



OE-10 LEARNING ENVIRONMENT
SUMMARY OF COMPLIANCE STATUS
MAY 2021

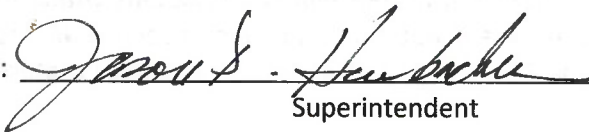
SUPERINTENDENT CERTIFICATION

With respect to OE-10 *Learning Environment* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- In Compliance
- In Compliance, with Exception (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 report includes a Data Analysis on page 2 presenting an administrative summary of the data and a Capacity Building section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses 20 indicators of the superintendent’s responsibility regarding the instructional program. Of the 20 indicators, 14 demonstrated in compliance and 6 demonstrated in compliance, with exception, no indicators were determined as not in compliance. Reporting dates for this report are July 1, 2019 – June 30, 2020.

Signed: 
Superintendent

Date: 5/24/2021

SCHOOL BOARD ACTION

With respect to OE-10 *Learning Environment*, 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

Motion by Mr. Lee to accept the OE-10 *Learning Environment* Monitoring Report as In Compliance, with Exception, seconded by Mr. Eastgate. Motion carried

Signed: 
Board President

Date: 5/24/2021

Data Analysis by Administration

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

Elementary Division

All elementary schools completed the annual Benchmarks of Quality (BoQ) which is an assessment of the school's Tier 1 system of support. During 2019-20, all three elementary feeder groups had a median score of 80% or higher on the BoQ. There has been consistent improvement in this area over the past 3 years showing growth in Median scores from 64% to 80+%. Additionally, there has been consistent growth in the number of schools within each feeder who have individually obtained 80+% on their BoQ. The data shows 13/16 elementary schools have achieved at or above the 80% goal. This is due to the ongoing professional development, training, and technical assistance opportunities provided to all schools.

A second highlight of this report is the external audit of Tier 1 systems data which is collected through the Walkthrough process. In the spring of 2020, the elementary division conducted a Modified Walkthrough due to COVID-19 cleaning protocols and buildings not operating within a typical routine and framework. The data over the past two years shows significant improvement in the evidence of Tier 1 systems for all three feeder groups. The data indicates improvement in Median scores from 61.5% to 98% within the BHS feeder group, 88% to 94% within the CHS feeder group, and 86% to 95% within the LHS feeder group. This is due to the intentional and focused efforts of building teams and all staff in developing MTSS structures. An area of continued focus within the elementary division lies within gathering student data regarding the Core SEL curriculum, Second Step. The 2019-2020 data indicates a variety of participation levels of students, by grade level and by school, completing pre-teaching and assessment activities (9% - 89%). The future goal is 80% grade level completion percentages. This is a new initiative for the elementary division and it is anticipated these percentages will increase with further staff and student training.

A second area of continued focus is to establish consistent Reward/Recognition Programs within the elementary MTSS framework. The data indicates this is an area of potential improvement across all three elementary feeders, with 11/16 schools falling below the 80% goal line. This initiative has been captured within building action plans for 2020-21.

To improve transitions processes for students, a goal of the elementary division is to increase the communication and consistency between the elementary and middle school divisions.

The intentional and focused work over the past 3 years regarding Social Emotional Learning and Positive Behavior Interventions and Support (PBIS) supported students, families, and staff as we moved into Distance Learning during March - May of 2020. This work allowed all to pivot to a new virtual learning platform while being inclusive of teaching the Core Tier 1 SEL curriculum, provide Tier 2, and Tier 3 interventions. The previous SEL instruction had taught both staff and students the necessary self-regulation techniques and coping strategies to deal with the changes and feelings of uncertainty. Direct therapeutic mental health services in place at collaboration schools were able to continue through a Telehealth model.

Secondary Division

Six of six secondary schools completed the BoQ in the spring of 2020. The BoQ is an important indicator within this monitoring report. The BoQ is a self- assessment tool for school-wide PBIS. It is completed in the spring of each year. It is used to help schools identify areas of success and areas for improvement in regard to Tier 1 Systems. An overall target score of 80% indicates strong "Core" behavioral supports are in place. During the 18-19 school year one of six secondary schools had a target score of 80% or

greater. During the 19-20 school year, the number increased to three of the six schools meeting or exceeding the 80% mark. In addition, BoQ scores for five of six schools increased from the 18-19 school year to the 19-20 school year. The increase can be attributed to systematic action planning, district supported professional development/coaching, and a commitment of school leadership teams and staff to improving the learning environment for all students.

Even with the growth, a number of areas of improvement remain. Six of six schools had teams that utilized the BoQ to create specific action plans for growth. Three of three middle schools are working to improve Faculty Commitment and Data Entry and Analysis. Two of three middle schools are working to improve Reward/Recognition Programs, Implementation Plan, and Evaluation of Tier One Systems through collection of data and surveying staff. Two of three high schools are working on Faculty Commitment, Reward/Recognition Systems, Lesson Plans for teaching expectations, and Implementation Plan of Tier 1 systems through collection of data and surveying staff. All secondary schools have MTSS-B teams that meet at least monthly throughout the year to review progress.

Strong Core Tier 1 practices promote safety, both physically and emotionally. An area of specific focus within six of six secondary schools is a Core Social and Emotional Learning Curriculum presented to all students. Providing direct instruction and modeling helps students learn the skills necessary to understand and manage emotions, set goals, feel and show empathy for others, and have positive relationships. During the 19-20 school year, the middle school division began its first full year of implementing a digital core SEL curriculum called Second Step. Three of three middle schools developed an implementation plan and provided lessons. Three of three high Schools use the SEL curriculum called Resilience for Youth. Moving forward, work continues on refining implementation, monitoring of student progress, and incorporating fidelity checks.

Middle and high schools continued to work to expand Tier 2 and Tier 3 supports. During the 2019-2020 school year, 6/6 secondary schools focused on refining and expanding the Tier 2 supports of Check In/Check Out and Social Skill instruction in groups. Six of six secondary schools participated in training through Safe and Civil Schools and Midwest PBIS. All six schools have school level MTSS-B coaches (Admin, Social Worker, School Counselor and School Psychologist) that met quarterly with the District Coach and Dr. Don Kincaid to discuss progress and problem solve around implementation. Expanding the capacity and fidelity of Tier 2 and Tier 3 supports continues to be a growth area. Alignment of systems of support will also be a focus in order to help students transition through grade levels and most notably when transitioning from elementary to middle and middle to high school. There will be an increased focus on communication and consistency between divisions.

OE-10 Learning Environment

The Superintendent shall establish and maintain a learning environment that is safe, respectful, and conducive to effective learning.

Superintendent Interpretation: The board expects the “**learning environment**” to be safe from physical and/or emotional harm to students and staff. The Board expects that in addition to feeling safe and secure, students will be engaged in relevant work which is personally rigorous in both basic skills and higher order thinking. In addition, the relationship between and among students and adults should be one of care and respect in the classroom as well as all extensions of the classroom including the administrative offices, the buses, the child nutrition areas, athletic fields, concert venues, etc. In short, effective learning is based first on safety and then on high quality, rigorous learning experiences and positive relationships.

- **Learning Environment** refers to the variety of physical locations where students experience “school,” such as the school building, the classroom, athletic fields, arts performance venues, study tips, etc.
- **Safe** environment is characterized by a sense of physical, emotional, social, and academic security.
- **Respectful** environment is where people have a high regard and value for all students, staff, and visitors.
- **Conducive to effective learning** refers to an environment where the expectation for students’ growth in academics and social emotional learning is high and methods are both a nurturing and engaging to student development.
- **Benchmark of Quality (BoQ)** The BoQ is a self-assessment for school-wide positive behavioral interventions and support is completed in the spring of each school year. The BoQ results are utilized by the school and district teams to identify areas of success, areas for improvement, prioritize plans, and to identify model schools and practices.
- **School-wide Evaluation Tool (SET)** is an external audit to be conducted annually that is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to: 1) assess features that are in place, 2) determine annual goals for school-wide effective behavior support, 3) evaluate on-going efforts toward school-wide behavior support, 4) design and revise procedures as needed, and 5) compare efforts toward school-wide effective behavior support from year to year.
- **Tier I** refers to supports and services provided to all students.
- **Tier II** refers to supports and services provided to some students depending on individual needs. Tier II supports and services are “layered” with Tier 1 supports.
- **Fidelity** is defined as how closely the implementation of the framework is aligned to the way they were designed. The framework is comprised of several essential components.

The Superintendent Shall:

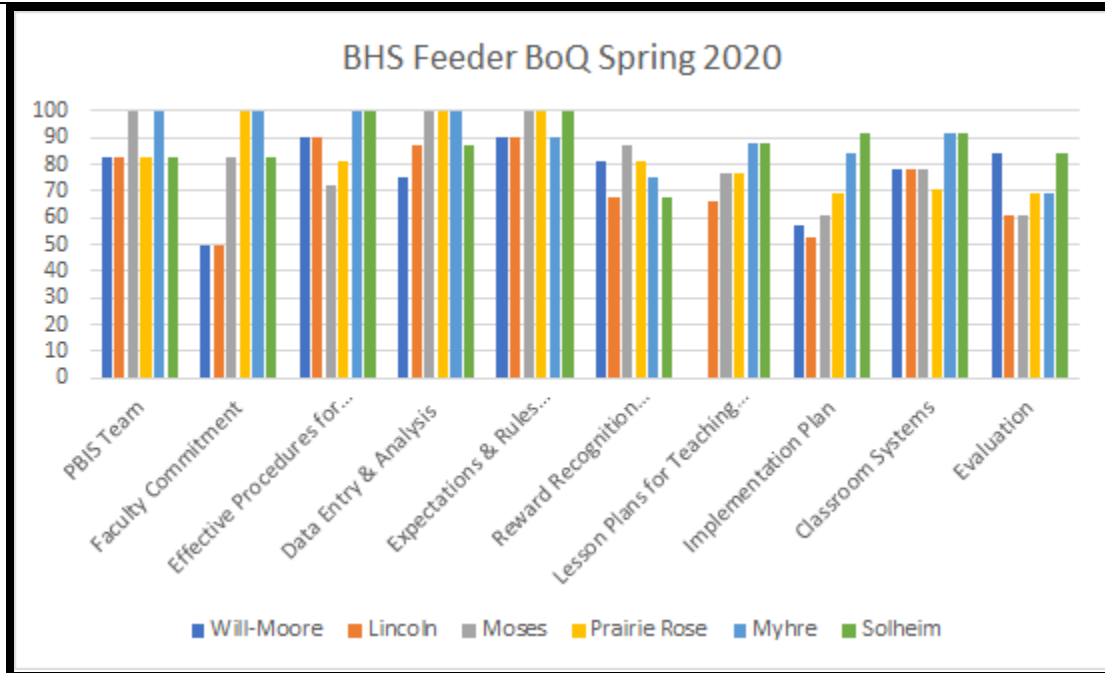
<p>10.1 Maintain a climate that is characterized by support and encouragement for high student achievement</p>	<p>In Compliance, with Exception</p>
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Superintendent Interpretation:

- **Maintain a climate that is characterized by support and encouragement** means the tone of the learning environment reflects that staff believe all students are capable of learning both academics and social-emotional-behavioral skills. In addition, **support and encouragement** means that each school building has created a framework that addresses student learning by providing intensifying supports in the area of academics and social-emotional behavior. This

framework will ensure that students are provided with what they need to be college, career, and choice-ready.

