



R-3 PERSONAL DEVELOPMENT SUMMARY OF COMPLIANCE STATUS NOVEMBER 2020

SUPERINTENDENT CERTIFICATION

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

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

Summary Statement by Administration

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report addresses 23 indicators of the superintendent's responsibility regarding Personal Development. Fifteen indicators demonstrated making reasonable progress, with eight indicators demonstrating baseline measurement. Reporting dates for this report are July 1, 2019 – June 30, 2020.

Signed: [Signature] Superintendent Date: 11/23/2020

SCHOOL BOARD ACTION

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

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

Summary statement/motion of the Board

Motion by Mr. Eastgate to accept the R-3 Personal Development Monitoring Report as Making Reasonable Progress, seconded by Mr. Sagsveen. Motion carried.

Signed: [Signature] Board President Date: 11/23/2020

**R-3 Personal Development**

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

**Superintendent Interpretation:** Through the school, home, and community partnership we will create learning experiences so that our students will be prepared with the knowledge, skills, and understandings to succeed not only academically, but students will develop and demonstrate the appropriate social, emotional, and behavioral attributes. Students must be aware of their role in promoting a conducive learning environment.

- **Reasonable progress** refers to the amount of annual growth in achievement levels expected for students and is defined as follows for Personal Development.
- **Participation** means on-going/consistent involvement and engagement in a specific activity.
- **Extracurricular** refers to optional and supplementary activities, programs, or special events which occur outside of the required curriculum for students. (i.e. Athletics)
- **Co-curricular** refers to activities that are part of the curriculum for some students, but not required. (Fine Arts and Activities - i.e. music, drama, student congress, speech)

**Each Student Will:**

3.1 Manage his or her behavior appropriately.	<b>Making Reasonable Progress</b>
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**Superintendent Interpretation:** The interactions of students should be characterized by respect for each other and those of diverse cultural backgrounds. Students demonstrate cultural competency when they show respect, appropriate interactions, and/or speech regarding diversity based upon ethnicity, race, gender, socioeconomic background, political or social philosophies, and/or other characteristics and opinions. All PreK-12 buildings have received training and are implementing positive behavior intervention supports (PBIS) framework within their buildings. This framework has preventative, restorative, and responsive practices to help students successfully manage their behavior. All PreK-12 buildings have defined consistent disciplinary responses to levels of student misbehavior.

- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student’s educational opportunities (see Policy ACEA Violent and Threatening Behavior). School team has conducted investigation. The following consequences and interventions are implemented following a bullying investigation where it is determined that the student engaged in the act of bullying another peer. \* Staff completes the BPS Staff Bullying Incident Reporting Form. \* It is important to note that "At no time during the investigation is the victim or person reporting this bullying incident required to meet with the alleged perpetrator."
- **Restraint and Seclusion** (see Policy FCC Restraint or Seclusion): **Restraint** is defined as a means of controlling behavior or restricting freedom of movement. **Seclusion** is placing a student in a room or limited space alone to deescalate dangerous behavior or as part of a parent-approved plan.
- **Major** incidents are where the disciplinary consequence is provided outside of the student’s assigned setting by someone other than the student’s teacher or supervisor (e.g. “Office - Managed Incidents”).
- **Minor** incidents are where the disciplinary consequence is provided by the person who witnessed the incident. The purpose of recording minor incidents is to collect information to develop interventions that PREVENT a recurring behavior from happening in the future.

- **In-School Suspension (ISS) and Out-of-School Suspension (OSS)** (see Administrative Rule FFK-AR Suspension and Expulsion): Suspension involves either in-school suspension or the dismissal of a student from school classes, buildings, and grounds. Suspension shall not be for more than maximum duration allowed by law. The parent(s) of the student are to be notified promptly by the school principal that suspension has been issued.
- **Expulsion** (see Policy FFK Suspension and Expulsion): The dismissal of a pupil from school classes, buildings, and grounds and, except for a violation of the District’s firearm policy, may extend to the termination of the current school year.

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

<p><b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students are considered proficient in each grade level assessed on the progress report in the area of Respect.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> Draft Sample</p> <p>During the 2019-20 school year, the elementary behavior standards changed to the CASEL Core Competencies. CASEL is the Collaborative for Academic, Social, and Emotional Learning. This is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. CASEL has identified 5 competency areas which lead to positive outcomes for students (represented in Figure 1).</p> <div data-bbox="256 1123 722 1543" data-label="Diagram"> <p>The diagram illustrates the CASEL Core Competencies. At the center is a white circle labeled "SOCIAL AND EMOTIONAL LEARNING". Surrounding this are five colored segments representing the core competencies: "SELF-AWARENESS" (orange), "SELF-MANAGEMENT" (orange), "SOCIAL AWARENESS" (green), "RELATIONSHIP SKILLS" (green), and "RESPONSIBLE DECISION-MAKING" (yellow). These are enclosed within a blue ring labeled "SEL CURRICULUM AND INSTRUCTION". The outermost ring is light blue and labeled "SCHOOLS", "HOMES AND COMMUNITIES", "CLASSROOMS", "SCHOOLWIDE PRACTICES AND POLICIES", and "FAMILY AND COMMUNITY PARTNERSHIPS". A small copyright notice "© CASEL 2017" is visible at the bottom right of the diagram.</p> </div> <p>Figure 1: <a href="https://casel.org/what-is-sel/">https://casel.org/what-is-sel/</a></p> <p>Training on the new behavior standards was provided to all Elementary Teaching Staff during August and September of 2019. This training was inclusive of the CASEL’s Core Competencies, the scoring rubric (supported by the North Dakota Multi-Tiered System of Support group), and how to enter scores in PowerSchool. Additionally, training was provided regarding how the scoring of the competencies link to a report within PowerSchool which provides decision rules for identifying students in need of Tier 2 and Tier 3 interventions. This training was a collaboration between BPS Technology Department and BPS Student Support Services.</p>	

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

Relationship Skills Grades K-2			
4	I can also find solutions to conflict		
3	I can communicate appropriately with others. <ul style="list-style-type: none"> <li>• I can ask to play or join a group.</li> <li>• I can listen to suggestions from others.</li> <li>• I can make and keep friends.</li> <li>• I can recognize conflict.</li> </ul>		
2	<table border="0"> <tr> <td style="vertical-align: top;">                     Vocabulary:                     <ul style="list-style-type: none"> <li>• manners</li> <li>• communication</li> <li>• conflict</li> <li>• appropriate</li> <li>• inappropriate</li> <li>• relationships</li> </ul> </td> <td style="vertical-align: top;">                     Skills:                     <ul style="list-style-type: none"> <li>• communicate clearly</li> <li>• listen to others</li> <li>• cooperate with others</li> <li>• show appropriate manners</li> <li>• define conflict</li> </ul> </td> </tr> </table>	Vocabulary: <ul style="list-style-type: none"> <li>• manners</li> <li>• communication</li> <li>• conflict</li> <li>• appropriate</li> <li>• inappropriate</li> <li>• relationships</li> </ul>	Skills: <ul style="list-style-type: none"> <li>• communicate clearly</li> <li>• listen to others</li> <li>• cooperate with others</li> <li>• show appropriate manners</li> <li>• define conflict</li> </ul>
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1	With Help		

Relationship Skills Grades 3-5			
4	I can also help others make friends		
3	<ul style="list-style-type: none"> <li>• I can understand different social situations.</li> <li>• I can give suggestions to others.</li> <li>• I can listen and respond to others effectively.</li> <li>• I can understand the difference between conflict and bullying.</li> </ul>		
2	<table border="0"> <tr> <td style="vertical-align: top;">                     Vocabulary:                     <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> <li>• feedback</li> <li>• bullying</li> </ul> </td> <td style="vertical-align: top;">                     Skills:                     <ul style="list-style-type: none"> <li>• understand non-verbal communication</li> <li>• recognize non-verbal communication</li> <li>• provide feedback</li> <li>• define bullying</li> <li>• identify conflict</li> <li>• identify bullying</li> </ul> </td> </tr> </table>	Vocabulary: <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> <li>• feedback</li> <li>• bullying</li> </ul>	Skills: <ul style="list-style-type: none"> <li>• understand non-verbal communication</li> <li>• recognize non-verbal communication</li> <li>• provide feedback</li> <li>• define bullying</li> <li>• identify conflict</li> <li>• identify bullying</li> </ul>
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These new behavior standards are supported by the core Social Emotional curriculum, Second Step, which is taught to all elementary K-5 students by all classroom teachers. This change in behavior standards has created a shared definition amongst all elementary staff and has brought consistency across the division from the building to the district level regarding how "Respect" is defined and documented. Moving forward, this data will be obtained through PowerSchool and will be shared out as Relationship Skill: Showing Respect.

During 2017-18 and 2018-19 elementary Respect data was pulled from the behavior standard: Interacts positively with peers. The system lacked a framework for guiding teachers in the consistency of reporting the definition of respect. With the change in behavior standards, the data from 2019-20 is the baseline data moving forward. This baseline data indicates a need to bring fidelity to the teaching and re-teaching of these skills at the kindergarten and 1st grade levels. It is also noted that these students missed critical teaching of relationship skills through the Second Step program from March - May of 2020.

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

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

Data is gathered through PowerSchool. This data shows greater than 80% of students were considered proficient in the area of Respect in Spring 17-18, 18-19 and 19-20. Data for the 19-20 school year shows an increase in the percentage of students considered proficient in the area of Respect across all grade levels. At the 3.0 target of proficiency, there was an increase of 3.17% for the 6th grade level. There was a 1.64% increase for 7th grade level and a 1.53% increase for 8th grade level. For the 19-20 school year, and moving forward, data was collected at the 2.5 target of proficiency. Middle Schools have been supporting positive behavior by providing a continuum of positive behavioral supports that includes a core SEL curriculum (Second Step) and explicit instruction in regard to school-wide expectations. Middle Schools have also been working to bring consistency to reporting of data. Currently, there is not enough historical data to determine accurate trend analysis.

