

OE-11 INSTRUCTIONAL PROGRAM
SUMMARY OF COMPLIANCE STATUS
JANUARY 2019


SUPERINTENDENT CERTIFICATION

With respect to OE-11 *Instructional Program* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- In Compliance
 In Compliance, with Exceptions (as noted in the evidence)
 Not in Compliance

Summary Statement by Administration

Monitoring of operational expectations policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This operational expectations policy addresses several aspects of the superintendent's responsibility regarding the instructional program. The superintendent and staff have provided the interpretation, monitored the first time the board reviewed the policy, plus for this round the documentation and narrative supporting the superintendent's assessment of whether we are in compliance with the policy. During the board's review, the board will make a determination whether we are in compliance with the policy or not, or whether there is overall compliance but with some noted exceptions which should be addressed.

Signed:  _____
Superintendent

Date: 1/28/19

SCHOOL BOARD ACTION

With respect to OE-11 *Instructional Program*, the Board:

- Accepts the report as fully compliant
 Accepts the report as compliant with noted exceptions
 Finds the district to be noncompliant

Summary statement/motion of the Board

Signed:  _____
Board President

Date: 1/28/19

OE-11 Instructional Program

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

The Superintendent Shall:

<p>11.1 Ensure that instructional programs are based on a comprehensive and objective review of best practices research.</p>	<p>Not in Compliance</p>
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Superintendent Interpretation: The Board expects that there is a process and schedule for curriculum development, adoption, implementation, and maintenance, and that coursework and resources are aligned to the curriculum. The process used includes a review of best practices, trends, and research.

- **Instructional programs** refers to new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate or enhance student learning.
- **Best practices research** refers to the professional literature and research found to result in the achievement BPS aspires to reach.
- **Comprehensive and objective** means that reviews of the curriculum will include varied stakeholders including teachers, instructional coaches, and principals, from each feeder system, technology, district staff development/curriculum staff, and special education.
- **Teaching and Learning Team** (Superintendent, Assistant Superintendents, Directors of Technology, Special Education, and Professional Learning, other appropriate ad hoc members specific to the nature of the proposal)
- **Varied stakeholders** means input will be sought from a varied of perspectives based on the task. Stakeholders may including teachers, instructional coaches, principals, technology, staff development, special education, students, higher education, community members, etc.

<p>Indicator 1: All new instructional programs will be proposed and approved through a formal process brought before the district Teaching and Learning Team prior to placement on the district approved resources list and/or implementation.</p>	<p>In Compliance</p>
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Evidence: A formal process now exists for the proposal and approval of all new or changes to existing courses, new pilots, and new instructional resources. The application and processes are outlined in the attached and linked flow charts and forms:

- [Creating a new course process](#)
- [Change to an existing course process](#)
- [Request for curriculum action application](#)

BPS added three new high school courses during the 2017-2018 school year and has approved two new middle school courses for the 2018-2019 registration session:

NEW COURSES		NEW COURSES	
2017-2018		2018-2019	
Course	School(s)	Course	School(s)
AP Environmental Science (10-12th)	LHS	Exploring Agriculture (7th-8th)	TBD after registration
Exploring the Teaching Profession I & II	LHS, CHS (BHS)	Introduction to Agriculture (9th)	TBD after registration

[Link to Approved New Courses 2017-2018 & 2018-2019](#)

CHANGES TO COURSES				CHANGES TO COURSES		
2017-2018				2018-2019		
Course	School(s)	Change(s)	Details	Course	School(s)	Change(s)
Body Management	HMS, SMS, WMS	Course title; Course standards	Removed duplicative standards; added 3 standards & renamed the course to Lifetime Fitness & Recreation	7th Grade Health	HMS, SMS, WMS	New standard adoption & new prioritized standards
				Health Ed PED303 & PED304	LHS, CHS, BHS	Course Code to 08010
				HS Government SST403	LHS	Format--> Face to Face to Blended; Description
				HS Economics	LHS	Format--> Face to Face to Blended; Description
				AP Government SST511	CHS	Format--> Face to Face to Blended; Description
				Economics SST403	CHS	Format--> Face to Face to Blended; Description
				Creative Engineering I TEC331	Career Academy	Course Code
				Creative Engineering II TEC332	Career Academy	Course Code
				English 12 05074	BHS	Format--> Face to Face to Blended; Description

[Link to Changes to Courses Snapshot 2017-2018 & 2018-2019](#)

BPS made one course change during the 2017-2018 school year and has approved nine course changes for 2018-2019.

