or participating in an investigation is prohibited.

Employee Concerns

West Fargo Public Schools maintains a respectful and welcoming workplace. Employees with concerns about discrimination, harassment, or policy violations should first address issues informally with their supervisor. For unresolved or sensitive matters, submit a formal complaint to Human Resources for a confidential, thorough investigation (including interviews and evidence review). Retaliation is prohibited, and disputes are resolved per state/federal laws and district policies. Refer to the employee handbook or HR for guidance.

Feedback on the Code of Conduct

Public feedback on the Code of Conduct may be submitted at any time at the following link:

[Code of Conduct Feedback Form](#)



Cell Phone Use During School Hours

In accordance with North Dakota state law, all K-12 public schools are required to implement phone-free school policies to support student learning and well-being. This practice is mandated by House Bill 1160, signed into law in 2025, which requires personal electronic communication devices to be securely stowed and inaccessible to students during instructional time (“bell-to-bell”) throughout the school day. For more information, see the Governor’s announcement on the new law ([linked here](#)).

To maintain a focused and respectful learning environment, cell phone use is not permitted during school hours. The district follows a “If we see it, we hear it, we take it” approach to enforcement.

Disciplinary responses are as follows:

Elementary Schools

All Offenses: Use of a personal electronic device will result in the device being confiscated.

Middle and High Schools

First Offense: The learner's cell phone will be brought to the office and returned to the student at the end of the school day.

Second Offense: The cell phone will be brought to the office and must be retrieved by a parent/caregiver during office hours.

Third Offense: The same procedure as the second offense applies, with additional interventions as needed. These may include requiring the learner to check in their phone at the beginning of the school day, restricting the learner from bringing the phone to school for a set period (e.g., one week), and/or a parent meeting.

High School Only

Repeated Offenses (three or more in a semester): The incident will be escalated to a Technology Major offense, making the student eligible for suspension.

Unless it is a repeated offense at the high school level, cell phone violations are always considered a Level One Technology Minor. However, if the incident involves defiance or disruption, the discipline response will be based on the more serious defiance/disruption offense, which supersedes the cell phone violation.

Cell phone use during field trips is a school decision. Please refer to your school's procedures for specific guidance.



Process for Review of Code of Conduct

West Fargo Public Schools (WFPS) ensures the Code of Conduct remains relevant, effective, and aligns with district goals through a structured review process. This process involves the Social-Emotional-Behavioral Learning (SEB-L) & Safety Committee and integrates data-driven insights to monitor trends, address gaps, and refine policies. Below is the detailed procedure:

1. Regular Review of Behavioral Incidents

The SEB-L & Safety Committee will review all behavioral incidents categorized as Level 4 or greater at regular intervals (e.g. quarterly). This includes specific review of behavioral incidents resulting in long-term suspensions (greater than four days), expulsion prevention hearings, and expulsions.

Purpose:

- Identify trends in learner behavior
- Assess gaps in WFPS response capabilities and physical intervention/crisis management system
- Evaluate the effectiveness of current interventions and disciplinary practices
- Data Sources: Incident reports, behavioral data, and feedback from school teams

2. Annual Review of District Systems Fidelity

- A comprehensive review of MTSS-SEB systems will be conducted annually, including the resulting impact on disciplinary patterns ([District Inventory Link](#))
 - ✓ The TFI measures the fidelity of Positive Behavioral Interventions and Supports (PBIS) implementation across Tier 1, Tier 2, and Tier 3 systems in schools
 - ✓ The District Systems Fidelity Inventory guides action planning at the district level to support PBIS implementation at school sites
 - ✓ The review will include the identification of areas where disciplinary practices align with or deviate from proactive, restorative approaches
- This process will include the following:
 - ✓ Review of dissemination practices across the district for the Code of Conduct and supporting documents ([4.3](#))
 - ✓ Review of discipline policy to enhance effects of fidelity of implementation and fair and consistent outcomes for all learners ([4.4](#))
 - ✓ Development of recommendations for professional learning to support onboarding of new educators and continued education for veteran staff ([6.1-6.4](#))
 - ✓ Evaluation of outcome data by building, including disciplinary practices, proportion of tier 2 & 3 learners, and success of interventions ([8.4-8.9](#))
- Findings from this review will be shared with building-level MTSS-SEB teams yearly to inform action planning and improve implementation fidelity.