<p>Indicator 1: All schools will implement positive behavior and intervention supports at the Tier 1 level reach at least 80% fidelity as measured on the BoQ.</p>	<p>In Compliance, with Exception</p>																				
<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division: Tier 1</u></p> <p>Elementary buildings have received a variety of training opportunities related to PBIS starting with Dr. Kincaid in October 2018. This was the first year the elementary division implemented PBIS in a systematic fashion across feeders. Elementary buildings have assessed their MTSS B framework the BoQ in fall 2018, spring of 2019, and spring of 2020 which measures Tier 1 (core) supports provided in the learning environment for preventative and disciplinary practices related to behavior. The specific critical elements measured are: (1) PBIS Team, (2) Faculty Commitment, (3) Effective Procedures for Dealing with Discipline, (4) Data Entry and Analysis, (5) Expectations and Rules Developed, (6) Reward/Recognition Program Established, (7) Lesson Plans for Teaching Expectations, (8) Implementation Plan, (9) Classroom Systems, and (10) Evaluation. This tool examines these critical elements needed for program-wide implementation and the indicators needed to achieve those elements. Elementary school teams have received ongoing technical assistance and training through MidWest PBIS.</p> <p>This measure is used to gain an overall consensus by the leadership team on their implementation status. The team has the opportunity to see their progress over time and to develop action plans using this data. Teams are provided with an electronic system to rate their performance on a Likert rating scale from 0 to 3. The target score for each building to achieve is 80%, which is an indicator of a strong “core” of behavioral supports. Once teams achieve at least 80%, their system of support is able to sustain additional supports and services in the area of behavior, social emotional learning, and school-based mental health more effectively. Each school submits an action plan outlining identified areas of improvement according to their BoQ performance. Each action plan is directly aligned to the BoQ critical elements.</p> <p>The following is a summary of the performance of all 16 elementary buildings in regard to the BoQ:</p> <p style="text-align: center;">BHS Elementary Feeder 2018-2019 and 2019-2020 BoQ Data (Solheim, Lincoln, Dorothy Moses, Prairie Rose, Will-Moore, and Myhre)</p> <table border="1" data-bbox="375 1549 1243 1780"> <thead> <tr> <th colspan="4" style="text-align: center;">BHS Feeder</th> </tr> <tr> <th></th> <th style="text-align: center;">Median</th> <th style="text-align: center;">Range</th> <th style="text-align: center;">Buildings >80%</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">23% -100%</td> <td style="text-align: center;">2 out of 6</td> </tr> <tr> <td>Spring 2019</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">50% -100%</td> <td style="text-align: center;">4 out of 6</td> </tr> <tr> <td>Spring 2020</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">68% -89%</td> <td style="text-align: center;">4 out of 6</td> </tr> </tbody> </table> <p>(See Attached Graphs)</p>		BHS Feeder					Median	Range	Buildings >80%	Fall 2018	67%	23% -100%	2 out of 6	Spring 2019	83%	50% -100%	4 out of 6	Spring 2020	80%	68% -89%	4 out of 6
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Summary of BHS Feeder Critical Elements

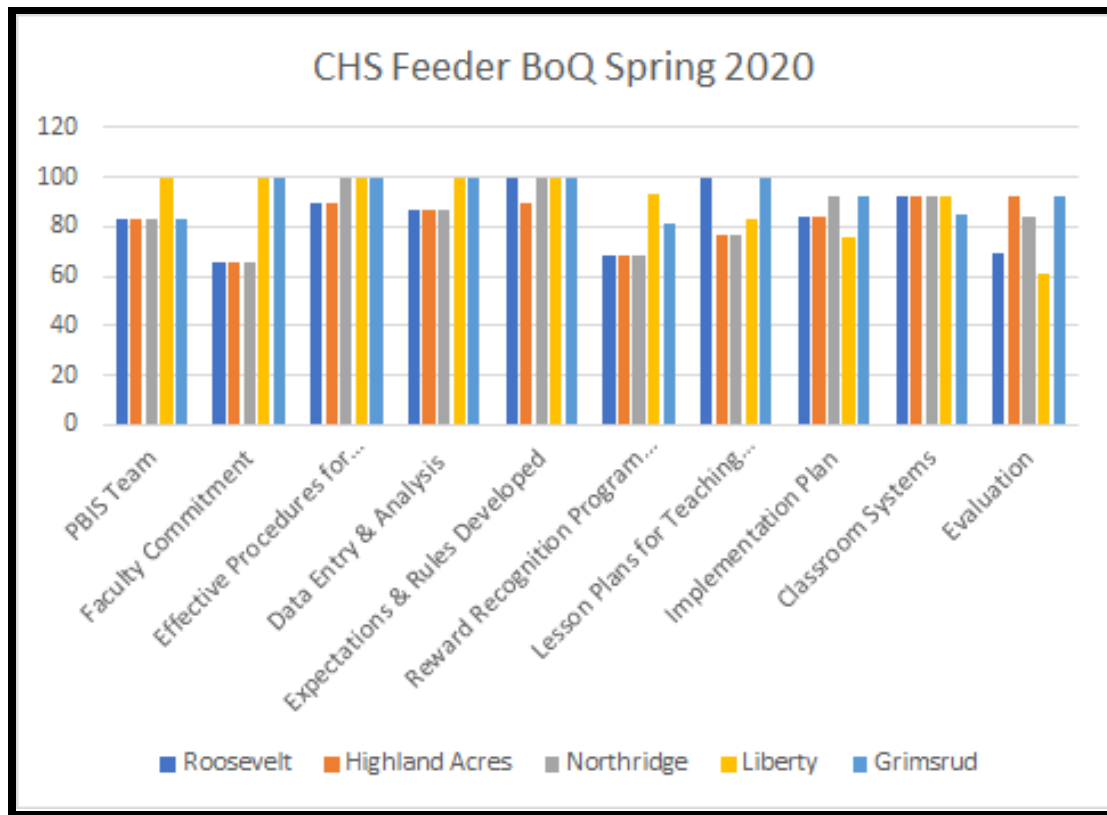
Most of the elementary buildings within the BHS feeder scored above the 80% target on the critical items and total score. When corresponding these scores with walkthrough data, it suggests that all of the buildings need to revisit some of these critical element scores and the scoring criteria. All the BHS feeder buildings have strengths when considering social emotional learning and behavioral supports. The critical element areas to be addressed within school action plans for the BHS feeder for 2020-21 include Faculty Commitment, Lesson Plans for Teaching Expectations, Reward/Recognition Program Established, Evaluation and Implementation Plan. The building level action plans will indicate needed staff training and professional development.

Critical Element Areas Recommended for BHS Elementary Feeder	
Faculty Commitment	Lesson Plans for Expectations
Reward/Recognition Program Established	Evaluation
Implementation Plan	

**CHS Elementary Feeder 2018-2019 and 2019-2020 BoQ Data
(Roosevelt, Highland Acres, Centennial, Grimsrud, and Liberty)**

CHS Feeder			
	Median	Range	Buildings >80%
Fall 2018	64%	52% - 71%	0 out of 6
Spring 2019	81%	71% - 89%	3 out of 6
Spring 2020	87%	82% - 93%	6 out of 6

[\(See Attached Graphs\)](#)



Summary of CHS Elementary Feeder Critical Elements

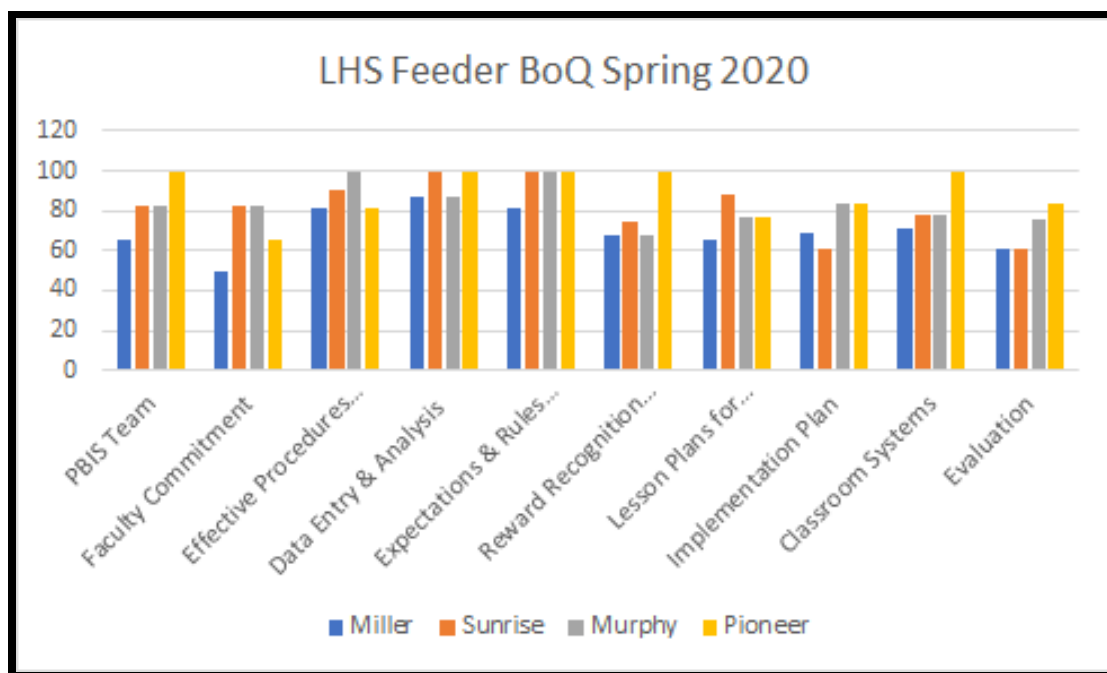
The median score for CHS elementary feeder buildings was 87% for the spring 2020 BoQ. All the CHS feeder buildings have strengths when considering social emotional learning and behavioral supports. Most of the buildings should be including the following critical elements within their 2020-21 MTSS B action plan: **(1)** Reward Recognition Program Established including student and staff input, and **(2)** Include planning on Evaluation of MTSS B practices, which may include check-ins with staff and students at several points throughout the year. The building level action plans will indicate needed staff training and professional development.

Critical Element Areas Recommended for CHS Elementary Feeder	
Reward/Recognition Program Established	Evaluation

**LHS Elementary Feeder 2018-2019 and 2019-2020 BoQ Data
(Miller, Pioneer, Rita Murphy, and Sunrise)**

LHS Feeder			
	Median	Range	Buildings >80%
Fall 2018	69%	66% - 79%	0 out of 4
Spring 2019	72%	57% - 79%	0 out of 4
Spring 2020	83%	71% - 90%	3 out of 4

[\(See Attached Graphs\)](#)



Summary of LHS Feeder Critical Elements

The LHS elementary feeder buildings obtained a median score of 83% on the BoQ for the spring 2020. An analysis of their performance across buildings within each of the critical elements of the BoQ suggests that there are several areas which LHS elementary feeder buildings can focus on for the 2020-21 school year. Elementary buildings can focus on **(1)** Improve faculty commitment within the building by providing regular updates on discipline and PD practices, gaining feedback throughout the year, and involve staff in MTSS B planning, **(2)** improving acknowledgement system for appropriate student behavior, **(3)** ensuring that Lesson Plans for Teaching school-wide and classroom expectations and rules, **(4)** ensuring that an implementation plan for MTSS B practices are in place for the upcoming school year including booster sessions for teaching, orienting new incoming staff and students, and developing plans for educating and involving families with the process, **(5)** have a plan to evaluate school-wide practices several times throughout the year, which may include check-ins with staff and students. The building level action plans will indicate needed staff training and professional development.