Below is the process that exists for requesting new resources as well as the list of approved resources.

[New resource request process](#)

[Considerations for new resource requests](#)

[New resource request application](#)

Five new resources were approved during the 2017-2018 school year. All approved resources can be viewed at the spreadsheet below:

[List of approved resources](#)

<p>Indicator 2: Curriculum review committees exist for 100% of content areas K-12 and are comprised of varied stakeholders to achieve an objective, unbiased evaluation process.</p>	<p>Not in Compliance</p>
<p>Evidence: Curriculum leaders are identified for K-5 ELA and Math, and all content areas 6-12. Elementary team makeup has not been thoroughly revisited for a few years amidst member turnover (retirement, transfer, etc.), and existing teams would benefit from examining grade level and feeder representation. No elementary curriculum review teams exist in other areas such as science, social studies, health, etc. Staff development has drafted an application process to seek new members and develop new, balanced teams for all areas for the 2019-2020 school year.</p> <p>At the secondary level, each content area is led by an instructional coach or assistant principal, who maintains lists of “lead teachers” for content areas to assist in curriculum work. Content portfolio assignments are reviewed by the Director of Professional Learning annually, and portfolio holders meet monthly to learn and plan around their content area. The most current list of assistant principal and instructional coach portfolio holder assignments can be found by viewing the document linked below:</p> <p>6-12 portfolio holder list</p> <p>K-12 vertical alignment teams also exist in the areas of Math and ELA. These teams contain around 40 members and are balanced in terms of grade levels and feeder systems and inclusive of specialists, instructional coaches, staff developers, and portfolio holders. Work is underway to revisit the makeup</p>	

of these teams and ensure representation exists among EL, Special Services, and across the feeders, while also expanding to create K-12 alignment teams in the other content areas.

[Flowchart of BPS Curriculum Review Teams](#)

Indicator 3: A curriculum calendar will be developed a year in advance outlining curricular areas and instructional programs to be reviewed by curriculum review committees for the upcoming two years.	Not in Compliance
Evidence: Staff developers, instructional coaches, and assistant principals are assisting in the construction of a more formalized calendar for the 2019-2020 school year. Currently, curriculum is reviewed upon request by the content portfolio holder.	

Indicator 4: 100% of instructional programs and curricular areas scheduled for the current year complete a comprehensive and objective evaluation process.	In Compliance, with Exceptions
<p>Evidence: While no formal curriculum review calendar exists to date, 100% of secondary level curriculum review/work that was requested, was approved and granted. Elementary ELA & Math are scheduled to be reviewed on an annual basis, and all grade levels K-5 in ELA & Math met to review standards, assessments, and/or instructional practices in both 2017-2018 and during the fall of 2018 for the '18-'19 school year.</p> <p>Sixty-one instances of review occurred from June 2017 to date in the areas of standards, proficiency scales, pacing guides, assessments, instructional practices, and/or vertical alignment across the varied grade levels and courses. Staff developers, instructional coaches, and assistant principals are assisting in the construction of a more formalized calendar for the 2019-2020 school year.</p>	

Indicator 5: 100% of content areas will be reviewed a minimum of every two years.	Not in Compliance
<p>Evidence: While no formal curriculum review calendar exists to date, 100% of secondary level curriculum review/work that was requested, was approved and granted.</p> <p>Elementary ELA & Math are scheduled to be reviewed on an annual basis, and all grade levels K-5 in ELA & Math met to review standards, assessments, and/or instructional practices in both 2017-2018 and during the fall of 2018 for the '18-'19 school year.</p> <p>Sixty-one instances of review occurred from June 2017 to date in the areas of standards, proficiency scales, pacing guides, assessments, instructional practices, and/or vertical alignment across the varied grade levels and courses. Staff developers, instructional coaches, and assistant principals are assisting in the construction of a more formalized calendar for the 2019-2020 school year.</p> <p>A list of the content areas and secondary courses that have engaged in review can be found by visiting the spreadsheet below: Curriculum Work/Review 2017-Present</p> <p>While not finalized yet, the District aims to operate three different teams for horizontal consistency, vertical alignment, and overall program analysis and review. The Program Analysis Team's scope of work is outlined in the below linked and attached flowcharts, and includes best practices research, shared visioning, student achievement, assessment practices, resources, and overall strengths & limitations.</p>	

[Flowchart of curriculum review](#)
[Flowchart of BPS Curriculum Review Teams](#)
[Flowchart of Program Analysis Review Team](#)

The Superintendent Shall:

<p>11.2 Base instruction on district academic standards that meet or exceed state and/or nationally-recognized model standards.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects the District’s curricula to be based on rigorous academic learning standards based on North Dakota and/or local standards in each curricular area.