**Evidence: 3.0 Target**

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	933	83.4%	991	75%	1085	41.8%
1	80%	875	83.5%	877	71.2%	1071	49.4%

2	80%	890	81.8%	929	73.4%	986	54.7%
3	80%	850	88.7%	882	75.5%	968	54.7%
4	80%	850	85.9%	1007	82.6%	1013	62.3%
5	80%	905	85.1%	972	75.6%	997	60.5%
6	80%	927	91.5%	1,086	86.9%	1128	90.07%
7	80%	1,059	83.8%	1,075	85.2%	1094	86.84%
8	80%	1,001	86.6%	1,014	85.7%	1096	87.23%

Evidence at 2.5 Target for 19-20. Unable to use 2.5 for prior years due to grade scale used

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-10
K	80%	933	83.4%	991	75%	1085	68%
1	80%	875	83.5%	877	71.2%	1071	73%
2	80%	890	81.8%	929	73.4%	986	78.6%
3	80%	850	88.7%	882	75.5%	968	78.9%
4	80%	850	85.9%	1007	82.6%	1013	82.9%
5	80%	905	85.1%	972	75.6%	997	84.8%
6	80%	927	91.5%	1,086	86.9%	1128	99.6%
7	80%	1,059	83.8%	1,075	85.2%	1094	98.8%
8	80%	1,001	86.6%	1,014	85.7%	1096	98.8%

Across all divisions, Multi-Tiered Systems of Support (MTSS-B) will continue to be a primary focus within the Interconnected Systems Framework (ISF) initiative with emphasis put on monitoring fidelity and outcomes of evidence-based practices. The elementary and middle school divisions will continue to focus on social-emotional learning through the teaching of Second Step at the core level for all students. This curriculum teaches the foundational skills for being an engaged learner, embracing diversity, and treating others in respectful ways. There are connections between these initiatives and the OE-10 Learning Environment. These connections include the ongoing focus on the building of MTSS structures and data-based decision making with a focus on positive student outcomes.

<p><b>Indicator 2:</b> Students will manage their behavior and refrain from bullying at a target rate of 100%.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> During the 2019-20 school year there were 11 formal bullying reports across the district. A formal report triggers an internal investigation with a determination of bullying being founded or unfounded. Of the 11 formal reports there were 2 incidents which were founded as bullying, both at the elementary division. When an incident of bullying is founded a formal plan is put in place to address the situation. With these two situations, interventions were implemented to address the situation and bring safety to the students involved along with the school environment.</p>	

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

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

<b>Indicator 3:</b> Students will show reasonable progress toward managing their behavior based on incidents and percentages for Major infractions.	<b>Making Reasonable Progress</b>
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**Evidence:** The Elementary Division has a shared list of Major Behaviors and definitions which is documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. This work has brought a shared understanding of Major Behavior and consistency in reporting incidents across the division and from a district perspective. The Elementary Principal group continues to collaborate with a goal of bringing consistency to the process as evidenced by the recent Classroom vs Office Managed Behavior process. Over the past three years 94% of students have managed their behavior in healthy and safe ways. During 2019-20, 4.4% of elementary students displayed one incident of Major Behavior while 2.3% of students displayed more than one incident of major behavior. Of the students who displayed major behavior approximately 50% had more than one incident. The slight increase from 2017-18 to 2018-19 was due to ongoing education and training with staff which has led to an increased consistency in reporting. The focus will continue to be on the teaching of problem solving through difficult situations and emotion identification and management.

The Middle School level also has a shared list of Major Behaviors and definitions which is documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. Over the past three years this work has led to a shared understanding of Major Behavior and consistency in reporting of incidents throughout the Middle School Division. During the 19-20 school year 91.4% of Middle School students displayed positive, safe behavior without incident. 8.6% of students displayed at least one incident of Major Behavior while 3.8% of students displayed more than one incident of a Major Behavior. Of the 8.6% of students with a Major Incident, 48% displayed more than one incident. 19-20 data represents a 1.6% increase in students without any major infractions over the school year. Middle Schools continue to focus on the implementation of Tier one supports including specific instruction of expected behaviors and Social Emotional instruction through the Second Step Curriculum. A factor in the decrease of Major Infractions could be the movement to distance learning during the fourth quarter.



The High School level also has a shared list of Major Behaviors and definitions which is documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. Over the past three years this work has led to a shared understanding of Major Behavior and consistency in reporting of incidents throughout the High School Division. During the 19-20 school year 94.5% of High School students displayed positive, safe behavior without incident. 5.5% of students displayed at least one incident of Major Behavior while 1.8% of all students displayed more than one incident of a Major Behavior. Of the 5.5% of students with a Major Behavior Incident, 33% had multiple incidences.

19-20 data shows an increase of .6% in students displaying positive, safe behavior without incident. High schools continue to focus on the implementation of Tier one supports including specific instruction of expected behaviors and Social Emotional instruction through the Resilience for Youth Curriculum. A factor in the decrease of Major Infractions could be the movement to distance learning during the fourth quarter.

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
17-18	Elem	6,391	94.9%	324	5.1%	129	2.0%
18-19	Elem	6,388	94.5%	350	5.5%	173	2.7%
19-20	Elem	6,410	95.6%	283	4.4%	148	2.3%
17-18	MS	3,070	90.2%	302	9.8%	141	4.6%
18-19	MS	3,199	89.8%	325	10.2%	134	4.2%
19-20	MS	3,346	91.4%	289	8.6%	128	3.8%
17-18	HS	3,859	95.4%	179	4.6%	48	1.2%
18-19	HS	3,973	93.9%	244	6.1%	93	2.3%
19-20	HS	4,074	94.5%	224	5.5%	73	1.8%

This data is pulled from PowerSchool with the Total Students indicating all students who attended throughout that year and each student is only counted once within the total. Moving forward, all divisions will continue to work towards the consistency of reporting of Major Infractions. Comprehensive systems of Re-Teaching of expectations and skill-building will be developed to support students in dealing with difficult situations in respectful and safe ways. Additionally, disproportionality data will be collected and shared through individual school dashboards within Learnbps. Schools will analyze and use this data in the ongoing development of the MTSS framework.

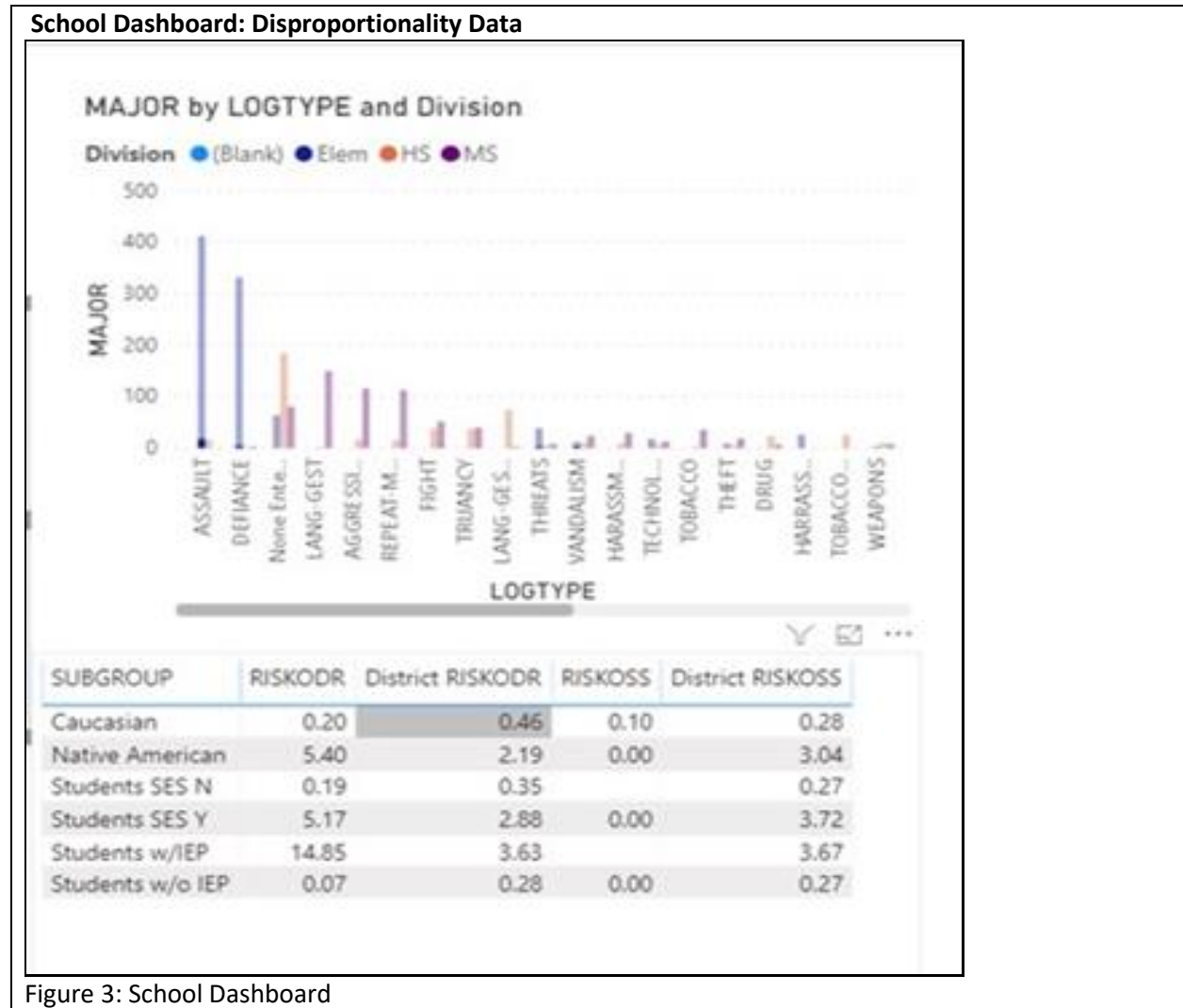


Figure 3: School Dashboard

<p><b>Indicator 4:</b> Students will show reasonable progress toward managing their behavior based on incidents and percentages for ISS.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> In-School Suspension data is documented within PowerSchool and pulled through Log Entry data.</p> <p>At the Elementary Division, revisions were made during 2017-18 regarding how this data was recorded within PowerSchool. These changes brought consistency to the reporting of In School Suspension data. Throughout the past two years, over 99% of students were able to manage their emotions and display safe behaviors. Less than 1% of students have incidents of ISS with an even smaller percentage of students having multiple incidents of ISS.</p> <p>At the Middle School Division, during the 18-19 school year, 94.8% of students did not display behaviors resulting in ISS. 5.2% of students had an incident of In-School Suspension during the 18-19 school year. 1.8% of students had more than one incident of In-School Suspension during the same school year. Percentages and numbers have remained consistent over the 17-18 and 18-19 school years.</p>	