Critical Element Areas Recommended for LHS Elementary Feeder	
Faculty Commitment	Reward/Recognition Program Established
Lesson Plans for Teaching Expectations/Rules	Implementation Plan
Evaluation	

PBIS Elementary Division Walkthrough (External Audit)

In addition to the BoQ, all elementary school buildings had a walkthrough (audit) conducted to assess their Tier 1 MTSS B core practices in the spring of 2019 and again in the spring of 2020. Due to COVID-19 and Distance Learning, the spring 2020 audit was a “Modified Walkthrough” due to cleaning protocols and buildings not operating within a typical routine and framework. It should also be noted that Northridge Elementary School was in the process of a major building renovation, therefore their walkthrough scores are not applicable. The walkthrough was conducted by central office personnel along with representatives of clinical Student Support Services staff. A report detailing performance and recommendation for future program improvement/enhancement was provided to all elementary school principals and leadership teams. The information gained through the walkthrough can be crosswalked by each building’s MTSS B team to action plan for improvements/enhancements the following year. This data point enhances the assessment of practices since it provides an outside assessment of critical program components in addition to the self-assessment done by the team (BoQ). The charts below detail walkthrough data by feeder system over a two year period of time: 2018-19 and 2019-20. All three feeder systems showed significant improvement in both Median percentages and Ranges of percentages of overall scores.

**BHS Walkthrough Data Spring 2019, Spring 2020
(Solheim, Lincoln, Dorothy Moses, Prairie Rose, Will-Moore, and Myhre)**

BHS Feeder	Median	Range
Spring 2019	61.5%	60% - 83%
Spring 2020	98%	95% - 100%

PBIS Walkthrough BHS Feeder									
School	Section 1 Expectations	Section 2 Posters	Section 3 Visibility	Section 4 Problem Areas	Section 5 Classrooms	Section 6 Students	Section 7 Staff	Total Score Spring 2019	Total Score Spring 2020
Moses	100%		100%	50%	83%	100%	100%	78%	95%
Solheim	100%		100%	100%	100%	100%	100%	83%	100%
Prairie Ros	100%		87%	50%	100%	100%	100%	60%	95%
Will-Moore	100%		75%	100%	100%	100%	100%	82%	95%
Lincoln	100%		100%	100%	100%	100%	100%	63%	100%
Myhre	100%		100%	100%	100%	100%	100%	77%	100%

**CHS Walkthrough Data Spring 2019, Spring 2020
(Roosevelt, Highland Acres, Centennial, Grimsrud, Northridge, and Liberty)**

CHS Feeder	Median	Range
Spring 2019	88%	75% - 92%
Spring 2020	94%	80% - 97%

PBIS Walkthrough CHS Feeder									
School	Section 1 Expectations	Section 2 Posters	Section 3 Visibility	Section 4 Problem Areas	Section 5 Classrooms	Section 6 Students	Section 7 Staff	Total Score Spring 2019	Total Score Spring 2020
Highland A	100%		87%	100%	100%	100%	100%	88%	97%
Roosevelt	100%		87%	100%	100%	100%	100%	92%	97%
Grimsrud	100%		100%	100%	100%	100%	100%	88%	100%
Northridge	NA		NA	NA	NA	NA	NA	75%	NA
Liberty	100%		100%	50%	100%	100%	100%	90%	97%
Centennial	100%		100%	100%	100%	100%	60%	88%	80%

**LHS Walkthrough Data Spring 2019, Spring 2020
(Miller, Pioneer, Rita Murphy, and Sunrise)**

LHS Feeder	Median	Range
Spring 2019	86%	50% - 96%
Spring 2020	95%	92% - 97%

PBIS Walkthrough LHS Feeder									
School	Section 1 Expectations	Section 2 Posters	Section 3 Visibility	Section 4 Problem Areas	Section 5 Classrooms	Section 6 Students	Section 7 Staff	Total Score Spring 2019	Total Score Spring 2020
Miller	100%		100%	50%	50%	100%	100%	87%	92%
Sunrise	100%		87%	100%	100%	100%	100%	50%	97%
Pioneer	100%		100%	100%	50%	100%	100%	85%	92%
Rita Murph	100%		100%	100%	83%	100%	100%	96%	97%

Next Steps for 2020-2021 for Addressing Areas of Need

The median scores and range on the BoQ for each elementary feeder was high (see previous section) and has shown improvements from the previous school year. The target score for the PBIS walkthrough is greater than 85%, which would be a good indicator that teams are implementing critical elements of the BoQ as reported out. The results of the PBIS walkthrough suggests that there is still work to be done in the teaching of expectations in problem areas and in the area of systems-wide (building level) Tier 1 infrastructure and process. Building teams should still be involved in Tier 1 coaching working on goals that should be tied to their BoQ and PBIS walkthrough results. Each building received an individualized PBIS walkthrough report with recommendations for next steps. The individualized reports included specific recommendations for the team to review the BoQ

assessment critical elements rubric and scores for those areas that scored low on the PBIS walkthrough (audit), as the walkthrough scores suggested that these items on the BoQ might need to change or be enhanced.

Secondary Division Tier 1

Secondary buildings underwent training for PBIS in fall 2015 with Dr. Kincaid. Training and coaching in PBIS with Dr. Kincaid continues on a regular basis throughout each school year. Dr. Kincaid provided training and coaching on 11/5/19, 2/28/20 and 4/24/20. Secondary schools have been measuring their implementation using the BoQ since fall 2015 annually during each spring to measure their progress. The specific critical elements measured are: **(1)** PBIS Team, **(2)** Faculty Commitment, **(3)** Effective Procedures for Dealing with Discipline, **(4)** Data Entry and Analysis, **(5)** Expectations and Rules Developed, **(6)** Reward/Recognition Program Established, **(7)** Lesson Plans for Teaching Expectations, **(8)** Implementation Plan, **(9)** Classroom Systems, and **(10)** Evaluation. This tool examines these critical elements needed for program-wide implementation and the indicators needed to achieve those elements. As with the elementary division, the secondary leadership teams gain a consensus of their implementation status using this measure and use the data to action plan in the future.

The most recent BoQ was administered in spring 2020 by each secondary building. Each spring, secondary buildings have submitted an action plan that is directly aligned with the BoQ critical items which outlines how they plan on improving their system during the following year.

Middle School BoQ 2019-2020 Data

[Spring 2019 BoQ Middle School \(Wachter, Horizon, Simle\)](#)

0 out of 3 middle school buildings scored at or above 80%

Median: 73%

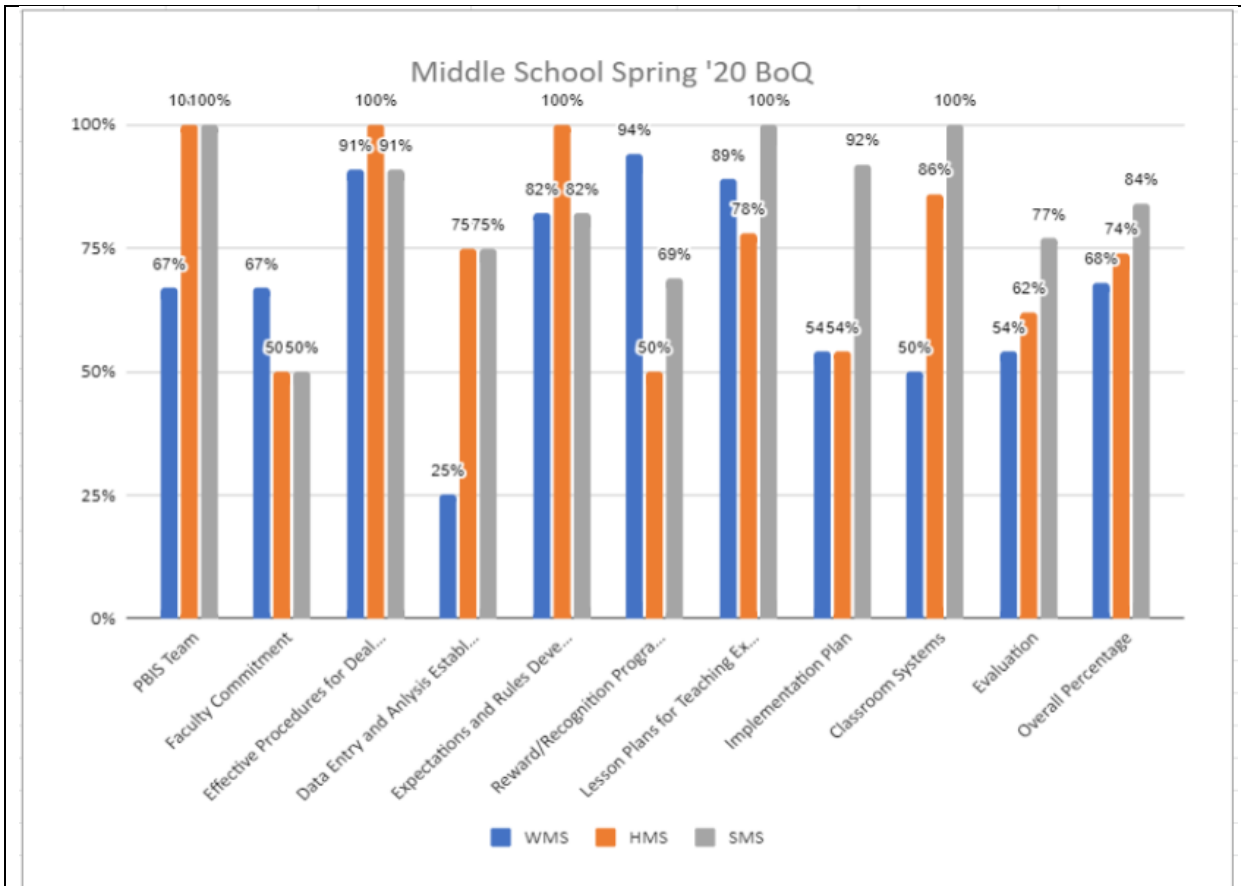
Range: 68%-74%

[Spring 2020 BoQ Middle School \(Wachter, Horizon, Simle\)](#)

1 out of 3 middle school buildings scored at or above 80%

Median: 74%

Range: 68%-84%



Summary of Critical Elements for Middle Schools

As stated earlier, the BoQ measures 10 critical components which are indicative of a strong MTSS B system. An analysis of the middle schools' performance indicates that there are several areas of Tier 1 that need to be worked on for the middle schools within the upcoming academic years. These needs can be addressed through Tier 1 systems coaching. These area includes **(1)** building Faculty Commitment within the buildings, **(2)** Data Entry and Analysis of discipline data and its impact on Tier 1 and Tier 2 supports, **(3)** building an active Acknowledgement System within the building, **(4)** Implementing a Systematic Plan for upcoming school years (when will staff be trained?, when will students be taught?, when will booster sessions take place throughout the year?, plans for orienting incoming staff, plans for involving family/community in the MTSS B program) and **(5)** Evaluation of Tier One systems through collection of data and surveying staff for understanding and implementation of Tier One Systems.