- **Meet** means that coursework encompasses the state standards at a minimum and “exceed” refers to the inclusion of additional standards beyond the state standards.

<p>Indicator 1: Learning activities that take place in the classroom are based on the adopted standards.</p>	<p>In Compliance</p>
<p>Evidence: All course descriptions and pacing guides align to the state standards. Standards are prioritized, embedded, and assessed throughout the district’s K-12 curriculum. The process is continuous to ensure we have 100% alignment. Standard achievement is publicly reported consistently at the elementary and middle school district report cards, and intermittently reported at the high school level based on teacher readiness.</p> <p>LearnBPS is the name given to the online environment where BPS houses our curriculum, instruction, and assessment resources. The structure of LearnBPS allows flexibility in its use, and BPS uses it and its integration with PowerSchool to increase communication and collaboration among staff, students, and the community. Each standard in all subjects and grade levels has a dedicated space where teachers collaborate to construct and communicate the progression of learning that is associated with the standard.</p> <p>The structure in LearnBPS allows teachers to communicate learning targets, proficiency scales, vocabulary, and resources for each standard. This work is in various stages of completion as teachers began with prioritized standards. The work is currently made public so that it is accessible to all stakeholders as it is being constructed. When students and parents review information in PowerSchool, they will find links to the standards work done in LearnBPS.</p> <p>More resources for accessing and interpreting online and printed reports are housed on the BPS PowerSchool Resources Website, LearnBPS, PowerSchool, & Visual Progress Report</p> <p>BPS relies on several available and previously mentioned resources to aid in alignment of standards. It also uses the Pocket Guide to Standards Based Education and the Standards Based Education Parent Guide to train and communicate both internally and externally.</p>	

The Superintendent Shall:

<p>11.3 Align curriculum with the standards.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects the District to identify rigorous academic learning standards in each curricular area and base the District’s curriculum on those standards. The Board also expects consistency within feeder systems and across the district through regular vertical and horizontal alignment. A formal process for reviewing standard alignment should exist, be documented, and should coincide with state and national adoption and revision timelines.

- **Curriculum** refers to Bismarck Public Schools’ entire instructional program, including resources, programs, assessments, instruction and assessment practices.
- **Align** means ensuring that the curriculum in all classrooms is representative of the standards.
- **Horizontal alignment** refers to the contrast, comparison, and deliberation within a selected grade level or content area across the building and district.
- **Vertical alignment** refers to the contrast, comparison, and deliberation between grade levels or progressive courses above and/or below as appropriate.
- **Standards** articulate a common understanding of what students are expected to know, understand, and be able to do based upon North Dakota State Standards and national content standards.

<p>Indicator 1: 100% of BPS curricula are aligned with current North Dakota state standards or locally adopted standards.</p>	<p>In Compliance</p>
<p>Evidence: All course descriptions and existing pacing guides align to the state standards. Standards are prioritized, embedded, and assessed throughout the district’s K-12 curriculum. Given the abundance of course in the district, this process is continuous to ensure we have 100% alignment.</p> <p>We have aligned our work to national standards in several areas while still meeting the standards that are currently adopted by the state.</p> <p>Science – curriculum work has aligned to both state and Next Generation Science Standards (NGSS)</p> <p>Art – curriculum work has aligned to both state and National Core Art Standards</p> <p>Digital Literacy curriculum work has aligned ND Library and Technology Standards.</p> <p>Music – curriculum work has aligned to both ND State Music Draft and National Core Art Standards.</p>	