At the High School Division, during the 18-19 school year, 97.4% of students did not display behaviors resulting in ISS. 2.6% of students that had an incident of In-School Suspension during the 18-19 school year. 0.6% of students had more than one incident of In-School Suspension during the same school year. The percentage of students increased by 1.2% from the 17-18 school year to the 18-19 school year while the number of students with more than one incident increased from .3% to .6%.

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
16-17	Elem	6,459	N/A	N/A	N/A	N/A	N/A
17-18	Elem	6,391	99.4%	38	0.6%	<10	0.1%
18-19	Elem	6,388	99.2%	53	0.8%	14	0.2%
16-17	MS	2,992	95.6%	133	4.4%	42	1.4%
17-18	MS	3,070	95.0%	155	5.0%	56	1.8%
18-19	MS	3,199	94.8%	166	5.2%	58	1.8%
16-17	HS	3,813	99.3%	27	0.7%	<10	0.1%
17-18	HS	3,859	98.2%	70	1.8%	10	0.3%
18-19	HS	3,973	97.4%	103	2.6%	25	0.6%

Moving forward, a comprehensive system with an emphasis on Teaching and Re-Teaching will be developed at all divisional levels to support students in learning strategies to deal with difficult situations and problem solving. This is an alternative to a strictly consequence-based process. Additionally, disproportionality data will be collected and shared through individual school dashboards within Learnbps. (See Figure 3: School Dashboard: Disproportionality Data)

<p><b>Indicator 5:</b> Students will show reasonable progress toward managing their behavior based on incidents and percentages for OSS.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> Out-Of-School Suspension data is documented within PowerSchool and pulled through Log Entry data.</p> <p>At the Elementary Division, revisions were made during 2017-18 regarding how this data was recorded within PowerSchool. These changes brought consistency to the documenting and reporting of Out of School Suspension data. Over the past three years, the data shows more than 99% of students managed their behavior and made safe choices. A very small percentage (0.1%) of students have incidents of OSS with an even smaller percentage of students having multiple incidents of OSS.</p> <p>At the Middle School Division, during the 19-20 school year, 98.1% of students did not display a behavior resulting in OSS. 1.9% of students had at least one incident of Out of School Suspension during the 18-19 school year. .5% of students had more than one incident during the same school year. The percentage of students with at least one incident of OSS decreased by 1% as compared to the 18-19 school year.</p>	

At the High School Division, during the 19-20 school year, 96.7% of students did not display a behavior resulting in OSS. 3.3% of students had at least one incident of out of school suspension during the 19-20 school year. .06% of students had more than one incident of OSS during the same year. The percentage of students with at least one incident of OSS remained very similar to the previous year with a .2% increase.

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
17-18	Elem	6,391	99.9%	<10	0.1%	<10	0.0%
18-19	Elem	6,388	99.7%	22	0.3%	<10	0.1%
19-20	Elem	6410	99.9%	<10	0.1%	<10	0.0%
17-18	MS	3,070	97.7%	71	2.3%	28	0.9%
18-19	MS	3,199	97.1%	92	2.9%	27	0.8%
19-20	MS	3346	98.1%	64	1.9%	17	0.5%
17-18	HS	3,859	98.3%	66	1.7%	11	0.3%
18-19	HS	3,973	96.9%	122	3.1%	41	1.0%
19-20	HS	4074	96.7%	134	3.3%	26	0.06%

Moving forward, a comprehensive system with an emphasis on Teaching and Re-Teaching will be developed at all divisional levels to support students in learning strategies to deal with difficult situations and problem solving. This is an alternative to a strictly consequence-based process. Additionally, disproportionality data will be collected and shared through individual school dashboards within Learnbps. (See Figure 3: School Dashboard: Disproportionality Data)

<p><b>Indicator 6:</b> Students will show reasonable progress toward managing their behavior based on incidents and percentages of Restraint and Seclusion.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> During the 2019-2020 school year, 1.13% (154 unique students) of 13,660 students were supported through restraint and/or seclusion. This represents a decrease of 24 students as compared to the 2018-2019 school year. Incidents included both students without and with disabilities. Thirty-four general education students and 120 students in special education made up the group that resulted in restraint and seclusion incidents (total of 154 students). This compares to 178 students from the previous year (August 2018 through May 2019). The 2019-2020 restraint and seclusion data ended on March 13, 2020 due to COVID school closure which resulted in fewer school days in sample comparison. A single incident occurred for 61 students. Out of the 61 students 21 had behavior plans (34%). Out of the 61 students, 21 had plans, 10 did not, and 40 reports were unsure if a plan was created or not. Behavior plans were in place for 84% (26/31) of students with 2-5 incidents. Out of the 47 plans, 1 did not, and 15 reports were unsure if a plan was created or not. In review of the data, 76% (16/21 students) with 6-10 incidents had behavior plans which addressed student specific programming. Out of the 21</p>	

students, 16 had plans, 1 did not, and 4 reports were unsure if a plan was created or not. Incidents of 11 or more incidents occurred for 25 students. Data review indicated 15 students had behavior plans, 3 did not, and 7 were unsure or not applicable for 83% (15/18) of students having a behavior plan. The incident reporting system concerning behavior plans has been changed so that “not applicable” and “unsure” are removed. Individuals completing the information will only have a “yes or no” option if a behavior plan is in place. The data indicates that school teams are addressing student behavior by engaging in the student planning process and developing behavior plans which incorporate positive behavior supports to prevent future occurrences.

Year	Number of Incidents	Percentage of Student Population	Number of Seclusions	Number of Restraint	Both Restraint and Seclusion	Incomplete, N/A or Unsure
18-19	1104	1.33% of total population (178 of 13,335 students)	358	103	643	
19-20	947	1.13% (154 of 13,660 students)	279	193	157	318

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

The number of incidents per student:

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

Restraint and Seclusion data is pulled through the Incident Reporting System. Moving forward, a clear and concise reporting structure will be used to collect Restraint and Seclusion data. Data will be collected regarding the type of behavioral programming in place, specifically ABA (Applied Behavior Analysis) plans and PTR (Prevent Teach Reinforce) plans. Prevent Teach and Reinforce training will be

provided so that all schools have team members who can effectively develop and implement Functional Based Behavior Intervention Plans.

<b>Indicator 7:</b> Students will show reasonable progress toward managing their behavior based on incidents of Expulsions.		<b>Making Reasonable Progress</b>
<p><b>Evidence:</b> When incidents arise which may warrant an expulsion hearing, the Superintendent and Assistant Superintendent are immediately notified. An investigation is completed inclusive of a file review and documentation of the incident. Special procedures are followed for students receiving Special Education services. An expulsion hearing is conducted to review the information obtained and a decision regarding expulsion is made.</p> <p>The data over the past four years indicates low numbers of expulsion hearings and expulsions. The data would also indicate that the situations brought forth for review are significant, involve safety concerns, and warrant an investigation and consideration of expulsion.</p>		
School Year	Number of Expulsion Hearings	Number of Hearings Resulting in Expulsion
2016-17	<10	All expulsion hearings resulted in expulsions
2017-18	15	All expulsion hearings resulted in expulsions
2018-19	<10	All expulsion hearings resulted in expulsions
2019-20	<10	All expulsion hearings resulted in expulsions

**Each Student Will:**

3.2 Resolve interpersonal conflict.	<b>Making Reasonable Progress</b>
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**Superintendent Interpretation:** Interpersonal conflict is a disagreement between two or more individuals and is primarily communication-based but may escalate to being a physical altercation.

**Elementary School**

- **Assault** is defined as a physical act of aggression, such as hitting, slapping, pushing, shoving, instigating fights (see Policy ACE Violent and Threatening Behavior).
- **Threats** is defined as a statement that is verbal, written, or shared through other medium that would be perceived as serious expression of intent to harm, commit assault, or damage school property. Building administrators determine if threat is credible through investigation (see Policy ACE Violent and Threatening Behavior).
- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Bullying).

- **Harassment** is defined as any use of words, phrases language or gestures that are derogatory in nature or inappropriate for the school environment that makes a person feel uncomfortable or unsafe, including: threat of physical harm, verbal humiliation, or intimidation (related to ethnic, sexual, race, religion, gender, etc.) (see Policy AAC Nondiscrimination and Anti-Harassment).