3. SEB-L & Safety Committee Review of the Code of Conduct

- The SEB-L & Safety Committee will conduct a full review of the Code of Conduct every two years or as needed based on emerging trends or legislative/policy changes.



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.

[\(Policy Link\)](#)



APPENDICES

Best Practices to Support Return to School

This framework is designed to guide school staff in supporting a learner's successful reintegration into the school community after suspension or expulsion. The goal of this guide is to ensure accountability, repair relationships, and proactively support the learner's academic and social-emotional success post-removal. It is recommended this guide is used for all **long-term suspensions**, though administrators may utilize parts of this process to support other re-entry transitions (e.g., shorter removals or when plans are adjusted).

Step 1: Conduct a Re-Entry Meeting

- **Schedule the meeting** with the learner, parents/caregivers, and relevant staff (e.g. teachers, counselors, administrators)
- **Discuss the incident** that led to suspension or expulsion, focusing on its impact on the school community
- **Emphasize accountability** by allowing the learner to reflect on their actions and take ownership of their behavior
- **Schedule restorative conferencing** with affected peers, if the offender and victim are both amenable to going through the process. If unavailable, consider alternate plan for supporting peer relationships
- **Collaboratively develop a restitution plan** to repair harm (e.g. apologies, community service, or other restorative actions)

Step 2: Refer to MTSS-SEB Team for Additional Support

- **Academic Support:**
 - Provide access to missed coursework and resources to help the learner catch up academically
 - Offer tutoring or additional academic assistance if needed
- **Behavioral Goals:**
 - Set clear expectations for behavior moving forward
 - Define measurable goals with timelines for accountability
- **Social-Emotional Support:**
 - Refer to social skills group to work on specific competencies (e.g. emotion regulation, self-management, self-awareness, social awareness, relationship skills).
 - Connect the learner with counseling or mental health services to address underlying challenges

Step 3: Foster Positive Relationships

- Encourage open communication between the learner and educators to create trust and mutual understanding
- Identify a trusted adult mentor at school who can provide ongoing support and guidance for the learner



- May use restorative Circles or other activity to rebuild relationships with classmates or staff affected by the incident

Step 4: Monitor Progress with Follow-Up Meetings

- Schedule check-ins to review progress on the restitution plan and behavioral goals (e.g. MTSS-SEB meetings, learner support meetings) as outlined in the re-entry meeting
- Adjust interventions as needed based on feedback from school staff, parents/caregivers or the learner
- Celebrate successes and milestones to reinforce positive behavior and growth

This framework supports a learner's re-integration to school, promoting accountability, relationship repair, and long-term success in academics and behavior.

Disciplinary Checklist (to be used prior to suspensions or expulsions)

☐ **Eligibility and Necessity**

- **Is the offense eligible for suspension or expulsion?** Verify the behavior meets the criteria for suspension or expulsion as outlined in the Code of Conduct.
- **Would the learner's continuing presence in school cause a threat to school safety or a disruption to other students' learning opportunities?** Assess whether the learner's actions pose risks to the physical or emotional safety of others or significantly interfere with the educational environment.

☐ **Alternatives to Suspension/Expulsion**

- **Has school staff attempted alternatives to suspension and expulsion?** Confirm restorative practices, behavioral interventions, or other supports have been tried before resorting to exclusionary discipline.

☐ **Behavioral History**

- **Has the learner previously violated the Code of Conduct?** Review the learner's disciplinary history to determine whether this incident reflects a pattern of behavior or is an isolated occurrence.

☐ **Developmental Appropriateness**

- **Is the disciplinary action appropriate given the learner's developmental level and grade?** Consider whether the proposed action aligns with the learner's age, maturity, and ability to understand their behavior and consequences.