<p>Indicator 2: The standards for each curricular area are reviewed vertically and horizontally on a schedule driven by state and national adoption or revision timelines by curriculum teams. For areas lacking ND state standards, a district cycle for review will be followed and be represented in the District Curriculum Calendar.</p>	<p>In Compliance, with Exceptions</p>
<p>Evidence: Next year, curriculum alignment work will begin around areas where standards are newly adopted or currently drafted and scheduled-to-be-adopted standards. State standards for Science, Health, and Early Learning were adopted at the state level in 2018-2019; and Social Studies, and Computer & Cyber Science are being drafted and scheduled to be finalized for the 2019-2020 school year.</p> <p>Flowchart of curriculum review</p>	

The Superintendent Shall:

<p>11.4 Effectively measure each student’s progress toward achieving or exceeding the standards.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects the District to effectively measure and review in a timely manner student progress and achievement in academic standards by selecting assessments that are statistically reliable and valid.

- **Effectively measure** means that BPS will use valid and reliable assessments, common across all elementary, middle, and high schools to determine students’ progress and achievement in achieving the Board’s Results policies.

- **Progress** means BPS believes in a growth model.
- **In a timely manner** means within 2-3 weeks after assessment windows close.
- **Reliable** means the assessment has consistently yielded the same results on repeated trials.
- **Valid** means the assessment measures what it was intended to measure.

<p>Indicator 1: 100% of buildings adhere to the district determined annual schedule of common assessments that are used collectively to review individual student proficiency and growth.</p>	<p>In Compliance</p>																								
<p>Evidence: A team comprising of staff developers and technology meet to create a draft assessment calendar every spring for the upcoming year. The draft is sent to the executive team, administrators, and coaches for feedback and suggestions. A final calendar is created with the input.</p> <p>Elementary Assessment Calendar Middle School Assessment Calendar High School Assessment Calendar</p> <p>Based on the availability of student results at each division, 100% of buildings have adhered to the district determined annual assessment calendars during the 2017-2018 school year and so far during 2018-2019.</p> <p>More information regarding the specific district assessments is made available on the Bismarck Public Schools website as pictured below or linked here:</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p style="font-size: small; margin: 0;">Home / Academics / BPS Assessment / Overview</p> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>BPS District Assessments</p> <p style="font-size: x-small; margin: 5px 0;">Bismarck Public Schools uses a variety of district assessments in grades PreK-12. Common district assessments are described to the right.</p> <p style="font-size: x-small; margin: 5px 0;">The following link provides a printable view of Assessments by Grade Level</p> <p style="font-size: x-small; margin: 5px 0;">2018-2019 Elementary School Assessment Windows</p> <p style="font-size: x-small; margin: 5px 0;">2018-2019 Middle School Assessment Windows</p> <p style="font-size: x-small; margin: 5px 0;">2018-2019 High School Assessment Windows</p> </div> <div style="width: 65%; background-color: #f0f0f0; padding: 5px;"> <p style="text-align: center; font-weight: bold; margin: 0;">BPS Assessments</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">ACCESS</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">ACT</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">ACT Aspire</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">AIMS Web</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">Benchmarking Standards-Based Assessments</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">Fountas & Pinnell Benchmark</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">MAP</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">NAEP</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">NDSA</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">Parental Directive - Assessment</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">PSAT/NMSQT</td><td style="text-align: right; padding: 2px;">↑</td></tr> <tr><td style="padding: 2px;">SAT</td><td style="text-align: right; padding: 2px;">↑</td></tr> </table> </div> </div> </div>		ACCESS	↑	ACT	↑	ACT Aspire	↑	AIMS Web	↑	Benchmarking Standards-Based Assessments	↑	Fountas & Pinnell Benchmark	↑	MAP	↑	NAEP	↑	NDSA	↑	Parental Directive - Assessment	↑	PSAT/NMSQT	↑	SAT	↑
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SAT	↑																								

<p>Indicator 2: Formal reviews of academic assessment data will occur in 100% of buildings as well as at the district leadership level a minimum of 3 times a year.</p>	<p>In Compliance, with Exception</p>
<p>Evidence: The district conducts a data review with administrators and school leaders three times a year to review the assessment results, progress, and action plans. Within our Multi-Tiered System of Supports as our framework for continuous school improvement process, the assessment data is used in order to determine enrichment and interventions needed for individual students as well as trends within groups. In turn, the building level leadership works to ensure that similar data analysis and planning for actions takes place at the building level and the Professional Learning Community (PLC) level by either grade-level or department. Several data review protocols are available for buildings to utilize; one example is linked below.</p>	

100% of buildings have completed at least one data review to date which is appropriate for this time of year. While data reviews are present, there is ongoing work to refine and revise this process to make it more formal, timely, effective, and responsive across the district.