**Middle School**

- **Physical Aggression** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Fighting** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Assault** is defined as willful or intentional harmful or offensive contact to another person. The act is one-sided.
- **Threats** is defined as verbal and/or written comments that threaten the safety of school, students, or staff. Building administrators determine if threat is credible through investigation.
- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Bullying).
- **Harassment** is defined as intentionally cruel incident(s) which are deliberately hostile and aggressive and are directed towards a person. Actions of one or more persons create an intimidating, hostile, or offensive learning environment for an individual or small group of individuals. Encompasses a wide range of hurtful behaviors including physical harm, verbal humiliation, or intimidation.

**High School**

- **Physical Aggression** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Fighting** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Assault** is defined as willful or intentional harmful or offensive contact to another person. The act is one-sided.
- **Threats** are defined as verbal and/or written comments that threaten the safety of school, students, or staff.
- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Bullying).
- **Harassment** is defined as intentionally cruel incident(s) which are deliberately hostile and aggressive and are directed towards a person. Actions of one or more persons create an intimidating, hostile, or offensive learning environment for an individual or small group of individuals. Encompasses a wide range of hurtful behaviors including physical harm, verbal humiliation, or intimidation.

<p><b>Indicator 1:</b> Students will manage interpersonal conflicts in safe ways as indicated by the number of conflicts resulting in Major Infractions in situations related to conflicts with others.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> The Elementary Division has a shared list of Major Behaviors and definitions which is documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. This work has brought a shared understanding of Major Behavior and consistency in reporting incidents across the division and from a district perspective. During the 2019-20 school year, over 96% of students managed interpersonal conflict in safe ways. Accordingly, 3.3% of elementary students had</p>	



difficulties in managing interpersonal conflict in safe ways. Of those 3.3% of students, 1.4% displayed repeated behavior related to interpersonal conflict. The data is indicating a steady trend of approximately 3.5% of students needing additional support to manage interpersonal conflict. The elementary division will continue to develop and bring fidelity to Multi-Tiered Systems of Supports focusing on the teaching and re-teaching of Social Emotional Learning Skills.

Middle Schools have a shared list of Major Behaviors and Definitions which are documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. Middle schools have worked to bring a shared understanding of Major Behavior and consistency in reporting incidents across all three schools. At the Middle School level, 3.8% of students had at least one incident of handling interpersonal conflict in an unsafe manner during the 19-20 school year. Overall student percentages are comparable to those at the Elementary Division. The overall number of students increased from 18-19 to the 19-20 while the percentage of students handling interpersonal conflict in an unsafe manner remained the same at 3.8%.

High Schools have a shared list of Major Behaviors and Definitions which are documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. High Schools have worked to bring a shared understanding of Major Behavior and consistency in reporting incidents across all three schools. At the High School level, the percentage of students handling interpersonal conflict in a manner that is not safe was 1.9% during the 19-20 school year. The percentage of students with one or more incidents was .3% during the 19-20 school year. The percentage of students with at least one incident of handling interpersonal conflict in an unsafe manner remained consistent over the past two years. 1.8% for 18-19 school year and 1.9% for the 19-20 school year.

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
17-18	Elem	6,391	96.5%	221	3.5%	69	1.1%
18-19	Elem	6,388	96.1%	246	3.9%	105	1.6%
19-20	Elem	6410	96.7%	212	3.3%	87	1.4%
17-18	MS	3,070	96.1%	121	3.9%	41	1.3%
18-19	MS	3,199	96.2%	123	3.8%	25	0.8%
19-20	MS	3,346	96.2%	127	3.8%	29	0.9%
17-18	HS	3,859	99%	38	1.0%	<10	0.1%
18-19	HS	3,973	98.2%	71	1.8%	11	0.3%
19-20	HS	4074	98.1%	76	1.9%	11	0.3%

Moving forward, a comprehensive system with an emphasis on Teaching and Re-Teaching will be developed at all divisional levels to support students in learning strategies to deal with difficult situations and problem solving. This is an alternative to a strictly consequence-based

process. Additionally, disproportionality data will be collected and shared through individual school dashboards within Learnbps. (See Figure 3: School Dashboard: Disproportionality Data)

**Indicator 2:** Each schools’ students will show continuous improvement toward, or attainment of, a target so that at most 15-20% of students are considered at the Tier II/III level for behavior in each grade level.

**Making Reasonable Progress**

**Evidence:** Major data was pulled from PowerSchool indicating the percentages of students who have displayed Tier 1, Tier 2, and Tier 3 level Major behavior within all categories. Tiered behavior is based on the following criteria.