Critical Element Areas Recommended for Middle Schools	
Faculty Commitment	Data Entry and Analysis
Reward/Recognition Program Established	Implementation Plan
Evaluation	

High School 2018-2019 BoQ Data

[Spring 2019 BoQ High School \(BHS, CHS, LHS\)](#)

1 out of 3 high school buildings scored at or above 80%

Median: 79%

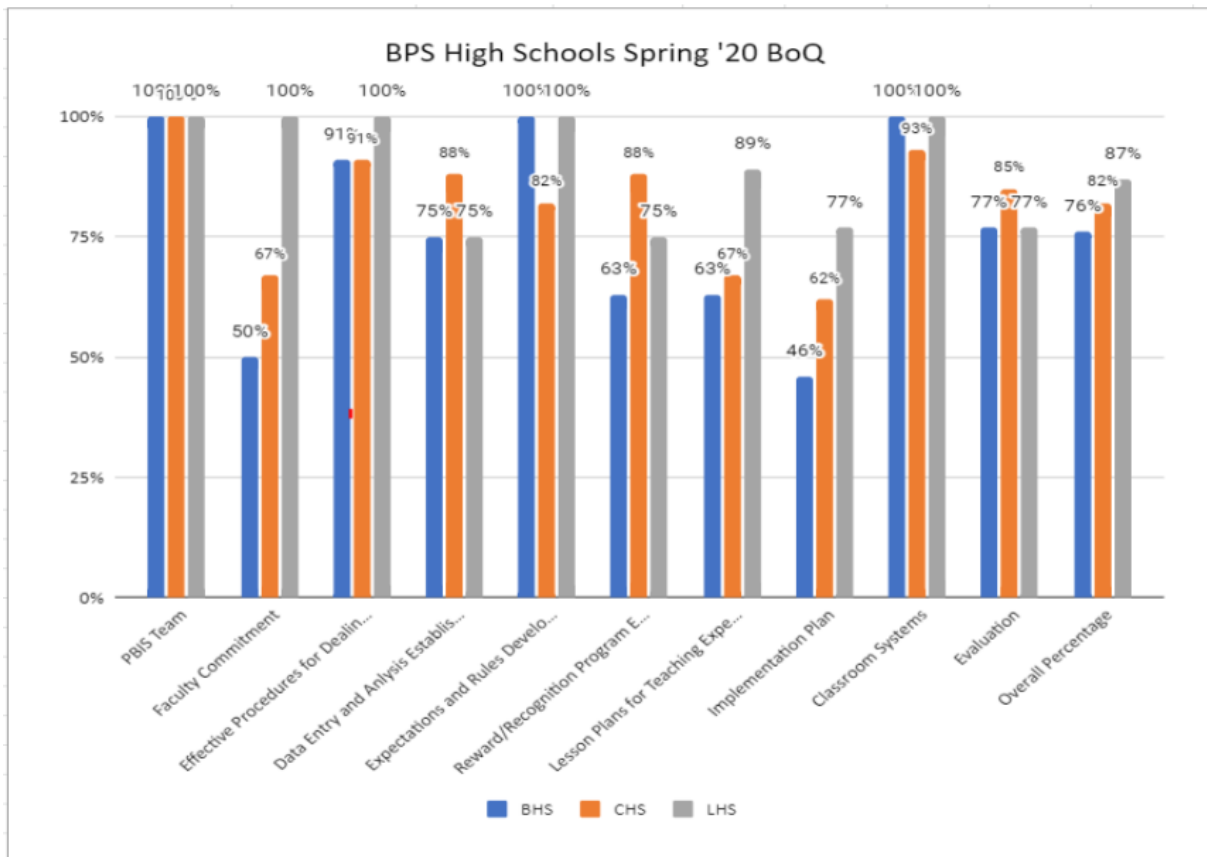
Range: 73%- 84%

[Spring 2020 BoQ High School \(BHS, CHS, LHS\)](#)

2 out of 3 high school buildings scored at or above 80%

Median: 82%

Range: 76%-87%



Summary of Critical Elements for High Schools

As stated earlier, the BoQ measures 10 critical components which are indicative of a strong MTSS B system. An analysis of the high schools' performance indicates that there are several areas of Tier 1 that need to be worked on for the high schools within the upcoming academic years. These needs can be addressed through Tier 1 systems coaching. The following critical elements are identified as need for improvement within the high schools (BHS, LHS, CHS): **(1)** Faculty commitment - continue to share information about PBIS with staff to build a strong commitment to tier one practices, **(2)** Reward/Recognition- enhance plans to celebrate and recognize those positive behaviors we want to help all students develop, **(3)** lesson plans for teaching expectations - Lesson plans for teaching expectations and improving classroom positive behavior intervention support practices, **(4)** plans for implementing program - when will staff be trained?, when will students be taught?, when will booster sessions take place throughout the year?, plans for orienting incoming staff, plans for involving family/community in the MTSS B program.

Critical Element Areas Recommended for High Schools	
Faculty Commitment	Reward/Recognition Program
Lesson Plans for Teaching Expectations and Rules	Implementation Plan

Secondary PBIS Walkthrough (External Audit)

In addition to the BoQ, all secondary school buildings had a walkthrough (audit) conducted to assess their Tier 1 MTSS B core practices in winter-spring 2019. The walkthrough scheduled for spring 2020 was not conducted after consultation with Secondary Administrators and Dr. Kincaid, PBIS ND Center Partner/ Director FLPBIS. It was decided that a walkthrough audit during school closure would not be an effective way to monitor Tier One implementation. Most recent data is from the winter-spring 2019 audit.

The walkthrough was conducted by central office personnel (e.g., MTSS staff developer) and a report detailing performance and recommendation for future program improvement/enhancement. The information gained through the walkthrough can be crosswalked by each building’s MTSS B team to action plan for improvements/enhancements the following year. This data point enhances the assessment of practices since it provides an outside assessment of critical program components in addition to the self-assessment done by the team (BoQ).

Middle School PBIS Walkthrough Data

School Building	Section 1 Expectations %	Section 2: Posters	Section 3 Visibility %	Section 4: Problem Areas %	Section 5: Classrooms %	Section 6: Students %	Section 7: Staff %	Section 8 Total %
Wachter MS	100		43	50	66	75	95	79
Horizon MS	100		43	50	66	58	100	77
Simle MS	100		43	50	66	92	90	81

MS Walkthrough Data Summary

The target score for PBIS walkthrough is at or greater than 85%, which is indicative of a strong Tier 1 system. BPS middle schools scored within the range of 77%–81%, indicating that several areas of their PBIS should be targeted within their 2019-2020 MTSS B action plan. Each building was provided with a personalized walkthrough report, which integrated observations, student and staff interviews, and data collected during the walkthrough and team products (MTSS B binder, MTSS B google drive folder, and discipline data pulled). The recommendations for areas of improvement and enhancements incorporated all components of a strong MTSS B framework, which includes behavior, social emotional learning, and school-based mental health (if applicable to that building). Recommendations extended beyond Tier 1, as core components of the program have strong implications for a successful Tier 2 supports system. For example, each building was provided with recommendations for professional development in the area of Tier 2 supports social academic instruction groups and recommendations for improving data analysis and sharing practices as these have implications for allocating students to Tier 2 supports within their building.

High School Walkthrough Data

PBIS Walkthrough High School Spring '19 Data

School Name	Section 1 Expectations	Section 2. Posters	Section 3. Visibility	Section 4. Problem Areas	Section 5. Classrooms	Section 6. Students	Section 7. Staff	Total Score
Century HS	100%		29%	0%	0%	6%	60%	37%
Bismarck HS	100%		71%	100%	100%	31%	85%	69%
Legacy HS	100%		57%	0%	100%	56%	80%	69%

High School Walkthrough Summary

The target score for PBIS walkthrough is at or greater than 85%, which is indicative of a strong Tier 1 system. The high school buildings scored between the range of 37%–69% on the walkthrough. Each building received an individualized report targeting specific needs found in each area with recommendations on how to improve or enhance their system. These areas have overlap with the critical elements measured in the BoQ assessment. Patterns in results for the high schools include improving visibility of expectations throughout the buildings, including common areas and especially in those areas identified as having a high amount of discipline referrals (majors and minors). An example of these most problematic common areas for the high school buildings includes hallways, cafeteria, and restrooms. Along with improving visibility of these expectations and rules, buildings need to ensure that these are taught and reinforced throughout the year by teachers/staff. Another area in need of improvement across all high schools was ensuring staff buy in, knowledge of the expectations, and that staff are teaching these expectations (i.e., PATS, SABER Code, Demon Pride) throughout the year. Interviews with students suggests that these are not being taught consistently as many of the students did not know what the expectations were.

Secondary Division Recommendations for Next Steps in 2019-2020

Secondary buildings should continue to receive coaching in the areas identified as a need by the BoQ and walkthrough. This coaching should include identifying barriers for implementation components identified within the BoQ assessment and action-planning steps on how to overcome those barriers. The coaching should occur on at least a monthly basis with the school MTSS B team. MTSS B integrated action plans should be intentionally tied to the BoQ and these action plans should be shared within the feeder system to ensure alignment. There is a need for Tier 2 interventions at the secondary level in the area of behavior and social emotional learning. Student targeted needs still need to be addressed while building a strong core Tier 1 system.

Indicator 2: All schools will implement positive behavior and intervention supports at the Tier 2 level.

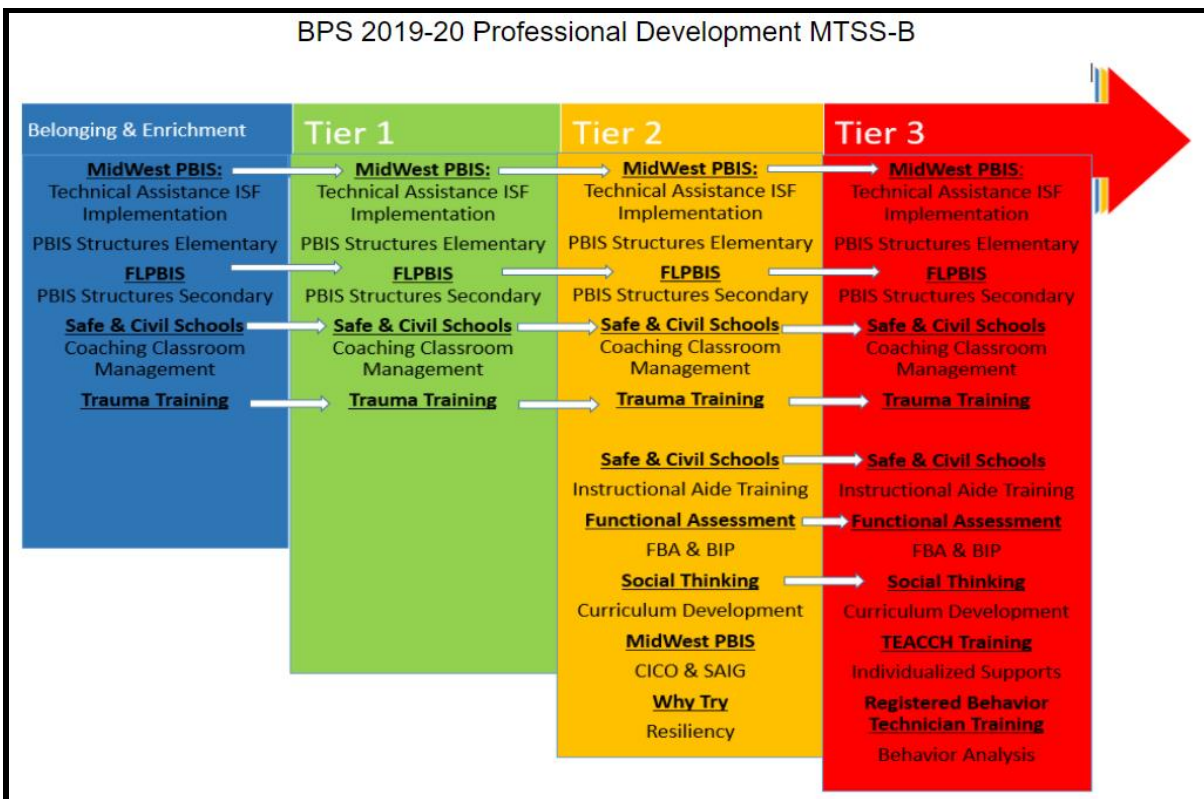
In Compliance, with Exception

Evidence: Tier two (targeted) supports provide targeted interventions to support students who are not responding to Tier 1 (core) strategies in the area of behavior and social emotional learning. These Tier 2 supports are matched to student needs and are typically provided within a group and standard format. A smaller percentage of students (15–20%) within a particular building will receive targeted support. When effective Tier 2 (targeted) supports are provided, students are more successful within the core classroom environment. These targeted interventions are progress monitored and teams can respond by intensifying or fading instruction and support. It is necessary that building teams understand how Tier 2 systems work so that the process correctly identifies students and efficiently responds to student needs using evidence-based practices.

