

R-3 PERSONAL DEVELOPMENT - BEHAVIOR
SUMMARY OF PROGRESS STATUS
NOVEMBER 2023

SUPERINTENDENT CERTIFICATION

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

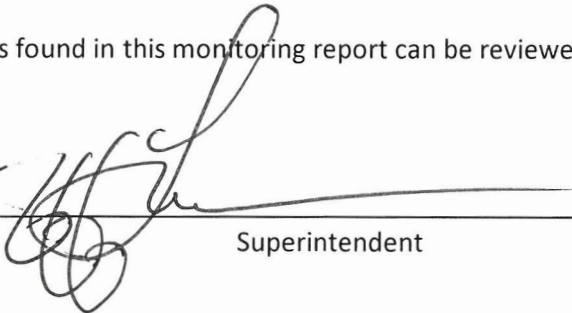
- Making Reasonable Progress
- Making Reasonable Progress, with Exception
- Failing to Make Reasonable Progress

Summary Statement by Administration

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes a Data Analysis on page 2 presenting an administrative review of the data and a Capacity Building/Recommendations section on the last page. The Capacity Building Recommendations section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses ten indicators of the superintendent's responsibility regarding Personal Development - Behavior. Of the ten indicators, all demonstrated making reasonable progress. Reporting dates for this report are July 1, 2022 – June 30, 2023.

*Definitions found in this monitoring report can be reviewed in the glossary at the end of the report.

Signed: _____



Superintendent

Date: 11/27/2023

SCHOOL BOARD ACTION

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

- 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

The data tells the story, when you see the numbers, it shows we have good kids in our schools and a huge majority of them are behaving appropriately, and it's because of the many tools and resources that we have in our school system.

I really appreciated the last part of the report, because sometimes it can be "well everything is going fine and I think we do hear from the public and some of the times those are louder voices because sometimes those situations are loud, if you will. This shows a healthy system and healthy processes and I really appreciate the recommendation to stay the course. One of the things I think of, what comes to the Board or what the Board hears, is that perception data is maybe not as accurate as the real data of just a very small group of students, so I would love to continue to explore that as we think of the alignment.

I believe by and large we have great kids. I would like to see a system where administrators feel like they need another environment for a child who's causing too many disruptions and there are too many resources going into that, that we deliver education virtually. I appreciate what Dr. Johnson said, "we don't give up on kids," but there is a tipping point, it's a privilege to be in our buildings and I think most of our kids earn that privilege every day. I think it important to point out, that there is a process for reporting bullying and there is a process we go through to assess if this truly is bullying or not. I think we've made great strides in addressing bullying, addressing behaviors, and I do think we have a very good system.

It's good to see the statistics and have the data in front of us, it does show that a very small percentage of our student population is where the majority of our real major behavioral issues take place and I guess I'm kind of the mindset of Mr. Lee to maybe look at those, I hate to say extreme behaviors, and maybe there are ways where we're using staff and a lot of resources on those particular kids and maybe move them to some kind of online environment.

There's always a balance in education with free and public education, and we have rights, students have rights, and parents have rights, and part of that is "what's the best fit." I think there are opportunities you give people another chance.

I applaud BPS on the creation of some very good systems to help our kids be successful in this realm of behavior. It goes all the way back to Ms. Wheeling and teaching kids how to come in with the right skills to play a game successfully. We've been talking about as a team, the importance of looking at that data point, even the school level, what's the gender, what's the race, what school are they in, to make sure we can find any gaps in our system. We're making sure that is reflective and good practice for all of our kids and we don't overrepresent any of those subgroups.

When we talk about behavior, we also talk about safety, these are the things that hit households, when something's going on with our kids, with our students. It's safety and people knowing we have a process in place when a bullying incident does happen. I appreciate how we work to keep people safe, but still provide them services, take care of them the best that we can.

Motion by Ms. Peterson to accept the R-3 *Personal Development – Behavior* Monitoring Report as Making Reasonable Progress, seconded by Ms. Preskey. Motion carried.

Signed:  _____
Board President

Date: 11/27/2023

Data Analysis

All grade levels continue to show that most students are considered successful in the areas of respect, displaying positive and safe behavior without incident, and the majority of students are engaging without any major behavioral infractions. This trend continues to show positive student behavior for a vast majority of Bismarck Public School students.

The restraint and seclusion 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. Data will indicate restraint and seclusion used more frequently at the elementary level then drastically dropping off in middle schools and high schools.

While students in all three divisions have achieved the identified target of 85% for Tier 1 level behavior for the last four years, in 2022-2023 middle and high school divisions increased by 0.7% and 0.2% from the previous year, respectively, while elementary had a decrease of 0.2%. It is important to note that even with the decrease, 97.6% of elementary students, 94.3% of middle school students, and 97.3% of high schools students had 0-1 major incidents in 2022-2023.

Grades 3-12 continue to achieve the indicated target in response to the question “I interact with others in safe ways.” Grades 3-5 data decreased by less than 1.0% with grades 9-12 data increasing by less than 1.0% while grades 6-8 showing an increase of over 1.0%.