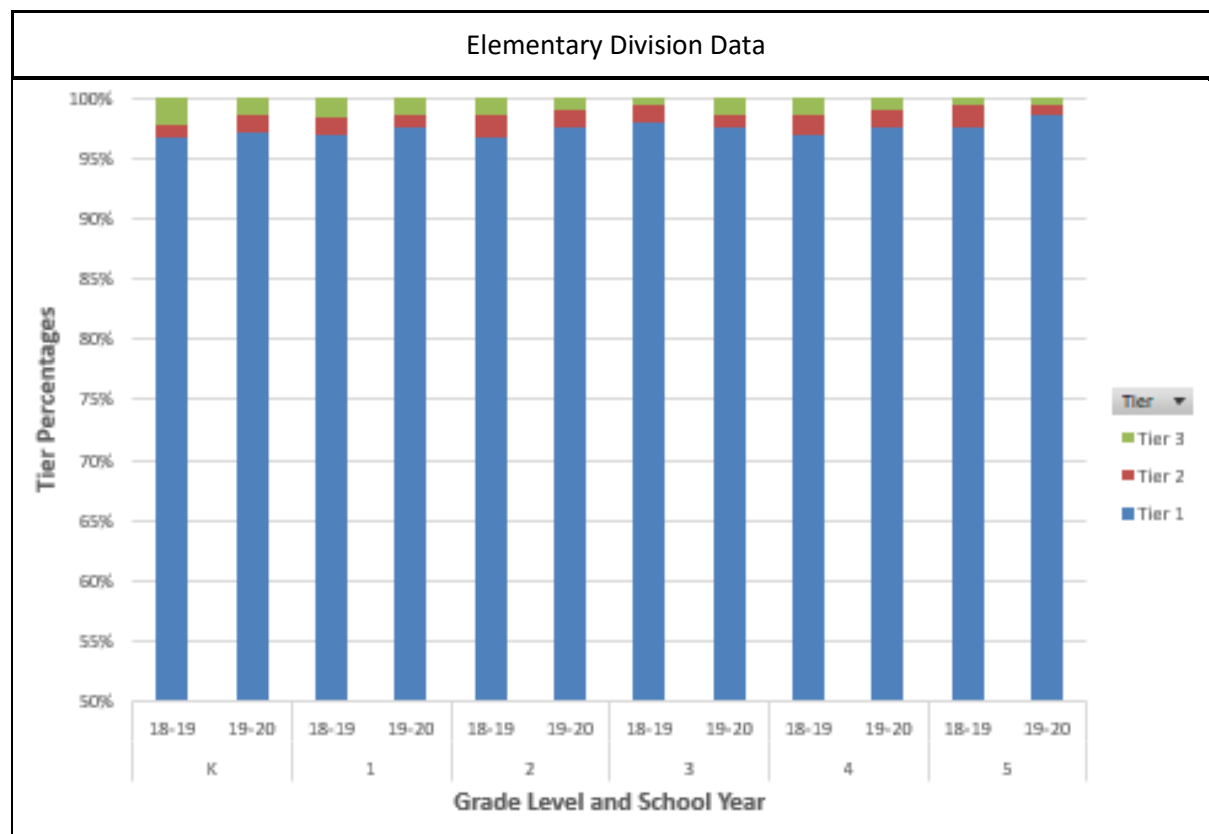
Tier 1 = 0 to 1 Major

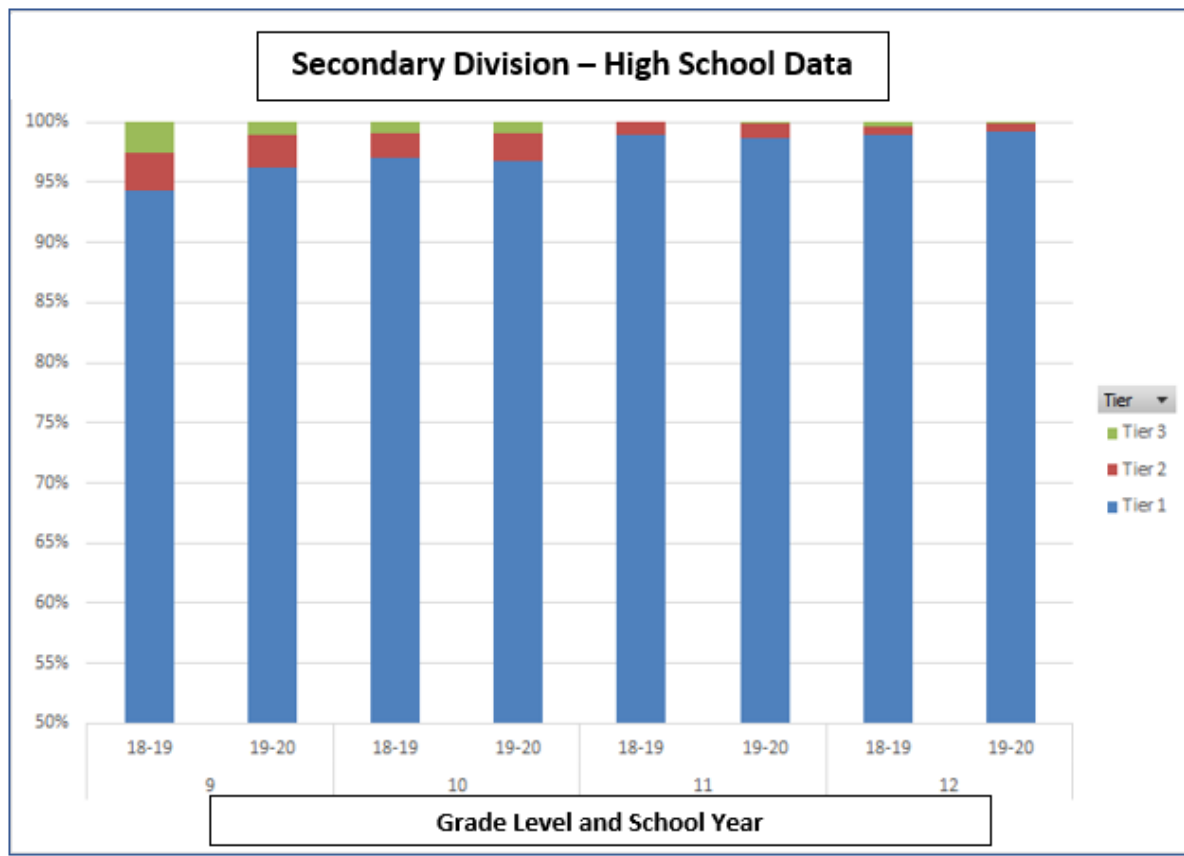
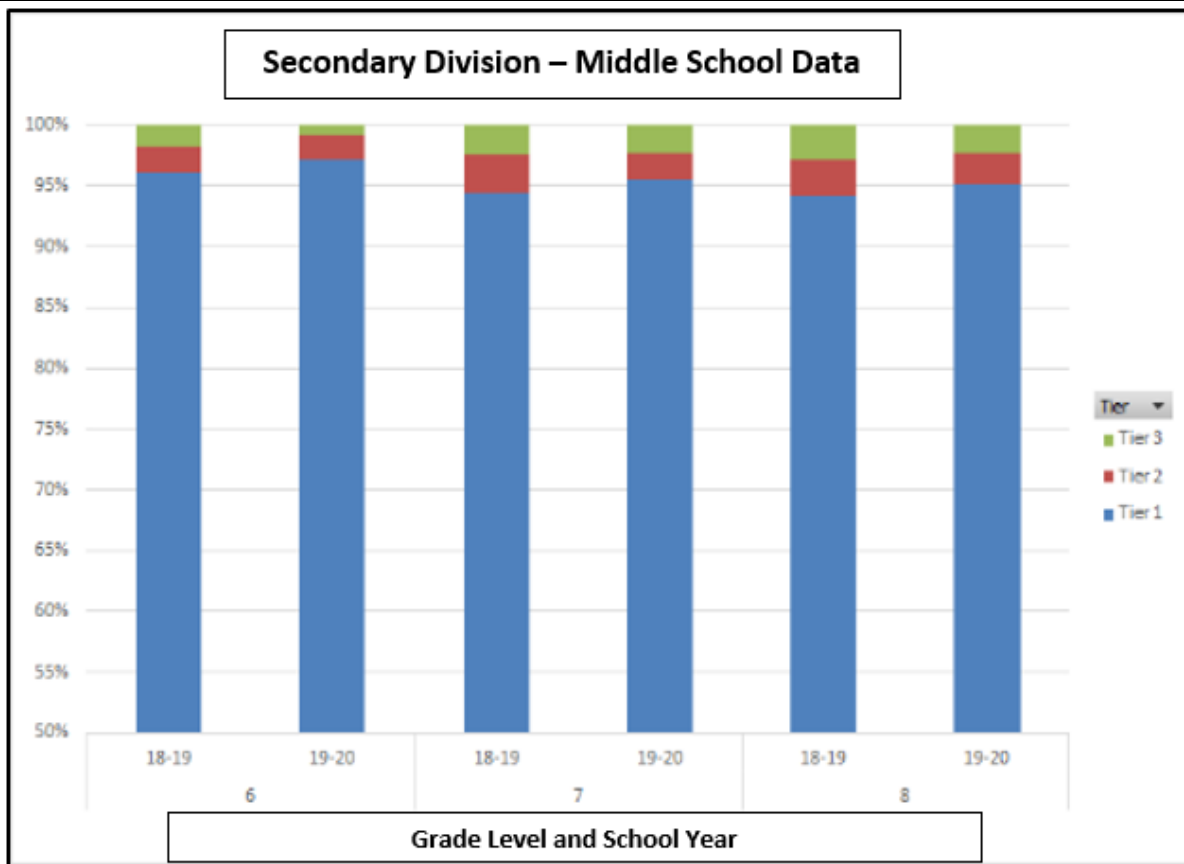
Tier 2 = 2 to 3 Majors

Tier 3 = 4 and above Majors

District data for 18-19 and 19-20 school years reflective of all divisions shows attainment of the target of “at most” 15-20% falling within the Tier 2 and Tier 3 level criteria for behavior.

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





<p><b>Indicator 3:</b> Students will resolve interpersonal conflict in healthy ways as indicated through student survey question taken from the new BPS Student and Staff Survey. Future Survey Question: “I solve problems with others and interact with others in safe ways.”</p>	<p><b>Baseline</b></p>
<p><b>Evidence:</b> Moving forward a third indicator will be added to gather information regarding students handling Interpersonal Conflict. This information will be gathered through student self-report taken from the new BPS Student and Staff Survey. Future Survey Question: “I solve problems with others and interact with others in safe ways.”</p>	

**The Superintendent Shall:**

<p><b>3.3</b> Take responsible risk.</p>	<p><b>Making Reasonable Progress</b></p>
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**Superintendent Interpretation:** Students demonstrate reasonable academic risk by enrolling in Advanced Placement Courses, Dual Credit, and Upper Level Classes.

- **Reasonable Academic Risk (High School):** Students enrolled in Advanced Placement Courses, Dual Credit, and Upper Level Classes.
- **High School Upper Level Courses:**
  - Math: completion of one of these math courses with state course code of
  - ELA: completion of one of these ELA courses with state course of
  - Science: student earned more than graduation requirement of 4 credit hours in area of science
  - Social Studies: student earned more than graduation requirement of 4 credit hours in area of social studies
  - AP: completed any advanced placement course
  - DC: completed any course earning dual-credit
  - CTE: completed CTE Capstone course

<p><b>Indicator 1:</b> The percentage of students enrolled and active last days of advanced placement courses, upper level courses, and dual credit courses will increase to show continuous improvement toward, or attainment of, a target so that at least 70% of high school students enroll.</p>	<p><b>Making Reasonable Progress</b></p>			
<p><b>Evidence:</b> Total Enrollment of Senior Students that completed CORE Academic Areas, Advance Placement, Dual Credit, and CTE Pathway Completers. During the 19-20 school year, 73.3% of students were enrolled in Core Academic Areas, Advanced Placement and Dual Credit classes. 74.3% of students enrolled in Core, Advanced Placement, Dual-Credit and CTE Capstone. All percentages are above the target of 70%.</p>				
<p>Year</p>	<p>CORE/AP/DC</p>	<p>CTE</p>	<p>CORE/AP/DC/CTE</p>	<p>Enrollment</p>
<p>19-20</p>	<p>73.3%</p>	<p>1.7%</p>	<p>74.3%</p>	<p>919</p>
<p>18-19</p>	<p>73.6%</p>	<p>&lt; 1%</p>	<p>73.9%</p>	<p>884</p>
<p>17-18</p>	<p>74.7%</p>	<p>&lt; 1%</p>	<p>75.2%</p>	<p>858</p>
<p>* each column is a distinct student count, percentages should not be added together</p>				

<p><b>Indicator 2:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 90% of students self-report completing challenging work in at least half of their classes based on the annual Student Learning Inventory.</p>	<p><b>Baseline</b></p>
<p><b>Evidence:</b> Data was collected by administering an eProve™ Student Engagement Survey to students in grades 3-12 in the fall of 2017. This survey is designed to collect students’ responses to items about their learning experiences. The number of respondents compared to total student enrollment results in 69% of all 3rd-5th graders and 62% of all 6-12th graders who completed the survey. The 2017-2018 school year was the first year of administering the Student Learning Inventory to students, therefore making the above percentages a baseline for the next survey administration scheduled for February 2020. Future years will outline comparative results beyond this baseline year.</p> <p>For 2020-2021 and beyond, a team of teacher leaders and district staff are currently engaged in a process of creating our district portrait of a graduate and will create student and staff survey questions that will be used to gauge progress on student learning behaviors that illustrate the use of creativity, critical thinking and other success skills as it relates to relevant learning. This data will replace the Student Inventory survey and Student Engagement Survey data moving forward.</p>	
<p><b>2017-2018 Baseline Responses</b></p>	
<p>Elementary (2230 Respondents)</p>	<p>Middle &amp; High School (4298 respondents)</p>
<p><i>87% complete challenging work in more than half their classes.</i></p>	<p><i>88% complete challenging work in more than half their classes.</i></p>
<p><b>2018-2020 Responses</b></p>	
<p><i>Student Inventory Survey not administered</i></p>	

<p><b>Indicator 3:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students self-report they push themselves in their learning by exceeding expectations and never giving up on the Student Engagement Survey.</p>	<p><b>Baseline</b></p>	
<p><b>Evidence:</b> Data was collected by administering an eProve™ Student Engagement Survey to students in grades 3-12 in the fall of 2017. This survey is designed to collect students’ responses to items about their learning experiences. There are no right or wrong answers; instead the instrument is designed to categorize responses as “disengaged, compliant, or committed” in terms of quality of engagement through leveled/weighted questions aligned to those descriptors. Below outlines the degree to which each division has met the high standard BPS has set for itself in reaching the targeted “committed” responses in the baseline collection year 2017-2018 as well as 2018-19 and 2019-20.</p>		
<p><b>2017-2018 Baseline Responses</b></p>		
<p>Elementary</p>	<p>Middle</p>	<p>High</p>