[Data Review Spreadsheet](#)
[Data Review Protocol](#)

The Superintendent Shall:

11.5 Ensure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.	In Compliance
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Superintendent Interpretation: The Board expects the District to offer all students an opportunity to pursue and excel in specialized areas that match their interest or talent through academic core areas, elective courses, as well as co-curricular, and/or extracurricular offerings.

- **Specialized areas** means the fine arts, career and technical education, world languages, and other specialized curricular offerings such as Advanced Placement.

Indicator 1: Multiple programs exist in specialty areas to meet the needs of BPS students. The overall enrollment in specialized areas maintains or increases every year.				In Compliance
Evidence: BPS is proud of the abundant course offerings available for students. The table below outlines the courses and percentages of students enrolled for the indicated category of courses compared to the overall total course enrollments.				
Fine Arts (ART, MUSIC, ETC.)				
Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	9	9	116.22% (3311)	114.33% (3376)
HS	36	35	76.84% (2639)	75.31% (2612)
Career & Technical Education (CTE) & STEM				
Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	8	8	103.05% (2936)	91.95% (2715)
HS	63	64	110.38% (3792)	112.6% (3907)
WORLD LANGUAGES				

Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	10	10	14.49% (413)	16.87% (498)
HS	14	15	41.59% (1429)	42.03% (1458)
BUSINESS, COMPUTERS, & MARKETING				
Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	0	0	N/A	N/A
HS	11	12	15.87% (546)	20.67% (717)
ADVANCED PLACEMENT				
Level	Courses '16-'17	Courses '17-18	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18
MS	N/A	N/A	N/A	N/A
HS	17	18	33.47% (1150)	38.27% (1328)

Indicator 2: The number of co-curricular and extra-curricular activities that match student interest and talents maintains or increases every year.	In Compliance
<p>Evidence: During 2017-2018, BPS offered 20 athletic, 3 fine arts, and 21 co-curricular/club opportunities at each middle school and 26 athletic, 7 fine arts, and 53 co-curricular/club opportunities at the high schools. While athletics and fine arts have remained steady, high school clubs increased by 4 and middle school decreased by one compared to the 2016-2017 school year. Secondary Athletics & Fine Arts; Secondary Clubs</p> <p>During 2016-2017 BPS offered 10 different elementary clubs across the buildings to result in 22 total opportunities. The 2017-2018 school year resulted in 22 different clubs being offered totaling 46 opportunities for students to engage in across the schools.</p>	

Indicator 3: All schools will offer gold standard project based learning (PBL) experiences each year. “Gold standard project based learning” means the comprehensive, researched-based model from the Buck Institute for Learning.	In Compliance, with Exception
<p>Evidence: 83.3% of principals reported offering a gold standard PBL experience during the 2017-2018 school year. Teachers and administrators were provided abundant opportunities to hone knowledge and skills to further the implementation of PBL across the district such as learning menus for teachers</p>	

and leaders, project development days, and concept mapping. Specific participation and other details can be viewed at the attached and linked one page summary.

[Project Based Learning one pager](#)

The Superintendent Shall:

<p>11.6 Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board recognizes that no single method of instruction meets the needs of all learners and that while all students can achieve the standards, the amount of time needed by students may vary, and that adjusting to this 21st Century paradigm of differentiated instruction will take time.