During spring 2019, Tier 2 intervention maps were collected from each of the elementary and secondary buildings. The purpose of these maps was to have each building list the Tier 2 interventions that are taking place and list the entry criteria for accessing those interventions, the exit criteria for these interventions (intervention was successful), and whether or not they felt the intervention was successful or not for their students (effectiveness). An analysis of these maps strongly suggests that ongoing Tier 2 systems training and coaching needs to take place for elementary and that continued coaching needs to occur for secondary buildings. Moreover, BPS is in need of Tier 2 evidence-based intervention professional development so that building teams have interventions to support student needs.

Elementary Division Tier 2

All elementary buildings have implemented Tier 2 practices such as Check-In/Check-Out and creating instructional groups aimed at teaching social emotional skills (SAIG: Social Academic Instructional Groups). Every school social worker received Social Emotional Learning kits to support social academic instructional groups (SAIG). Professional development opportunities were provided to elementary school teams based upon their identified needs through the BoQ, the building walkthrough, and their school action plan. The following visual depicts the professional development provided to school teams based upon building needs and aligned with BPS MTSS Continuum of Support.



Ongoing training has been provided to individual building teams in regard to Function of Behavior following the PTR (Prevent - Teach - Reinforce) process in order to support identification of effective responses to behavior by matching student needs to the appropriate intervention. Consultation continues with MidWest PBIS and Safe & Civil Schools to provide training to staff in effective implementation of the MTSS Continuum. All elementary schools had team representation at Tier 2 training by MidWest PBIS to implement CICO and SAIG groups. Nine elementary schools had

Administrators, Instructional Coaches, and Student Support Staff participate in professional development around Coaching Classroom Management to support teaching in implementing Core Instruction within a positive culture and increasing positive student interactions to corrective interactions. In the fall of 2019 six elementary school MTSS-B teams attended the Midwest PBIS forum where they received extensive training regarding the implementation and monitoring of PBIS structures and supports. These teams received professional development and training opportunities directly related to their action play/building goals.

Secondary Division Tier 2

Tier 2 PBIS training started in the fall of 2016 for all secondary schools and has continued through the 2019-2020 school year. Six of six secondary buildings are implementing Tier 2 supports. The focus has been expanding Tier 2 practices such as Check-In/Check-Out and SAIG- Social Academic Instructional Groups.

In August 2018, additional training focusing on how to enhance Tier 1 and Tier 2 practices were provided to secondary buildings through Safe and Civil Schools. All six secondary buildings had teams represented at this training. Each building had a small team (2-3 staff members) attend the National PBIS Forum in Chicago. The focus of this professional learning was on Tier 2, Tier 3 practices as well as the integration of school-based mental health strategies into MTSS-B framework. All assistant principals received training from special education coordinators, with the support of the MTSS B staff developer, on function of behavior training (motivation of the problem behavior). This deeper understanding of behavior principles provides administrators with the understanding of how discipline and teaching supports must coincide to effectively support students with behavioral needs.

During the 2019-2020 School year, teams from each of the six secondary schools attended Tier 2 training focused on SAIG- group interventions. Each building had a small team (2-3 staff members) attend the National PBIS Forum in Chicago. The forum provided additional training in Tier 2 supports along with a focus on integrating mental health along the continuum of supports. Secondary Counselors, Social Workers, and Psychologists received training from Special Education Coordinator along with MTSS Coach on Function of Behavior. ISF/MTSS-B Coaches - Admin, Social Worker, Counselor and Psychologist meet at least quarterly for professional development and coaching from Dr. Kincaid - State PBIS Team Representative. The focus during the 19-20 year was developing and expanding Tier 2 interventions, specifically Check In-Check Out and groups.

Overall, there are 6 of 6 secondary schools trained and implementing PBIS Tier 2 interventions.

Joint Elementary and Secondary Division Tier 2 PD 2019-2020

In the fall of 2019, secondary and elementary building teams took part in specialized Tier 2 Social Academic Instructional Group (SAIG) training held on-site by MidWest PBIS Center, which is a national technical center for PBIS. The development of SAIG groups within BPS' Tier 2 system is critical for effectiveness of group interventions. Teams learned about the social emotional skills and academic student success skills taught within this group structure, how to identify when students who are in need of this group instruction, and progress monitor students who are receiving this instruction. Having an effective Tier 2 system allows for a more efficient and effective support system by alleviating the amount of unnecessary individualized student support plans at Tier 3. Students can move in and out of Tier 2 support much more easily.

<p>Indicator 3: Every grade level has programming and classroom strategies to create positive school and classroom climate and support student learning.</p>	<p>In Compliance, with Exception</p>																																																																																										
<p>Evidence:</p>																																																																																											
<p><u>Elementary Division</u></p>																																																																																											
<p>For Social-Emotional Learning (SEL) the elementary schools have been using the “Second Step” curriculum. In the winter 2019, all elementary teachers (K-5) received a web-based training from Second Step on tips for implementation and resources available to support implementation. This refresher for the elementary Second Step, reviewed the purpose of the curriculum, importance of social emotional learning, and tools that they can use to support its implementation. The training was divided up by each elementary grade level (K-5).</p>																																																																																											
<p>All elementary teachers (Grades 3-5 only) have received training in the LearnBPS Second Step Platform which provides pre-teaching and assessments for all curriculum lessons. This grades 3-5 course corresponds with the Second Step program and uses Second Step videos that teach the skills along with follow-up question to reinforce and assess these skills. The intent of the blended course is to have a combination of face-to-face teaching of the Second Step curriculum with an online course to pre-teach and reteach skill taught in the curriculum. Below is a chart with the school buildings and student participation percentages in the pre-teaching and assessments (spring of 2020).</p>																																																																																											
<table border="1"> <thead> <tr> <th>School</th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> <th>Total</th> </tr> </thead> <tbody> <tr><td>MOS</td><td>73%</td><td>83%</td><td>73%</td><td>76%</td></tr> <tr><td>PIO</td><td>65%</td><td>80%</td><td>64%</td><td>70%</td></tr> <tr><td>NOR</td><td>48%</td><td>65%</td><td>89%</td><td>67%</td></tr> <tr><td>LIB</td><td>63%</td><td>72%</td><td>66%</td><td>67%</td></tr> <tr><td>MYH</td><td>69%</td><td>81%</td><td>42%</td><td>64%</td></tr> <tr><td>WME</td><td>59%</td><td>59%</td><td>41%</td><td>53%</td></tr> <tr><td>HAE</td><td>36%</td><td>71%</td><td>35%</td><td>47%</td></tr> <tr><td>GRI</td><td>39%</td><td>31%</td><td>56%</td><td>42%</td></tr> <tr><td>LIN</td><td>43%</td><td>21%</td><td>61%</td><td>42%</td></tr> <tr><td>CEN</td><td>24%</td><td>49%</td><td>50%</td><td>41%</td></tr> <tr><td>MIL</td><td>36%</td><td>46%</td><td>25%</td><td>36%</td></tr> <tr><td>ROO</td><td>15%</td><td>30%</td><td>61%</td><td>35%</td></tr> <tr><td>MUR</td><td>9%</td><td>49%</td><td>42%</td><td>33%</td></tr> <tr><td>SOL</td><td>10%</td><td>43%</td><td>25%</td><td>26%</td></tr> <tr><td>PRE</td><td>24%</td><td>19%</td><td>15%</td><td>19%</td></tr> <tr><td>SUN</td><td>15%</td><td>21%</td><td>19%</td><td>18%</td></tr> <tr> <td>Grand Total</td> <td>43%</td> <td>50%</td> <td>48%</td> <td>47%</td> </tr> </tbody> </table>		School	Grade 3	Grade 4	Grade 5	Total	MOS	73%	83%	73%	76%	PIO	65%	80%	64%	70%	NOR	48%	65%	89%	67%	LIB	63%	72%	66%	67%	MYH	69%	81%	42%	64%	WME	59%	59%	41%	53%	HAE	36%	71%	35%	47%	GRI	39%	31%	56%	42%	LIN	43%	21%	61%	42%	CEN	24%	49%	50%	41%	MIL	36%	46%	25%	36%	ROO	15%	30%	61%	35%	MUR	9%	49%	42%	33%	SOL	10%	43%	25%	26%	PRE	24%	19%	15%	19%	SUN	15%	21%	19%	18%	Grand Total	43%	50%	48%	47%
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<p>Prior to launching in a building, technology staff provide a training through the grade level’s PLCs to ensure effective training and improve fidelity of implementation. This blended course enhances the Second Step implementation at the 3-5 level and will be considered for full implementation and improved student participation in grades 3-5 in the future.</p>																																																																																											

The STOIC/CHAMPS framework for classroom management is a future goal at the elementary division. Training by Safe and Civil Schools for building level teams and teachers is a goal in moving forward.

Secondary Division

All of the teachers have been trained and are implementing PBIS Tier 1 practices. Resources used to address social-emotional learning include the Second Step program at the Middle School Level and Resilience Breakthrough at the High School Level.

Middle School

“Second Step” is a resource that helps students develop social and emotional skills. There are lessons to help students learn how to set goals, problem solve, recognize their personal strengths, recognize and prevent bullying/harassment, understand emotions and manage relationships. The curriculum is web-based and provides teachers with the resources they need to provide the lessons. The new program is entirely web-based with no need for hard copy kits. Teachers facilitate the learning and building administration are provided with a platform to monitor implementation for each class. 2019-2020 was the first year of implementation at the Middle School Division. Each school provided an implementation plan that would provide lessons to all students. HMS provides lessons to all students through 6th grade Digital Literacy and 7/8th grade Communication Classes. WMS provides lessons to all students through 6th Grade Teachers, 7th Grade Communications and 8th Grade Career Ed. SMS provides lessons to all students during Homebase.