(2793 Respondents)	(2662 Respondents)	(3027 Respondents)
<p><i>“What makes you feel good as a student?”</i>                      46% “I feel good when I finish my work.”                      21% “I feel good when my teacher says nice things to me.”</p> <p><b>67% of elementary student responses demonstrated a “Committed” quality of engagement.</b></p>	<p><i>“Success to me is...”</i>                      37% “when I have met the requirements of the class”                      28% “Never giving up”</p> <p><b>65% of middle school student responses demonstrated a “Committed” quality of engagement.</b></p>	<p><i>“School success to me is...”</i>                      41% “when I have completed class requirements.”                      22% “When my work exceeds my teacher’s expectations”</p> <p><b>63% of high school student responses demonstrated a “Committed” quality of engagement.</b></p>
<b>2018-2019 Responses</b>		
Elementary (2942 Respondents)	Middle (2947 Respondents)	High (2896 Respondents)
<p><i>“What makes you feel good as a student?”</i>                      46% “I feel good when I finish my work.”                      21% “I feel good when the teacher says nice things about me.”</p> <p><b>67% of elementary student responses demonstrated a “Committed” quality of engagement.</b></p>	<p><i>“School success to me is...”</i>                      36% “When I have met the requirements of the class.”                      28% “Never giving up”</p> <p><b>64% of middle school student responses demonstrated a “Committed” quality of engagement.</b></p>	<p><i>“School success to me is...”</i>                      41% “When I have completed class requirements”                      23% When work exceeds my teacher’s expectations.</p> <p><b>64% of high school student responses demonstrated a “Committed” quality of engagement.</b></p>
<b>2019-2020 Responses</b>		
Elementary (2963 respondents)	Middle (3139 respondents)	High (3241 respondents)
<p><i>“What makes you feel good as a student?”</i>                      45% “I feel good when I finish my work”                      20% “I feel good when my teacher says nice things to me.”</p> <p><b>65% of elementary student responses demonstrated a “Committed” quality of engagement.</b></p>	<p><i>“Success to me is...”</i>                      37% “When I have met the requirements of the class”                      27% “Never giving up”</p> <p><b>64% of middle school student responses demonstrated a “Committed” quality of engagement.</b></p>	<p><i>“Success to me is...”</i>                      41% “When I have completed class requirements.”                      22% “When my work exceeds my teacher’s expectations.”</p> <p><b>63% of high school student responses demonstrated a “Committed” quality of engagement.</b></p>

**Each Student Will:**

3.4 Take initiative, set goals, self-evaluate, and strive to continuously improve.	Baseline
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**Superintendent Interpretation:** Students who take an active role in their learning will be more invested in, and have a better understanding of, their responsibility in the learning process. An active role would be defined as students having an understanding of the goal, taking initiative to evaluate where they are at, and setting goals of where they want to be.

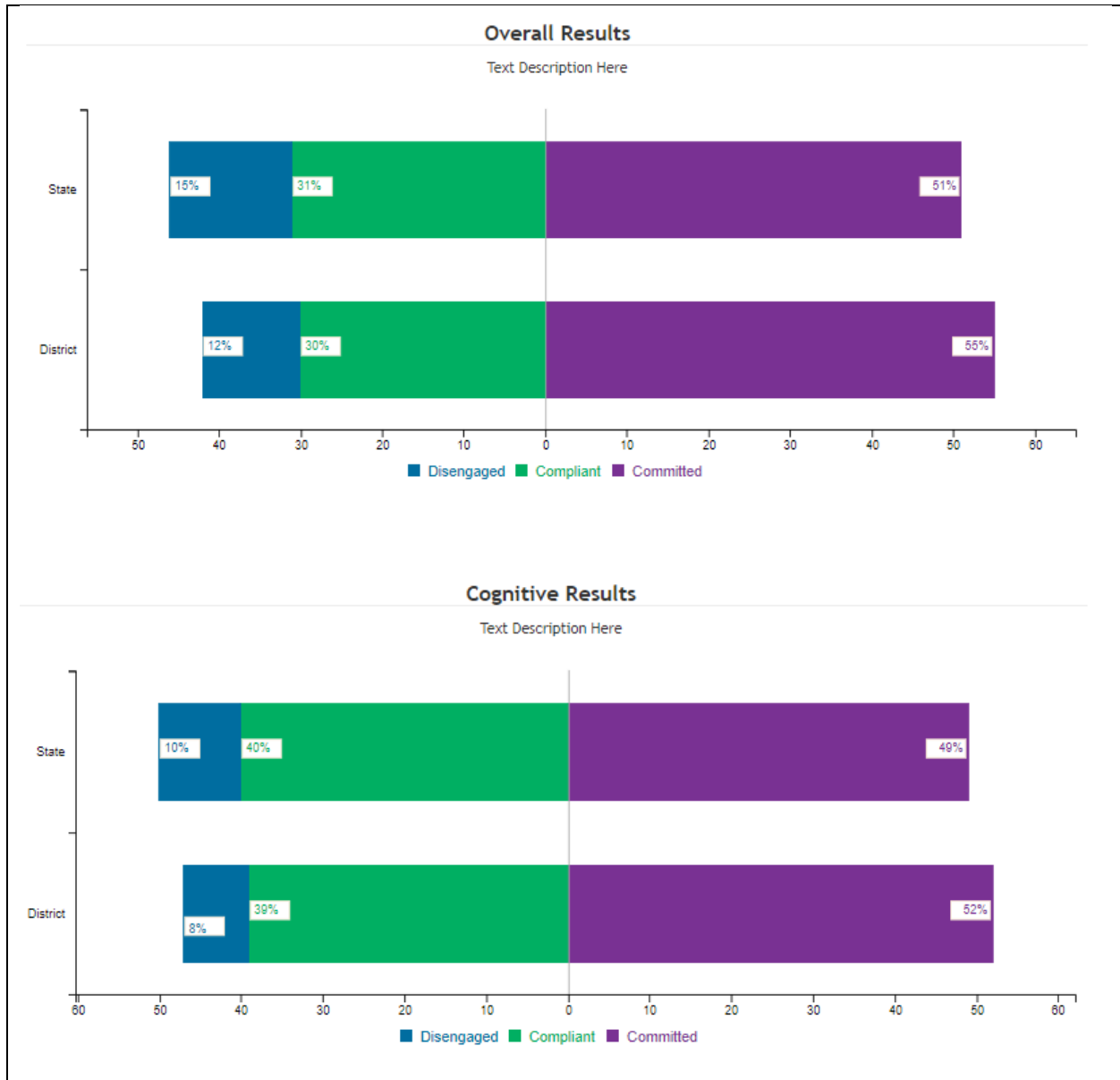
**Elementary Responsibility**

- **Behavior Standard Self-Management** is defined as the ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

**Middle School Responsibility**

- Be Responsible Standard.

<b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students report that learning goals help them be cognitively engaged at the committed engagement level on the ND Student Engagement Survey.	<b>Making Reasonable Progress</b>				
<b>Evidence:</b> Post-Secondary Enrollment - Part of the ND ESSA plan is to incorporate student engagement survey results. Data was collected by administering an eProve™ Student Engagement Survey to students in grades 3-12 in the winter of 2019. This survey is designed to collect students’ responses to items about their learning experiences. During the 2018 – 2019 school year, Bismarck Public Schools had 55% of students determined to be at an overall “committed engagement” level and 49% of students determined to be at a committed level for “cognitive engagement,” both of these were above the North Dakota state average. Additionally, BPS students overall were determined to be at a “Committed Engagement” level above the state average in the subcategories for Behavior, Cognitive, and Emotional Engagement.					
	Target	State 17-18	District 17-18	State 18-19	District 18-19
Overall “Committed Engagement”	80%	54%	55%	51%	55%
Cognitive Engagement	80%	52%	53%	49%	52%



<p><b>Indicator 2:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students are considered proficient in each grade level assessed on the progress report in the areas of Responsibility.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> During the 2019-20 school year, the elementary behavior standards changed to the CASEL Competencies. CASEL is the Collaborative for Academic, Social, and Emotional Learning. This is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. CASEL has identified 5 competency areas which lead to positive outcomes for students (represented in Figure 1).</p>	





Figure 1: <https://casel.org/what-is-sel/>

Training was provided to all Elementary Teaching Staff during August and September of 2019. This training was inclusive of the CASEL’s Core Competencies, the scoring rubric (supported by the North Dakota Multi-Tiered System of Support group), and how to enter scores in PowerSchool. Additionally, training was provided regarding how the scoring of the competencies link to a report within PowerSchool which provides decision rules for identifying students in need of Tier 2 and Tier 3 interventions. This training was a collaboration between BPS Technology Department and BPS Student Support Services.

All elementary classroom teachers of kindergarten through 5<sup>th</sup> grade enter scores for the competency of self-management on a weekly basis. All other competencies are scored at a minimum of three times a trimester. Data pulled for “**Responsibility**” will come from the competency of **Self-Management**: “The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.”