<p>Indicator 1: BPS will have alternatives to core curriculum and learning environments at all grade levels.</p>	<p>In Compliance</p>
<p>Evidence: Bismarck Schools all implement a Multi-Tiered System of Supports (MTSS). Through this process, students receive services based on their need for reading and math interventions, English Learner (EL) services, special education, and enrichment or acceleration. Below is a description of the MTSS model.</p> <p>Tier 1 – CORE (80%-90%) Tier I is the BPS core instruction with differentiation and accommodations that the classroom teacher designs, implements, progress monitors, and analyzes the effectiveness of academic learning targets and behavioral expectations.</p> <p>BPS Elementary Curriculum Document Secondary Math Pathways Secondary ELA Pathways</p> <p>Tier 2 – STRATEGIC (10-15%) Tier 2 strategic interventions are more intensive interventions than Tier 1 interventions. Students have core instruction plus additional time and intensity for reading and/or math.</p> <p>Elementary Title I/ District Specialists & Student Selection Process Tier II & III Literacy Interventions District Approved Literacy Intervention List</p> <p>Tier 3 (0-5%) interventions are the most intensive interventions a student is able to receive. Tier 3 intensive interventions may or may not include Special Education services. Students receive a tier 3 intensive intervention when they are performing at a level that is significantly discrepant from his or her peers. Tier 3 interventions can replace the core curriculum or be in addition to Tier 1 and Tier 2 supports.</p> <p>The District offers 20 alternative core class offerings and 25 alternative elective courses for students in need at the high school level. A complete list and description can be found at the link below and attached: Special Services HS Alternative Core & Elective Classes. Elementary and middle school students also have access to alternate core curriculum as specified in individualized education plans and through the following courses at the middle level:</p> <ul style="list-style-type: none"> • Applied Topics 6-8 • Applied Topics in English, Math, 6-8 • Transition Math 6, 7, 8 • Transition Math Strategies 6, 7, 8 	

South Central High School provides an alternative learning environment for high school students in BPS. Student learning is self-paced and individualized, and students utilize a flexible schedule so that they have choice each day on where, when, and what they work on. Students enroll in only a few subject areas at one time, allowing them to focus attention on completing a curriculum area before moving on to another. SCHS has a typical enrollment between 100-120 students at a time, and students enter and exit as needed throughout the year. The average number of graduates over the last five years is 32 students per year. SCHS incorporates a positive attendance plan, assigned adult advisors and significant social-emotional supports in place for students, including access to a school psychologist, counselor, social worker, and school nurse. Other supports in place to break down any existing barriers to learning include access to food and clothing and an on-site nursery where new parents can bring their infant along to continue learning in a safe and comforting environment.

BPS also provides opportunities for students for early graduation, Life Education, a special education service to age 21, credit recovery using Edgenuity online platform, English Learner services, and enrichment/acceleration services K-12 through elementary Levels of Service and Advanced Placement and Dual Credit Courses at the secondary level.

BPS employees 8 Levels of Service (LOS) elementary staff who serve about 200 right tier students in Math & Reading across the district at various capacities from 20 minutes or more a week. Eligible students are referred and evaluated using an established process that examines student achievement and teacher survey (linked below & attached).
[LOS Qualification Form](#)
[Elementary LOS Acceleration Considerations](#)
[Elementary Math Acceleration Plan Form](#)

The Superintendent Shall:

<p>11.7 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.</p>	<p>In Compliance, with Exception</p>
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Superintendent Interpretation: It is expected that the District encourage new and innovative programs that align with the Board’s Results policies and that the District monitor and evaluate the effectiveness of the programs.

- **New and innovating programs** refers to research-based strategies, resources and programs that are aligned to the Board’s Results policies and provide alternate pathways to student success.

<p>Indicator 1: BPS supports, through action research and new resource/program requests, proposed implementations of new or innovative strategies, resources, and programs.</p>	<p>In Compliance</p>
<p>Evidence: As a learning organization, Bismarck Public Schools encourages continued education and academic research efforts by our employees. Many requests are received asking permission to conduct surveys or asking for data samples that can be used to investigate and evaluate programs and processes. Research regarding our BPS educational practices and the effect of those practices on student achievement is only a win/win if we are clear about the research questions. It is also important for the researcher to report back on the results and recommendations. Research proposers complete the following steps to gain approval for their studies. (1) Complete a survey outlining the study.</p>	

- (2) Receive feedback regarding authorization from the BPS Executive Team, typically within two weeks.
- (3) If authorized, submit an executive summary of your results to the #learnbps Academic Research Blog area.