☐ **Disability Considerations**

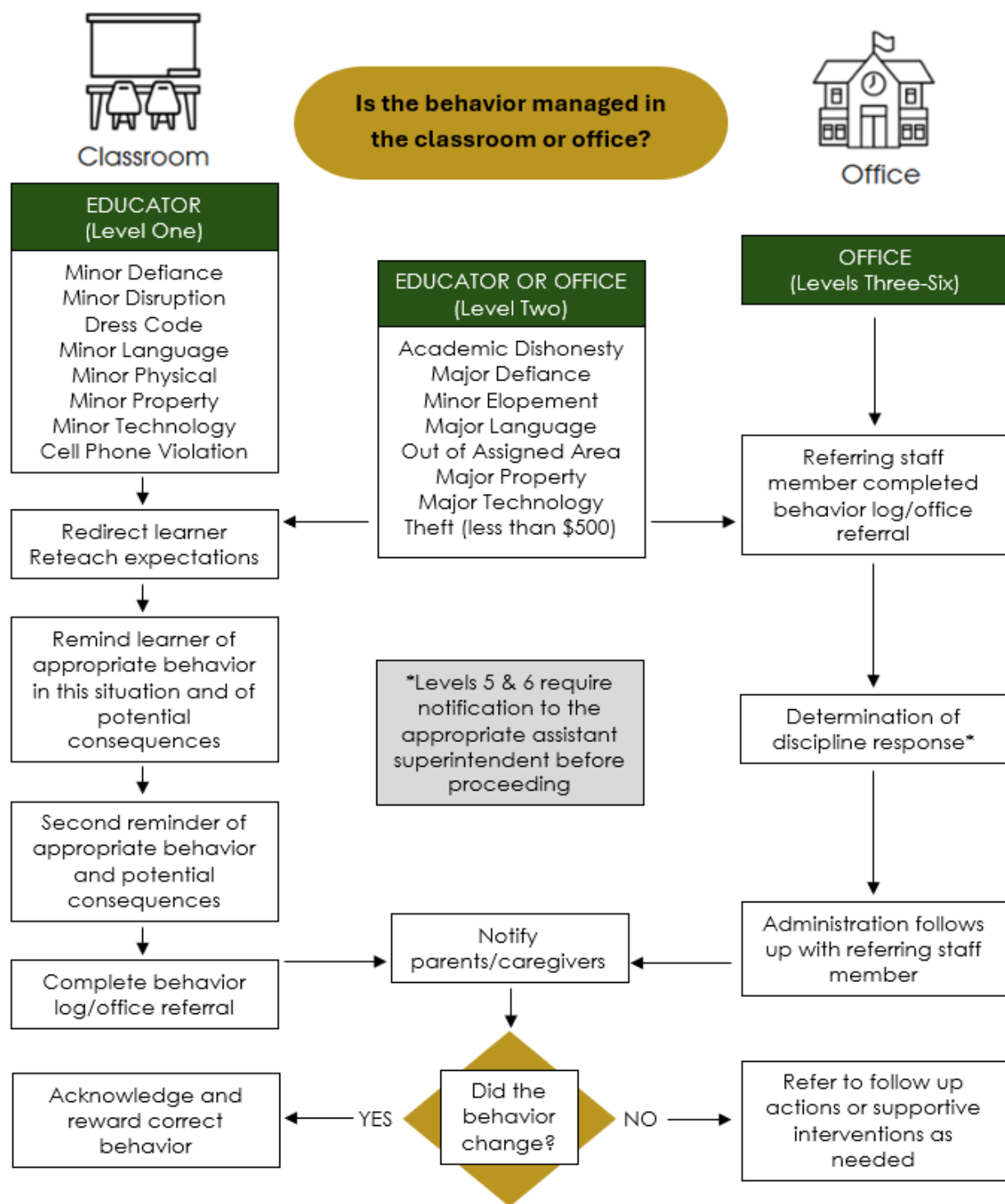
- **Has school staff considered whether the learner has a disability and provided all required procedural protections?** Ensure compliance with Section 504, IDEA, and other applicable laws by confirming procedural safeguards (e.g. manifestation determination review) have been provided for learners with disabilities.



Flowchart of Teacher/Administration Responses

WEST FARGO PUBLIC SCHOOLS

Learner Behavior Management Process





Behavior Intervention and Response (Elementary)

The [Behavior Intervention & Response](#) Guide for elementary serves as a quick reference for K-5 educators to support fair and developmentally appropriate consequences for misconduct in light of the learner's individual circumstances. By viewing learner behavioral mistakes as learning opportunities, this guide promotes the reteaching of skills for our younger learners. This guide serves as a supplement and does not replace the Code of Conduct.

Level of Crisis

The [Levels of Crisis](#) document outlines a response plan for schools that aligns with WFPS' [Physical Intervention & Crisis Prevention](#) procedures. Each school is required to have a crisis response team made up of staff trained in these procedures.

WFPS acknowledges not all behavioral crises lead to disciplinary action. It is important for all staff to understand their school's specific process for responding to crises, including knowing which staff members are trained and which are not.

Schools may choose to use the established Levels of Crisis system or develop their own method for identifying and communicating about crises within their building.



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