These new behavior standards are supported by the core Social Emotional curriculum, Second Step, which is taught to all elementary K-5 students by all classroom teachers. This change in behavior standards has created a shared definition amongst all elementary staff and has brought consistency across the division from the building to the district level regarding how “Responsibility” is defined and documented. With this initiative being new the data is not available for the 2018-19 school year. Moving forward, this data will be obtained through PowerSchool and will be shared out as Self-Management: Showing Responsibility. Students receive grades in the area of Responsibility: Self-Management based on the following proficiency scales:

Self-Management Grades K-2	
4	I can also use self-management strategies outside of the school setting (e.g. at home and in the community).
3	I can show self-control with my behavior. <ul style="list-style-type: none"> <li>I can name my responsibilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can use strategies to calm down by myself especially with reminders from adults.</li> <li>• I can set a goal and work to improve at my goal.</li> <li>• I can follow school and classroom rules and expectations especially with reminders from adults.</li> </ul>	
2	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• self-control</li> <li>• expectations</li> <li>• stress</li> <li>• responsibilities</li> <li>• positive self-talk</li> <li>• self-motivation</li> <li>• goals</li> <li>• routines/procedures</li> <li>• organization</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• define self-control</li> <li>• define stress</li> <li>• define responsibility</li> <li>• use positive self-talk</li> <li>• name behavior goal(s)</li> <li>• name school work goal(s)</li> <li>• follow routines and procedures for organization</li> </ul>
1	With Help	

**Self-Management Grades 3-5**

4	I can also recognize when my stressors might affect my behavior.	
3	<ul style="list-style-type: none"> <li>• I can use strategies to manage my emotions and behaviors.</li> <li>• I can understand what motivates me.</li> <li>• I can set and work towards my goals.</li> <li>• I can explain strategies to use my time wisely.</li> </ul>	
2	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• strategies</li> <li>• self-monitoring</li> <li>• stressors</li> <li>• responsibilities</li> <li>• internal</li> <li>• external</li> <li>• motivation</li> <li>• goals</li> <li>• strategies</li> <li>• time management</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• use self-monitoring strategies</li> <li>• identify stressors</li> <li>• identify personal responsibilities</li> <li>• identify internal motivating factors</li> <li>• identify external motivating factors</li> <li>• identify goals</li> <li>• identify tasks needed to reach goals</li> <li>• understand time management strategies</li> </ul>
1	With Help	

Secondary data is pulled from the standard of “Be Responsible”. The grade is based on the following:

RESPONSIBILITY

Score	Description
4.0	<ul style="list-style-type: none"> <li>• Student manages individual learning by completing assigned tasks (homework, assignments, projects) on time and according to classroom procedures.</li> <li>• Completed work provides evidence of student's new learning, pride in work, and best effort. <b>Tasks/assignments may be completed above the classroom expectation for proficiency.</b></li> <li>• <b>Student offers help and supports others to meet this expectation.</b></li> <li>• Student manages learning and uses time efficiently.</li> <li>• Student follows classroom procedures independently.</li> <li>• <b>Student role models and encourages others to meet these expectations.</b></li> <li>• Student arrives to class on time with the materials described in classroom expectations and is ready to learn.</li> <li>• <b>Materials are well-organized with evidence of pre-planning and personalization.</b></li> </ul>
3.0	<ul style="list-style-type: none"> <li>• Student manages individual learning by completing assigned tasks (homework, assignments, projects) on time and according to classroom procedures.</li> <li>• Completed work provides evidence of student's new learning, pride in work, and best effort.</li> <li>• Student manages learning and uses time efficiently.</li> <li>• <b>Non-productive moments are self-corrected or require infrequent redirection.</b></li> <li>• Student follows classroom procedures independently.</li> <li>• Student <b>typically</b> arrives to class on time with the materials described in classroom expectations and is ready to learn.</li> <li>• Student may <b>occasionally</b> offer support and strategies to other students in this area.</li> </ul>
2.0	<ul style="list-style-type: none"> <li>• Student attempts to manage individual learning by <b>partially completing assigned tasks</b> (homework, assignments, projects) and <b>is missing multiple assignments.</b></li> <li>• Completed work provides <b>some evidence</b> of student's new learning but <b>does not consistently demonstrate pride in work or best effort.</b></li> <li>• Student <b>inconsistently manages</b> learning and use of time.</li> <li>• Student <b>corrects behavior only after redirection.</b></li> <li>• Student <b>requires some reminders or assistance</b> to follow classroom procedures.</li> <li>• Student is <b>not consistently on time and has a few tardies.</b></li> <li>• Student <b>arrives with some of the materials described in classroom expectations and frequently needs reminders to bring items to class.</b></li> <li>• Student <b>requires from the teacher to become ready to learn.</b></li> </ul>

1.0	<ul style="list-style-type: none"> <li>• Student <b>does not manage learning independently and requires frequent reminders and support to complete tasks</b></li> <li>• Student requires <b>significant number of reminders and support to demonstrate evidence of learning.</b></li> <li>• <b>Completed work does not demonstrate pride in work or best effort.</b></li> <li>• Student <b>does not manage learning or use time efficiently.</b></li> <li>• Student only <b>follows classroom procedures with assistance and requires frequent reminders to correct behavior.</b></li> <li>• Student <b>does not arrive on time and has several tardies.</b></li> <li>• Student <b>does not bring materials as described in classroom expectations despite multiple attempts at interventions.</b></li> <li>• Student <b>is not ready to learn and typically does not respond to redirection from the teacher.</b></li> </ul>
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Middle School data is pulled from the standard of Be Responsible. During the 19-20 school year 75.9% of sixth grade students, 69.3%% of seventh grade students and 63.4% of eighth grade students were proficient in the area of Responsibility (3.0). This data shows an increase in percentages across all three grade levels when compared to the previous school year. For the 19-20 school year, and moving forward, data is collected at a 2.5 proficiency target. Middle Schools have been working to ensure consistent reporting of the data in order to ensure accurate results.

Evidence: 3.0 Target

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	560	65.5	718	69.8	1,065	62.8	1085	68%
1	80%	524	69.8	672	66.5	1,033	65.9	1071	73%
2	80%	601	63.7	719	63.3	1,023	66.8	986	78.6%
3	80%	587	70.7	682	69.9	908	63.5	968	78.9%
4	80%	540	78.0	722	79.8	1,042	73.6	1013	82.9%
5	80%	587	76.5	686	71.3	1,055	66.1	997	84.8%
6	80%			1,059	91.5	1,087	66.4	1,130	75.9
7	80%			1,001	83.8	1,075	66.3	1,094	69.3
8	80%			975	86.6	1,015	61.4	1,097	63.4

Evidence: 2.5 Target for 19-20. Unable to use 2.5 for prior years due to grade scale used.

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	
K	80%	560	65.5	718	69.8	1,065	62.8	1085	68%
1	80%	524	69.8	672	66.5	1,033	65.9	1071	73%
2	80%	601	63.7	719	63.3	1,023	66.8	986	78.6%
3	80%	587	70.7	682	69.9	908	63.5	968	78.9%
4	80%	540	78.0	722	79.8	1,042	73.6	1013	82.9%

5	80%	587	76.5	686	71.3	1,055	66.1	997	84.8%
6	80%			1,059	91.5	1,087	66.4	1,130	99.6%
7	80%			1,001	83.8	1,075	66.3	1,094	98.8%
8	80%			975	86.6	1,015	61.4	1,097	98.8%

Work at the Elementary and Middle School Division will also encompass alignment of Second Step to CASEL and ongoing staff training will occur to deepen teacher understanding to make connections with academic content areas.

<p><b>Indicator 3:</b> 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><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> 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>	
<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.</p>	
<p>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.</p>	
<p>Middle School Students receive Second Step Lessons provided by classroom teachers. Implementation started during late Spring of the 18-19 school year. Moving forward, evidence is collected through the Second Step Principal Tool Kit which tracks lessons taught by School, Grade Level and each teacher assigned to provide instruction. Middle Schools developed a Scope and Sequence of lessons for the 2019-2020 School year. Second Step lessons are divided into four units. Each student will complete all four units by the end of the school year. End of unit Summary Evaluations were built into Learn BPS and will be completed by each student as they complete the unit.</p>	

High School Students receive the Resilience for Youth Curriculum. 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.

**Each Student Will:**

3.5 Identify passions and find joy in learning.	<b>Making Reasonable Progress</b>
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**Superintendent Interpretation:** When students find their work relevant and meaningful, the learning is deeper and more personalized. Students should be able to explore and identify personal passions to contextualize their learning. Students should have choice in their learning and explore, create, and demonstrate their knowledge in a variety of ways. Students try out their own ideas, refine, analyze, evaluate their own ideas in order to improve and maximize creative efforts.

- **Clubs:** Extension of the school curriculum, extends learning of the school curriculum into its activities
- **Fine Arts:** Band, Choir, Debate, Drama, Orchestra, Student Congress, Speech
- **Co-Curricular Activities:** Activities, programs, and learning experiences that complement, in some way, what students are learning in school (i.e., experiences that are connected to or mirror the academic curriculum)
- **Extra-Curricular Activities:** State-Sponsored Athletic Activities (22 activities in total)

<b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students self-report they will feel like their work has meaning and purpose.		<b>Baseline</b>
<b>Evidence:</b> Data was collected by administering an eProve™ Student Engagement Survey to students in grades 3-12 in the fall of 2017. This survey is designed to collect students’ responses to items about their learning experiences. The survey instrument is designed to categorize responses as “disengaged, compliant, or committed” in terms of quality of engagement through leveled/weighted questions aligned to those descriptors. Below outlines the degree to which each division has met the high standard BPS has set for itself in reaching the targeted “committed” responses in the baseline collection year 2017-2018 as well as 2018-19 and 2019-20.		
<b>2017-2018 Baseline Responses</b>		
Elementary (2793 Respondents)	Middle (2662 Respondents)	High (3027 Respondents)
<p><i>“I feel my schoolwork is...”</i> 56% “important” 23% “something that makes me proud”</p> <p><b>79% of elementary student responses expressed feeling</b></p>	<p><i>“When I think about my schoolwork...”</i> 21% “I feel that it has meaning and purpose.” 41% “I am proud of the work I do”</p>	<p><i>“When thinking about my schoolwork...”</i> 29% “I recognize the meaning and purpose it has for my future” 19% “I think of how proud I am of the work I do”</p>