REQUESTS:

17-18 School Year: 14

18-19 School Year (many of these are the result of the Teacher Leader Academy): 14

EXECUTIVE SUMMARIES can be viewed at the following site:

http://learnbps.blogspot.com/p/academic-research_11.html

The District also has several programs in place to provide teachers and students with opportunities to support innovation:

Program	Level
Project Based Learning (PBL)	All levels
CTE Pathways: Agriculture, Graphic Communication, Electronics, Automotive Technology and Automotive Collision, Information Technology, Networking, Engineering Technology, Aviation, Health Sciences	High School
Health Science Career Cluster: 75-80 high school students receive their Certified Nursing Assistant certification	High School
Aviation: students have flown over 300 hours in 12 months. With 100 student demo flights. 20 students have started individual soloing with 4 students currently earning private pilot license while in high school	High School
Flex-Mod Schedule	High School
1:1 student-issued computers	5th-12th Grade
Peer-to-Peer	High School
Algebra I Course infused with Social Emotional Curriculum	High School
Makerspaces	All levels
Student Technology Internship Course	High School
Social Emotional Blended Learning Curriculum	Grades 3-5 in 4 schools

APPROVED PILOTS		APPROVED PILOTS	
2017-2018		2018-2019	
Pilot	School(s)	Pilot	School(s)
		SBMH A School Within a School	Dorothy Moses Elementary
		School Based Mental Health	Legacy High School
		Co-Located Mental Health Pilot	Bismarck High School
		Children's Prevention & Early Intervention	Simle Middle School

Indicator 2: BPS supports an ongoing process accessible to all teachers and administrators to pursue changes to curriculum (new courses, changes to existing courses, new programs or pilots) at the building level.	In Compliance
<p>Evidence: A formal process exists for the proposal and approval of all new or changes to existing courses, new pilots, and new instructional resources. The application and processes are outlined in the attached flow charts and forms and made available through the BPS employee Apps and building level administration.</p> <p>PDF of 'Request to Curriculum Action' new course process</p> <p>new pilot process</p> <p>changes to existing course processes</p>	

Indicator 3: BPS evaluates new and innovative programs annually to determine effectiveness as indicated on the initial proposal.	Not in Compliance
<p>Evidence: BPS honors the uniqueness with each pilot and expects each proposal to report to the Teaching & Learning Team the status after implementation as indicated during the proposal process. Both the Teaching & Learning and the School Based Mental Health Committee are researching possible criteria for potential common rubric content for pilot evaluations in addition to the individual methods by the pilot leaders, however, this is in early developmental stages.</p>	

The Superintendent Shall:

11.8 Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.	In Compliance, with Exception
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Superintendent Interpretation: It is expected that BPS, as part of its model of continuous improvement, regularly evaluate components of the instructional program, including the curriculum standards, instructional practices, and the assessments used. **Regularly evaluated** refers to the curriculum calendar used as well as the PLC work done by teachers in the content areas.

Indicator 1: Every PK-12 program is regularly evaluated through a review and analysis process at least every three years.	In Compliance, with Exception
<p>Evidence: The curriculum review cycles engages teachers and leaders at the appropriate grade level/content areas in a systematic process that includes review of standards, practices, and assessments both at a district review level as well as a broader analysis/evaluation level. While not fully finalized, the District aims to operate three different teams for horizontal consistency, vertical alignment, and overall program analysis and review.</p> <p>Flowchart of curriculum review</p>	

[Flowchart of BPS Curriculum Review Teams](#)
[Flowchart of Program Analysis Review Team](#)

Currently, secondary instructional coaches and assistant principals meet monthly to engage in planning ongoing continuous review of their assigned content areas. Their detailed work plan can be found at this link: [District Content Area Portfolio Work Plan](#).

Each portfolio holder maintains a list of the ongoing review and progress his/her group engages in. The [high school SBE Curriculum progress charts can be viewed here](#), and the [middle school SBE Curriculum Progress Charts can be viewed here](#). Each content area has an action plan that is updated annually to reflect current reality and next steps within the content area as a whole.

Staff developers, instructional coaches, and assistant principals are assisting in the construction of a more formalized calendar for the 2019-2020 school year.

The Superintendent Shall:

<p>11.9 Appropriately review instructional materials upon formal request by a parent or other stakeholder.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects that instructional materials are sound and that any parent or stakeholder can request that any instructional material be reviewed for removal within 15 days of receipt of the form requesting reconsideration of the selection of the material.