High School

High School buildings are using “Resilience for Youth” as a Tier 1 core curriculum for SEL along with the “Why Try” for a Tier 2/3 SEL curriculum. This is year 3 of Why Try and Resilience for Youth curriculum implementation. MTSS B Coaches meet to review Tier One implementation, including Core SEL to problem-solve implementation hurdles and identify additional training needs. During the 2019-2020 year, professional development was provided for both programs to onboard new staff and to further develop curriculum/group implementation of both curriculums. From September 2016 to April 2019; 189 BPS employees completed the Why Try and/or RB training. In addition, during the summer of 2019, a group of Teachers made up of representatives from the three high schools, took part in summer work to align and enhance lessons. All high schools have submitted scope and sequence plans for provision of SEL to all students. LHS provides the Resilience for Youth through the Advisory classes. CHS and BHS provide the curriculum during Physical Education.

All of the middle and high schools have staff and administrators trained to implement “Restorative Justice” (RJ) as a means to help resolve student-student and student-adult conflict. Aspects of RJ are being implemented into each buildings MTSS B framework in the form of “Circles” and mediation. Each building implements RJ according to their buildings’ needs. Moreover, high schools have been engaging in a student leadership development program called “Sources of Strength” aimed at developing positive climate among the various student groups.

<p>Indicator 4: Results on the annual survey (AdvancED survey, the Youth Risk Behavior survey, and/or the Development Assets survey) will reflect a majority, or annual progress towards the majority of students and parents surveyed “agree”:</p> <ul style="list-style-type: none"> • that the learning environment is positive and/or • each student has at least one caring adult who interacts with him or her each day 	<p>In Compliance, with Exception</p>
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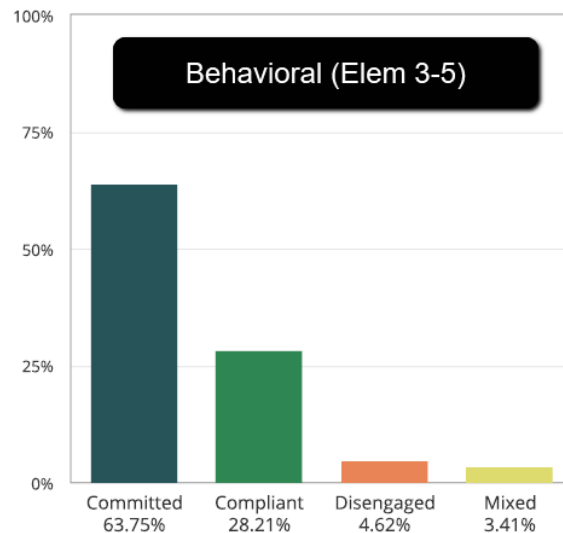
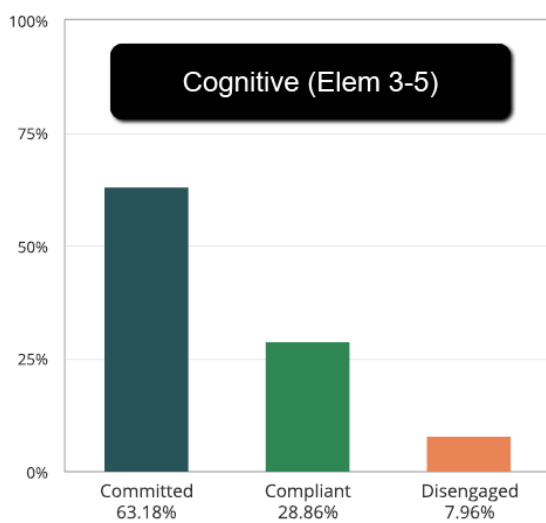
- and/or students feel appropriately challenged/engaged at school
- and/or students feel safe while at school

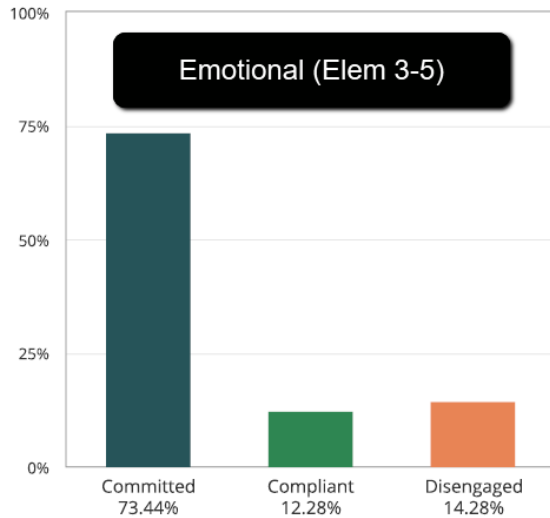
Evidence:

Elementary Division Survey Results

The survey from which the 2018 results were taken was not administered or not included in the AdvancED survey administered in 2019-2020. The 2018 result was: The elementary division (3-5) AdvancED survey in 2018 indicated that 87% of students who reported they feel appropriately challenged/engaged at school. AND The elementary division (3-5) AdvancED survey in 2018 indicated that 88% of students who reported they feel safe at school.

The following survey result is presented as a comparable indicator of students feeling challenged/engaged and safe. In 2019-2020 students completed the AdvancED Student Engagement Survey. This survey doesn't have the exact questions from the indicator but does provide a student engagement measure focused on Behavioral Engagement defined as positive conduct, effort, and participation, Cognitive Engagement defined as investment in school and learning and Emotional Engagement defined as feelings toward school, learning, teachers, and peers. Below are the 2019 results for each engagement area. A Committed response is characterized by student attention to tasks because he/she finds personal meaning and value. A Compliant response is characterized by student allocation of time and energy only as required to get a reward or only as specifically directed. A Disengaged response is characterized by student doing nothing unless forced or refusing to comply. Mixed indicates that student responses were equally divided across two or more components.

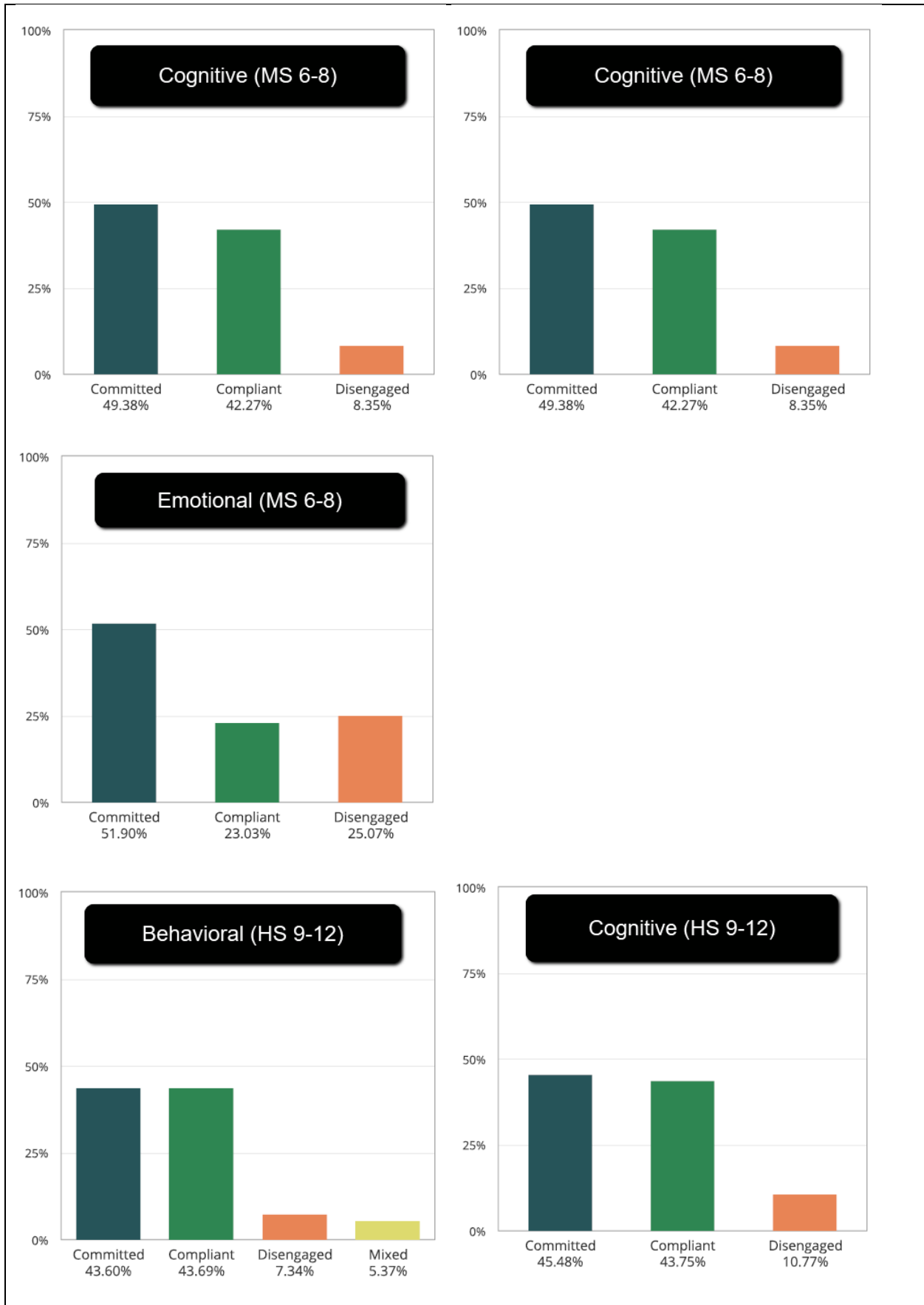


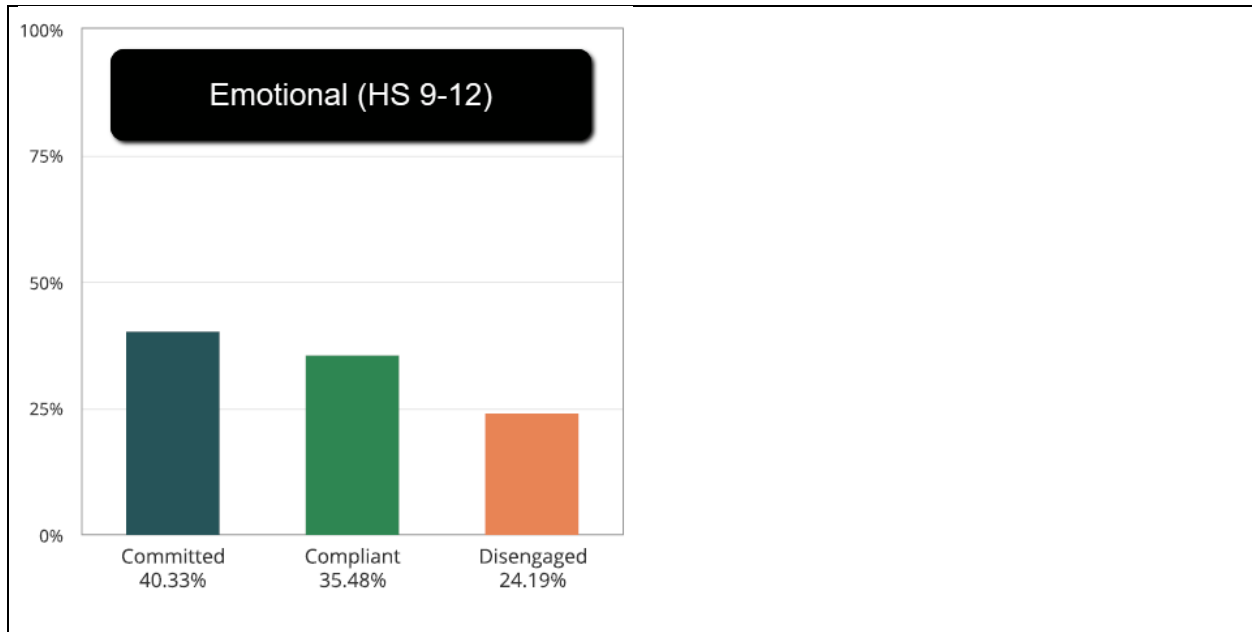


Secondary Division Survey Results

- The BPS High School (9-12) YRBS in 2019 indicated that ...69% of students who reported there is at least one teacher or other adult in their school that they can talk to if they have a problem. (YRBS Social Capital- Connections with Others)
- The BPS Middle School (7-8) YRBS in 2019 indicated that ...67.7% of students who reported there is at least one teacher or other adult in their school that they can talk to if they have a problem. (YRBS Social Capital- Connections with Others)
- The survey from which the 2018 results were taken was not administered or not included in the AdvancED survey administered in 2019-2020. The 2018 result was: *The Middle School (6-8) and High School (9-12) AdvancED survey in 2018 indicated that 88% of students who reported they feel appropriately challenged/engaged at school. AND The Middle School (6-8) and High School (9-12) AdvancED survey in 2018 indicated that 81% of students who reported they feel safe at school.*