like their work has meaning and purpose.	62% of middle school student responses expressed feeling like their work has meaning and purpose.	48% of high school student responses expressed feeling like their work has meaning and purpose.
<b>2018-2019 Responses</b>		
Elementary (2942 Respondents)	Middle (2947 Respondents)	High (2896 respondents)
<p><i>"I feel my schoolwork is..."</i> 57% "important" 22% "Something that makes me proud"</p> <p><b>79% of elementary student responses expressed feeling like their work has meaning and purpose.</b></p>	<p><i>"When I think about my schoolwork..."</i> 18% "I feel that it has meaning and purpose." 40% "I am proud of the work I do."</p> <p><b>58% of middle school student responses expressed feeling like their work has meaning and purpose.</b></p>	<p><i>"When thinking about my schoolwork..."</i> 30% "I recognize the meaning and purpose it has for my future." 19% "I think of how proud I am of the work I do."</p> <p><b>49% of high school student responses expressed feeling like their work has meaning and purpose.</b></p>
<b>2019-2020 Responses</b>		
Elementary (2963 Respondents)	Middle (3139 Respondents)	High (3241 Respondents)
<p><i>"I feel my schoolwork is..."</i> 56% "important" 24% "something that makes me proud"</p> <p><b>80% of elementary student responses expressed feeling like their work has meaning and purpose</b></p>	<p><i>"When I think about my schoolwork..."</i> 19% "I feel it has meaning and purpose." 41% "I am proud of the work I do"</p> <p><b>60% of middle school student responses expressed feeling like their work has meaning and purpose</b></p>	<p><i>"When thinking about my schoolwork..."</i> 25% "I recognize the meaning and purpose it has for my further." 19% "I think of how proud I am of the work I do"</p> <p><b>44% of high school student responses expressed feeling like their work has meaning and purpose.</b></p>

<p><b>Indicator 2:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students self-report they solve real world problems and complete assignments that meet their personal learning needs in at least half of their classes.</p>	<p><b>Baseline</b></p>
<p><b>Evidence:</b> Data was collected by administering an eProve™ Student Engagement Inventory to students in grades 3-12 in the fall of 2017. This survey is designed to collect students' responses to items about their learning experiences. The number of respondents compared to total student</p>	

enrollment results in approximately 74% of all 3rd-5th graders and 65% of all 6-12th graders who completed the survey. The 2017-2018 school year was the first year of administering the Student Learning Inventory to students, therefore making the above percentages a baseline for the next survey administration scheduled for February 2020.

For 2020-2021 and beyond, a team of teacher leaders and district staff are currently engaged in a process of creating our district portrait of a graduate and will student and staff survey questions that will be used to gauge progress on student learning behaviors that illustrate the use of creativity, critical thinking and other success skills as it relates to students solving real world problems. This data will replace the Student Inventory survey data moving forward.

<b>2017-2018 Baseline Responses</b>	
Elementary (2287 Respondents) <i>71% complete assignments that meet my personal learning needs.</i>	Middle & High (4326 Respondents) <i>78% complete assignments that meet my personal learning needs.</i>
(2375 Respondents) <i>55% work on real-life problems</i>	(4412 Respondents) <i>52% work on real-life problems.</i>
<b>2018-2020 Responses</b>	
<i>Student Inventory Survey no longer administered</i>	

<b>Indicator 3:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students self-report they choose their own topic at least 3-5 times per year.	<b>Baseline</b>
<p><b>Evidence:</b> Data was collected by administering an eProve™ Student Engagement Inventory to students in grades 3-12 in the fall of 2017. This survey is designed to collect students’ responses to items about their learning experiences. The number of respondents compared to total student enrollment results in approximately 78% of all 3rd-5th graders and 67% of all 6-12th graders who completed the survey. The 2017-2018 school year was the first year of administering the Student Learning Inventory to students, therefore making the above percentages a baseline for the next survey administration scheduled for February 2020. Future years will outline comparative results beyond this baseline year.</p> <p>For 2020-2021 and beyond, a team of teacher leaders and district staff are currently engaged in a process of creating our district portrait of a graduate and will design student and staff survey questions that will be used to gauge progress on student learning behaviors that illustrate the use of creativity, critical thinking and other success skills as it relates to student agency. This data will replace the Student Inventory survey data moving forward.</p>	
<b>2017-2018 Baseline Responses</b>	
Elementary (2428 Respondents)	Middle & High (4442 Respondents)



<i>60% choose topics for their projects.</i>	<i>71% investigate and choose a topic for their projects.</i>
<b>2018-2020 Responses</b> <i>Student Inventory Survey no longer administered</i>	

<b>Indicator 4:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students self-report completion for the ND Choice Ready Essential Skills indicator of completing a “Work-based Learning Experience.”	<b>Baseline</b>
<p><b>Evidence:</b> ND Choice Ready data indicate that in 2017-2018 just 2% of 12th graders had a documented “Work-based Learning Experience.” This increased to 21.62% of 12th graders in 2018-2019. This increase is attributed to increased efforts to involve students in work-based learning and to document information on student work-based learning. The 2019-2020 Choice Ready Report was eliminated for Seniors by the State DPI. Therefore, data in regard to the Essential Skills Indicator of completing a “Work-based Learning Experience.” for the 19-20 school year is not available. Moving forward, this data will be collected through Choice Ready reporting.</p> <p>Bismarck Public Schools offers several courses where work-based learning is included in the criteria. Other pathways to qualifying work-based learning included job shadowing, career fairs, and on-the-job training. Experiences are verified through the high school counselors and career advisors.</p>	

<b>Indicator 5:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 60% of all high school students are reported to actively participate in a co-curricular activity, extra-curricular activity, or club that is connected with the school.	<b>Making Reasonable Progress</b>			
<p><b>Evidence:</b> Data is collected through participation rosters. Participation rosters are not available for middle school for the 2018-2019 school year. Therefore, the 19-20 will serve as a baseline year for data collection. Data for the 19-20 school year was collected to include the total number of students participating in co-curricular, extra-curricular and clubs connected with school in a combined format. Data was compiled through the District Activities office through rosters from Coaches, Advisors and Club Advisors. Students participating in multiple activities were counted one time in the overall number of students. Baseline data shows that the goal of 60% was met over the previous school year. Currently, there is not enough historical data to determine accurate trend analysis.</p>				
High School				
Goal:	School Year	Total number of HS students	Total number of HS students participating in activities or clubs	Percentage of HS students participating in activities or clubs
60%	19-20	4,074	2,501	61%

<b>Indicator 6:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 60% of all middle school students are reported to actively participate in a co-curricular activity, an extra-curricular activity, or club that is connected with the school.	<b>Baseline</b>
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**Evidence:** Data collected for the 18-19 school year was broken up into Athletics and Fine Arts. 40.9% of students participated in Athletics. 26.8% of students participated in Fine Arts. However, this did not provide a total number/percentage of students participating in activities connected with school. Data for the 19-20 school year was collected to include the total number of students participating in co-curricular, extra-curricular and clubs connected with school in a combined format. Data was compiled through the District Activities office through rosters from Coaches, Advisors and Club Advisors. Students participating in multiple activities were counted one time in the overall number of students. Baseline data shows that the goal of 60% was met. Currently, there is not enough historical data to determine accurate trend analysis.

Middle School				
Goal	School Year	Total number of MS students	Total number of MS students participating in activities or clubs	Percentage of MS students participating in activities or clubs
60%	19-20	3,346	2,829	85%

<p><b>Indicator 7:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 70% of high school students and 75% of middle school students self-report to participate in after-school activities, both school sponsored and non-school sponsored.</p>	<p><b>Making Reasonable Progress</b></p>
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**Evidence:** The Middle and High School Inventory Survey was completed in the 17-18 school year and resulted in 83% of Middle and High School students self-reporting that they participated in, before or after, school activities such as sports, clubs, tutoring, etc. We currently do not have a survey question that differentiates between Middle and High School student participation.

For 2020-2021 and beyond, a team of teacher leaders and district staff are currently engaged in a process of creating our district portrait of a graduate and will design student and staff survey questions that will be used to gauge progress on student participation in after-school activities, both school sponsored and non-school sponsored. This data will replace the Student Inventory survey data moving forward.

## **Capacity Building**

### **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. Inclusive of training with staff and stakeholders. Ongoing technical assistance with MidWest PBIS.

### **Systems Framework and Data Collection**

- One Stop Shop ongoing development as a resource hub for MTSS, data collection for BoQ, SRT, and Major behavior/disproportionality data, along with evidence of systems, fidelity to interventions, and student outcomes. Ongoing development and training of staff regarding early warning data.

### **School-Based Mental Health Collaborations**

- Supporting and preparing schools with a solid system of MTSS to onboard a community provider
- Assisting schools in moving from co-located to full integration of supports along with collection and analysis of collaboration data to assess student outcomes and progress

### **Student Support Services**

- Supporting staff in aligning competencies, identifying overlapping roles and areas of need in providing support to district, schools, students, and families.

### **SEL Curriculum Development**

- Aligning SEL with Academic core content standards along with providing re-teach opportunities based upon the core SEL curriculum

### **Professional Development Opportunities**

- District and school level professional development aligned with BoQ and SRT data to support staff in the implementation of a high fidelity MTSS (MidWest PBIS, FLPBIS, Safe and Civil Schools, CASEL)

### **Input by Administration**

This report contains first-time data. Although there is data from previous years and BPS marked progress using the following chart, it is for reference only as some systems have changed over the past 18 months. The November 2021 monitoring report will include future capacity building.

### **Proposed Indicator Change for the School Board's Consideration**

Administration is proposing to move R-3 *Personal Development* 3.4, Indicator 3, to OE-10 *Learning Environment*. Indicator 3 states "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." Proposed changes to both R-3 *Personal Development* and OE-10 *Learning Environment* will come to the Board for review. The OE-10 *Learning Environment* monitoring report will be presented to the Board on May 24, 2021. Rationale: This is due to 3.4, Indicator 3, being in line with the operational expectation Indicator 6 result.