<p>Indicator 1: BPS will maintain a procedure for reviewing instructional materials upon formal request by a parent or other stakeholder.</p>	<p>In Compliance</p>
<p>Evidence: The procedure that addresses the challenges can be found on our website; GAAC-AR. Bismarck Public Schools has not had any formal curricular material challenges during the 2017-2018 school year.</p>	

The Superintendent Shall:

<p>11.10 Adequately monitor and control student access to and utilization of electronically distributed information.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects that students will utilize electronic information appropriately, that staff will monitor students while they are using electronic resources in school, and that BPS will follow federal law (CIPA) regarding internet filtering. BPS’s mission, to ensure all students are college, career, and community ready, implies that students should develop responsible online behaviors for interacting with others or accessing/distributing information whether on district devices/network or other readily available devices/networks.

<p>Indicator 1: All BPS students and staff will annually review Policy ACDA in the first four weeks of school.</p>	<p>In Compliance</p>
<p>Evidence: On 9/26/2018 1,983 employees were sent a Policy Review requirement from the BPS Human Resources Department. The completion date required for the reviews was October 5, 2018. 1,969 employees successfully completed the Policy Review for Policy ACDA. A reminder of the Responsible Use of Technology Policy (ACDA) and requirement to review with students was emailed to staff on January 2, 2019.</p>	

<p>Indicator 2: BPS Technology Department responds to notifications from the state regarding any issues with the state provided internet filtering services.</p>	<p>In Compliance</p>
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Evidence: BPS receive no notifications from the state regarding filtering issues from 8/20/18 to the time of this report.

The Superintendent Shall:

<p>11.11 Review school attendance boundaries periodically to assure reasonable balance in student enrollment.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board realizes BPS is a dynamic district, impacted by regional and state economies. The factors associated with attendance boundaries along with class size targets will be reviewed annually. It is necessary to review demographic trends and the impact on building enrollment as well as class size.

- **Reasonable balance** means class size targets will be monitored and decisions about class size will be informed by the needs of the group, the size of the room, the available space, available staff and budget, and other criteria, as stated in Rule FAB-AR3 *Class Size*.

<p>Indicator 1: The school district solicits input from administrators and stakeholders as appropriate when boundary adjustments are necessary as indicated by current and projected enrollment data.</p>	<p>In Compliance</p>
<p>Evidence: In recent years, Bismarck Public Schools has used a committee of employee and parent representatives to proposed boundary changes to the School Board. The board has then held special meetings where the public can review the proposed plans and give input prior to the School board making a final decision.</p>	

The Superintendent Shall:

<p>11.12 Adopt a calendar that best meet the needs of students. The calendar should:</p> <ol style="list-style-type: none"> Provide for consistent breaks; Start in late August and end by Memorial Day; Be developed by a representative committee of parents, BEA and administrators; Provide for staff development without disrupting family schedules. 	<p>In Compliance</p>
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Superintendent Interpretation: The Board understands that a school calendar likely will not meet the needs of every student, parent, and community member. However, input from stakeholders serves to make the most acceptable school calendar for all.

Adopt a calendar that best meet the needs of students. The calendar should:

- Provide for consistent breaks;
- Start in late August and end by Memorial Day;
- Be developed by a representative committee of parents, BEA and administrators;
- Provide for staff development without disrupting family schedules.

<p>Indicator 1: The proposed school calendar will meet the criteria in 12, a-d.</p>	
<p>Evidence: The 2018-2019 and 2019-2020 calendars meet all criteria in 12, a-d. The calendar committee is comprised of about 40 people, including BEA-chosen representatives, other teachers, school and district administrators, parents, and former parents as community representatives. Group membership remains relatively stable, aiding in calendar consistency. Requests to join the committee</p>	

can be made with the Community Relations Director. An email list of current committee members is linked below and attached.

The calendar development process occurs around an established time frame that enables parents time to make arrangements for daycare, vacation, doctor visits, graduation, etc. **The timeline is as follows:**

September → Calendar drafts are created by Community Relations Dept. with input from Human Resources.

October → Calendar drafts are sent to Calendar Committee by Community Relations to review before the meeting. Calendar Committee meeting is held; input is given; changes are made by Community Relations. New draft(s) are sent to committee, which includes the Superintendent, for final review if necessary.

November → Final calendar is put on a School Board agenda under Superintendent's Report.

December → Final calendar is emailed to all parents and staff, posted online under Calendars, and sent to local news media.

[Calendar process details](#)

[List of calendar committee members](#)

[2018-2019 Calendar](#)

[2019-2020 Calendar](#)