The following survey result is presented as a comparable indicator of students feeling challenged/engaged and safe. In 2019-2020 students completed the AdvancED Student Engagement Survey. This survey doesn't have the exact questions from the indicator but does provide a student engagement measure focused on Behavioral Engagement defined as positive conduct, effort, and participation, Cognitive Engagement defined as investment in school and learning and Emotional Engagement defined as feelings toward school, learning, teachers, and peers. Below are the 2019 results for each engagement area. A Committed response is characterized by student attention to tasks because he/she finds personal meaning and value. A Compliant response is characterized by student allocation of time and energy only as required to get a reward or only as specifically directed. A Disengaged response is characterized by student doing nothing unless forced or refusing to comply. Mixed indicates that student responses were equally divided across two or more components.





<p>Indicator 5: The district will provide stakeholders with a means to report bullying and a mechanism to investigate and document bullying incidents as per state law.</p>	<p>In Compliance</p>
<p>Evidence: Policy ACEA Bullying outlines the process for a complaint to be started and the process for investigating and responding. A student, parent, staff member, or community completes the bullying report form after it is completed the building administration receives it. Sometimes this form is started by the building administration as per a recommendation to the individual who is bringing up the concern of possible bullying. After completion of the bullying report form it goes to the administration of the building in which they begin the bullying investigation form; such as statements received from witnesses, possible videos, locker area, text messages, social media. SROs/PYB/Restorative Justice at some point can be brought into the investigation if the reported bullying is taking place after school hours.</p>	

<p>Indicator 6: Students will engage in learning strategies for managing emotions, problem solving, accepting differences, and resiliency skills as evidenced by 100% of students receiving the core Social Emotional Curriculum.</p>	<p>In Compliance</p>
<p>This evidence was used in the 11/2020 R-3 Personal Development monitoring report</p> <p>Evidence:</p> <p>Elementary Division The Core Social-Emotional Learning (SEL) Curriculum at the Elementary Division is Second Step. Second Step is rooted in (SEL) which helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive. This curriculum is taught to all K-5 students by all classroom teachers. This curriculum focuses on teaching Skills for Learning, Empathy, Emotion Management, and Problem Solving. Second Step provides a platform for the teaching of the elementary behavior standards, CASEL’s Core Competencies. This holistic approach helps create an empathetic environment by providing students with tools and skills which foster emotional wellbeing. During the 2018-19 school year all K-5 teachers were provided Second Step training.</p>	

During 2018-19 the Second Step program course was developed in the Learnbps platform for grades 3-5 by BPS staff. Using this course, teachers have the ability to teach the lessons through technology supports, allowing for higher levels of student engagement. This course gathers evidence of student learning and indicates who might need an opportunity for re-teach strategies. During 2019-20 all 3rd-5th grade teachers received training from the BPS Technology Department on the Learnbps Second Step Course. Furthermore, the BPS technology department supported the roll-out of the course in all 3rd-5th grade classrooms ensuring all students were able to access and engage in the course activities. The Learnbps course has brought consistency and fidelity to the teaching of SEL across the elementary division. A BPS Pacing Guide is used at the elementary level to ensure fidelity and consistency of implementation.

Moving forward, in 2020-21 all 3rd-5th grade teachers will use the Second Step Learnbps as a platform for teaching the curriculum. All students will complete the Launch, Wrap-Up, and Summative Assessment activities. Data collected will be used to identify which students might need opportunities for re-teaching. Summative Assessment data will be obtained for kindergarten-2nd grade students. This will be collected through the assessment included in the Second Step Curriculum.

Secondary Division

The core Social and Emotional learning curriculum for middle school students is Second Step. Implementation started during late Spring of the 18-19 school year. During the 19-20 school year each school completed a scope and sequence which provided for all lessons to be taught to all students. HMS provides lessons to all students through 6th grade Digital Literacy and 7/8th grade Communication Classes. WMS provides lessons to all students through 6th Grade Teachers, 7th Grade Communications and 8th Grade Career Ed. SMS provides lessons to all students during Homebase.

High school students receive the Resilience for Youth Curriculum. Resilience for Youth is a social and emotional learning curriculum that provides students with skills to thrive when facing challenges. In addition, The Why Try Curriculum is utilized to provide additional SEL support and re-teach the Core SEL skills taught within Resilience for Youth. Each High School has completed a scope and sequence for delivery to all students. PE teachers and Counselors provide instruction at CHS and BHS. At LHS, it is provided through the Advisory Program.

The Superintendent Shall:

<p>10.2 Ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.</p>	<p>In Compliance, with Exception</p>
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Superintendent Interpretation: Policies and procedures means [Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibitions](#), [Policy FCC Restraint or Seclusion](#), [Policy ACEA Bullying](#), and [Policy AAC Non-discrimination and Anti-harassment](#) and portions of building handbooks that refer to discipline and/or conduct.

- **Collaboratively developed** means that administrators seek input on development of and improvement of policy and procedures from stakeholders.
- **Enforced consistently** means administration of the policies, procedures, and/or guidelines is consistent across the division (elementary, middle, high school) and is not arbitrary and does not treat one group differently under the procedures.

- **Using reasonable judgement** means that each discipline case must be handled individually, allowing a balance between uniform application and the weight of individual circumstances of students.

<p>Indicator 1: The elementary, middle, and high school have identical behavioral matrixes and expectations by levels as evidenced in Policy FF <i>Student Conduct, Discipline and Corporal Punishment Prohibitions</i>.</p>	<p>In Compliance</p>
<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division Policy FF</u></p> <p>All elementary schools have aligned identification of major/minor behavioral nfractions. Additionally, 16/16 elementary schools have been training on a consistent process for recording and reporting on behavioral infractions within and across buildings. The Elementary School Behavior Discipline Matrix (see attachment) were collaboratively developed.</p> <p style="text-align: center;"><u>Secondary Division Policy FF</u></p> <p>All secondary buildings (6/6) have aligned identification of major and minor behavioral referrals. The Middle School Behavior Discipline Matrix and High School Behavior Discipline Matrix (see attachments) were collaboratively developed. These matrices provide building administrators with a continuum of discipline responses and supports for student major and minor behaviors.</p>	

<p>Indicator 2: The elementary, middle, and high school have handbooks outlining district’s policies and procedures that are updated yearly and shared with all students, teachers, and parents.</p>	<p>In Compliance</p>
<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division (Handbooks)</u></p> <p>Each elementary school has a common student handbook linked to their school webpage for access for all students, parents, and teachers (See Elementary Handbook). This handbook was updated in the summer of 2018. The handbook is reviewed with each student and the teachers in the fall during the beginning of the school year. These student handbooks outline the discipline policies and school rules for students. The documents include potential consequences including information regarding suspension and expulsion. Elementary Handbook: Elementary Handbook</p> <p style="text-align: center;"><u>Secondary Division (Handbooks)</u></p> <p>Each secondary school has their student handbook linked to their school webpage for access for all students, parents, and teachers (See Secondary Handbook links). These handbooks are updated yearly and are reviewed with each student and the teachers in the fall during the beginning of the school year. These student handbooks outline the discipline policies and school rules for students. The documents include potential consequences including information regarding suspension and expulsion.</p> <p>Secondary Handbooks: Horizon Middle School: https://www.bismarckschools.org/Page/2210</p>	

Simle Middle School: https://www.bismarckschools.org/Page/2211 Wachter Middle School: https://www.bismarckschools.org/Page/2212 Bismarck High School: https://www.bismarckschools.org/Page/2134 Century High School: https://www.bismarckschools.org/Page/2149 Legacy High School: https://www.bismarckschools.org/Page/2213 South Central High School: https://www.bismarckschools.org/Page/2214
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Indicator 3: All BPS staff will participate in bi-annual school based mental health training including semi-annual review of bullying policy.	In Compliance
<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division Mental Health Training</u></p> <p>In the 2018 - 2019 school year, BPS has engaged in year 2 of a 3-year cycle to train all staff in “Mandt Training” as verbal de-escalation. So far, 10 of 16 elementary schools and BECEP have had their entire staff participate in Mandt Training. During the 2017-2018 school year, 260 elementary staff completed the Mandt Training. During the 2018-2019 school year, 250 elementary staff will have completed the Mandt Training. During the 2017-2018 school year, 488 elementary staff participated in at least 8 hours of professional development regarding behavioral and school-based mental health training. During 2019-20 the remaining 6 elementary schools received Mandt training. As of the end of the 2019-20 school year, all elementary schools received Mandt training. Moving forward there is a plan for training district office staff and new teachers and staff.</p> <p>Throughout the 2017-18, 2018-19, and 2019-20 school years, 14/16 elementary schools participated in the Trauma Sensitive Schools Training. The ND Department of Public Instruction in collaboration with the MidDakota Education Cooperative funded the development of the Trauma Sensitive School professional development curriculum for educators in North Dakota. This curriculum provides an overview of childhood trauma, and how it manifests in the classroom. Additionally the curriculum provides practical strategies to support students exposed to trauma.</p> <p style="text-align: center;"><u>Secondary Division Mental Health Training</u></p> <p>In the 2019-2020 school year Century High School completed the Mandt Training. Horizon Middle School completed the first half of the training but was not able to complete due to school closure. In the 2019 - 2020 school year, BPS engaged in year 3 of a 3 year cycle to train all staff in “Mandt Training” as verbal de-escalation. So far, 7 of 8 Secondary Schools have had their entire staff participate in Mandt Training. During the 2017-2018 school year 196 Secondary Staff completed the Mandt Training. During the 2018-2019 school year 176 Secondary Staff completed the Mandt Training. During the 2019-2020 school year a total of 527 staff -Elementary and Secondary completed the Mandt training. Moving Forward, HMS will receive the final portion of Mandt during the 2020-2021 school year when training resumes. Secondary Staff participated in at least 4 hours of professional development regarding behavioral and school based mental health training. Training varied by school but included areas of Cultural Diversity, Collaborative Problem Solving, and Suicide Prevention.</p>	

Indicator 4: All BPS staff review Policy FF , FCC , ACEA , and AAC annually as evidenced by reporting logs.	In Compliance, with Exception
<p>Evidence:</p> <p><i>Policy FF Student Conduct, Discipline and Corporal Punishment</i></p>	

During 2019-20, 15 of 16 elementary principals reviewed [Policy FF Student Conduct, Discipline and Corporal Punishment Prohibitions](#) with their faculty at the beginning of the year.

8 of 8 Secondary principals reviewed [Policy FF Student Conduct, Discipline and Corporal Punishment Prohibitions](#) at the beginning of the year with their faculty.

Policy AAC Non-discrimination and Anti-harassment

During 2019-2020 11 of 16 elementary principals reviewed [Policy AAC Non-discrimination and Anti-harassment](#) during the year with their faculty.

8 of 8 secondary principals reviewed [Policy AAC Non-discrimination and Anti-harassment](#) during the year with their faculty.

In the fall of 2018, 1861 of 1888 faculty, and in the spring 2019, 1,981 of 2,012 faculty and staff reviewed [Policy FCC Restraint or Seclusion](#) and successfully completed the online module and assessment through the HR department.

In the fall of 2018, 1863 of 1888 faculty, and in the spring of 2019, 1,985 of 2,012 faculty and staff reviewed [Policy ACEA Bullying](#) and successfully completed the online module and assessment through the HR department.

*Policies were scheduled to be reviewed by faculty in the spring of 2020, however they were not released for staff review due to COVID-19.

See Attachments:

- [Policy ACEA: Bullying](#)
- [Bullying Report Form](#)
- **Bullying Investigation Form:** (Not on our website) Done by school admin after the report is filed.
- [Policy AAC: Nondiscrimination and Anti-Harassment](#)

Indicator 5: 100% of student infraction incidents follow due process during the investigation and determination of disciplinary action, especially suspensions and expulsions.	In Compliance
Evidence: As of May 2021, BPS administration has revised the procedures and paperwork to ensure due process for expulsions (See Attachments Policy FFK , FFK E-1 , FFK-E2 , and FFK-AR).	

Indicator 6: Every school will have 3-5 school-wide expectations collaboratively created, share, and posted.	In Compliance
Evidence: <p style="text-align: center;"><u>Elementary Division (SW Expectations)</u></p> <p>All school-wide expectations are collaboratively developed with the input of staff members within each building. These expectations are positively stated and are developed for classroom and non-classroom (e.g., hallways, cafeteria) settings.</p> <p>16/16 (100%) elementary schools collaboratively created, shared, and posted 3-5 school-wide expectations across their school.</p>	

<u>Secondary Division (SW Expectations)</u>
All school-wide expectations are collaboratively developed with the input of staff members within each building. These expectations are positively stated and are developed for classroom and non-classroom (e.g., hallways, cafeteria) settings.
3/3 (100%) middle schools collaboratively created, shared, and posted 3-5 school-wide expectations across their school.
3/3 (100%) high schools collaboratively created, shared, and posted 3-5 school-wide expectations across their school.

Indicator 7: The district will implement interventions and consistent responses to discipline referrals.	In Compliance
Evidence: Over the past 5 years secondary principals and over the past 4 years the elementary principals have engaged in work around ensuring consistent responses to disciplinary situations including both consequences and interventions (See Attachment Policy FF).	

Indicator 8: Discipline data will be shared quarterly with the whole staff (optional to be shared with students).	In Compliance, with Exception
Evidence:	
<u>Elementary Discipline Data Review</u>	
All elementary school teams and Administrators review behavior data at least monthly, with a majority of schools reviewing this data on a weekly basis. During the 2019-2020 school year, 15/16 elementary schools conducted and submitted Beginning-of-the-Year (BOY) Behavior Data reviews. 14/16 elementary schools conducted and submitted Middle-of-the-Year (MOY) Behavior Data reviews. Due to COVID-19 and moving into distance learning during March-May of 2020, the End-of-the-Year (EOY) behavior data reviews were not consistently reviewed at the elementary division.	
<u>Secondary Discipline Data Review</u>	
6 of 6 (100%) secondary buildings conducted and submitted BOY behavior data reviews.	
6 of 6 (100%) Secondary buildings conducted and submitted MOY behavior data reviews.	
Due to COVID-19 and moving to distance learning during March-May of 2020, the EOY behavior data was not reviewed at the secondary division.	

Indicator 9: All discipline data practices are audited and will comply with reasonable assurances.	In Compliance
Evidence:	
<u>Elementary Discipline Data Review (Audit)</u>	
Conducted with Principals and building leadership teams as a part of the spring 2020 walkthrough process. All 16 elementary schools participated in a modified walkthrough during the spring of 2020. This is considered a modified walkthrough due to COVID-19.	
<u>Secondary Discipline Data Review (Audit)</u>	
Conducted with Principals on 12/18/19	

Conducted with Assistant Principals on 12/5/19
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The Superintendent Shall:

10.3 Assure that all confidential student information is appropriately collected, used, and protected.	In Compliance
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Superintendent Interpretation: It is an ethical and moral obligation that all staff appropriately use and protect confident data.

Indicator 1: All formal student records are maintained in secure physical or electronic formats.	In Compliance
<p>Evidence: District data is on redundant systems and backed up instantaneously or nightly depending on the system. The district experienced no loss or damage of digital records or information contained within the district network or systems. However, in July 2019 the district was made aware of a data incident with a vendor. The vendor investigation indicated that the incident occurred in or around November 2018. The district acted immediately upon notification, following the process outlined in policy FGA. The student data in the vendor file included first name, last name, and date of birth. BPS followed all procedures to notify families and extend vendor services regarding monitoring services. No evidence of misuse has been reported.</p> <p>The District researched and implemented a cyber security education and testing solution in the fall of 2019 to monitor and prepare staff to protect themselves and the district by increasing knowledge and attention to data security phishing and scams.</p>	

Indicator 2: All responses to student information requests will comply with federal and state law and Policy FGA Student Educator Records and Privacy .	In Compliance
<p>Evidence: In the 2019 - 2020 school year BPS received notification of a data security incidence occurring with a vendor. The student data in the vendor file included first name, last name, and date of birth. BPS followed all procedures to notify families and extended vendor services regarding monitoring services. No evidence of misuse has been reported.</p>	

Indicator 3: Annual audit of special education files will comply with Special Education regulations.	In Compliance
<p>Evidence: 100% of new special education staff were trained on using the Record of Access and Inspection Form that is placed in each student’s file. During the 2019-20 school year, BPS Special Education department, as part of the Department of Public Instruction Focus Monitoring Plan, completed an internal monitoring process. One file from every case manager was reviewed. Internal Monitoring will continue.</p>	

The Superintendent Shall Not:

10.4 Tolerate any behaviors, actions, or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	In Compliance
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Superintendent Interpretation: As part of a safe, caring climate, staff will strive to protect students from physical, emotional or educational harm, and that certainly they would not be the cause of such harm. These expectations extend beyond the classroom learning environment to all school experiences including extra-curricular activities.

Indicator 1: Every case of reported misconduct of an employee is addressed through the Human Resources Department.	In Compliance
Evidence: During the 2019 - 2020 school year, the Human Resources Department has assisted in the formal investigation and dispensation of four misconduct and/or insubordination incidents.	

The Superintendent Shall Not:

10.5 Permit unruly behaviors on school property and at school-sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.	In Compliance
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Superintendent Interpretation: The superintendent is expected to ensure that events on school property other than school itself are conducted safely, and free from inappropriate or unsafe behavior by adults or students. School-sponsored events mean extra-curricular activities, graduation, drama, performances, athletic events, etc. Disrespectful behavior means inappropriate language, cheers, vandalism, theft, dress, treatment of officials, etc.

Indicator 1: Staff members responsible for supervising students during, before/after school, and evening events shall enforce district and NDHSAA policies related to appropriate behavior.	In Compliance
Evidence: Student Handbooks, Code of Conduct, and public announcements address expectations regarding sportsmanship at events, signage and supervisors’ interventions establish expectations and reinforce positive behavior and sportsmanship, and discourage behavior that is unsafe, disrespectful or in violation of law or policy.	

The Superintendent Shall Not:

10.6 Permit the administration of corporal punishment	In Compliance
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Superintendent Interpretation: Corporal punishment means physical punishment. The board expects no staff will ever engage in physical punishment of students. Doing so is a violation of the North Dakota Century Code and [Policy FF Student Conduct, Discipline, and Corporal Punishment](#).

Indicator 1: There will be no instances of corporal punishment as it is prohibited by North Dakota State law and district policy.	In Compliance
Evidence: No instances of corporal punishment were reported in 2019 – 2020 at BPS.	

Capacity Building

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

Capacity Building focusing on Excellence, Inclusion, Leadership, and Innovation and HRS

- District-Wide ISF Structure: Development of a system to support the district in moving forward with school-based mental health based upon a solid system of MTSS including training opportunities and technical assistance with MidWest PBIS.
- Ongoing Development of the MTSS Continuum: Creation of resource hub including data collection for tiered systems (Behavioral Emotional Continuum Assessment inclusive of the BoQ), disproportionality data. Roll-out of teacher nomination, and expanding Tier 3 intervention.
- Student Support Services: Support staff in the ongoing development of MTSS and ISF framework through professional development opportunities and technical assistance regarding Core SEL, Tier 2 systems, trauma informed practices.
- Social Emotional Learning Curriculum Development: Alignment of SEL Learning Targets (CASEL Core Competencies) and Academic Standards to allow for embedding SEL into academic subject area curriculum, create a system to support all students receiving Core SEL curriculum, fidelity and outcomes checks.
- School Based Mental Health (ISF) Collaborations: Establishing Memorandum of Understanding for collaborations schools, supporting schools in moving from co-located services to full integration, collaboration data collection through Powerschool and DESSA.
- New Initiatives: Early Warning Signs data collection to support decision rules of accessing Tier 2 and Tier 3 interventions, elementary behavior standards based on CASEL's Core Competencies, development of elementary guidance for Teacher Managed vs Office Managed Behavior, Development of Re-Teach system to support student learning, coordination of onboarding of new Student Support Services Staff, creation of training Modules in Unified Talent compliant with Board Report requirements and PD themes identified by BECA (Behavioral Emotional Continuum Assessment). Develop a system of communication to support intentional conversations regarding student transitions across divisions.

Recommended Changes to Policy OE-10 for 2020

10.1 - Indicator 4

~~Indicator 4: Results on the annual survey (AdvancED survey, the Youth Risk Behavior survey, and/or the Development Assets survey) will reflect a majority, or annual progress towards the majority of students and parents surveyed "agree":~~

- ~~• that the learning environment is positive and/or~~
- ~~• each student has at least one caring adult who interacts with him or her each day~~
- ~~• and/or students feel appropriately challenged/engaged at school~~
- ~~• and/or students feel safe while at school~~

Indicator 4: Results from the BPS student survey will reflect that a majority, or annual progress toward a majority, of students reporting frequently or almost always:

- [feeling welcomed and supported \(BPS Survey\)](#)
- [students feel valued for who they are \(BPS Survey\)](#)
- [learning goals are engaging \(BPS Survey\)](#)
- [school is safe and orderly \(BPS Survey\)](#)
- [and/or students have positive relationships with the people at school\(BPS Survey\)](#)

10.2 - Indicator 3

Indicator 3: ~~All BPS staff will participate in bi-annual school-based mental health training including semi-annual review of bullying policy.~~

Indicator 3: [All BPS staff will participate in school-based mental health and bullying training every 2 years \(biennial\).](#)