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.

Each Student Will:

3.1 Manage his or her behavior appropriately.	Making Reasonable Progress
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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. The Bismarck Public School (BPS) framework has preventative, restorative, and responsive practices to help students successfully manage their behavior.

Indicator 1: Students will show continuous improvement toward, or attainment of, a target so that at least 85% of students meet expectations in each grade level assessed on the progress report in the area of Respect.		Making Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:	
<u>Elementary Division</u>	
<ul style="list-style-type: none"> • In Kindergarten, 80.8.% of students were assessed to be proficient at the 2.5 target. • In grades 1-3, 84.7-89.3% of students were assessed to be proficient at the 2.5 target. • In grades 4 and 5, 86.5-90.5% of students were assessed to be proficient at the 2.5 target. 	
<u>Middle School Division</u>	
<ul style="list-style-type: none"> • At the grade 6 level, 99.1% of students were assessed to be proficient at the 2.5 target. • At the grade 7 level, 98.7% of students were assessed to be proficient at the 2.5 target. • At the grade 8 level, 98.1% of students were assessed to be proficient at the 2.5 target. 	

Grade	Target	n	Spring 19-20	n	Spring 20-21	n	Spring 21-22	n	Spring 22-23
K	85%	1,085	68.0%	1,030	76.7%	1,107	79.7%	1057	80.8%
1	85%	1,071	73.0%	935	85.4%	1,099	83.5%	1135	89.3%
2	85%	985	78.7%	960	87.3%	1,037	83.2%	1095	84.8%
3	85%	968	78.9%	969	84.2%	1,042	83.1%	1060	84.7%
4	85%	1,013	82.9%	939	84.5%	1,049	88.0%	1035	90.5%
5	85%	997	84.9%	965	86.8%	1,031	86.6%	1070	86.5%
6	85%	1,128	99.7%	1,063	99.8%	1,028	99.4%	1055	99.1%
7	85%	1,094	98.8%	1,144	99.4%	1,069	97.9%	1062	98.7%
8	85%	1,096	98.8%	1,084	99.4%	1,155	98.1%	1079	98.1%

2022-2023 Analysis:Elementary Level

- Percentages for grades K-4 have all increased from the previous year
- Percentages for grade 5 have maintained

Middle School Level

- While the percentages have remained above the target, grade 6 slightly decreased, grade 8 maintained, and grade 7 increased from the previous year.

Indicator 2: Students will manage their behavior and refrain from bullying at a target rate of 100%.	Making Reasonable Progress
Evidence: Thirty-seven formal bullying reports across the district. Of the 37 reports, 10 were found to be bullying.	

	2019-2020		2020-2021		2021-2022		2022-2023	
	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	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	3	2	6	3	5	2	15	7
Middle School	7	0	6	2	8	2	19	3
High School	1	0	4	1	4	0	3	0
Total	11	2	16	6	17	4	37	10

2022-2023 Analysis:
 A formal report triggers an internal investigation with a determination of bullying being founded or unfounded. Of the 37 formal reports there were 10 incidents which were found to be bullying. This is an increase from the previous school year. When an incident of bullying is found, a formal plan is put in place to address the situation. With these ten situations, interventions were implemented to address the situation and bring safety to the students involved along with the school environment.

Indicator 3: Students will show continuous improvement toward, or attainment of, the identified target managing their behavior based on incidents and percentages for Major infractions.		Making Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence: Please see the Glossary for a list of major infractions.

Elementary Division

- 94.7% of students displayed positive, safe behavior without incident.
- Of the 342 students with behavior resulting in a major infraction, 157 or 2.4% of the student population displayed more than one incident.

Middle School Division

- 88.6% of students displayed positive, safe behavior without incident.
- Of the 365 students with behavior resulting in a major infraction, 181 or 5.7% of the student population displayed more than one incident.

High School Division

- 92.9% of students displayed positive, safe behavior without incident.
- Of the 310 students with behavior resulting in a major infraction, 120 or 2.7% of the student population displayed more than one incident.

MAJOR BEHAVIOR INCIDENTS - ELEMENTARY

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
18-19	Elem	85%	6,388	94.5%	350	5.5%	173	2.7%
19-20	Elem	85%	6,410	95.6%	283	4.4%	149	2.3%
20-21	Elem	85%	6,310	94.8%	325	5.2%	145	2.3%
21-22	Elem	85%	6,449	95.2%	308	4.8%	138	2.1%
22-23	Elem	85%	6,503	94.7%	342	5.3%	157	2.4%

MAJOR BEHAVIOR INCIDENTS – MIDDLE SCHOOL

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
18-19	MS	85%	3,199	89.8%	325	10.2%	134	4.2%
19-20	MS	85%	3,346	91.4%	289	8.6%	128	3.8%
20-21	MS	85%	3,307	93.1%	228	6.9%	89	2.7%
21-22	MS	85%	3,277	87.8%	399	12.2%	206	6.3%
22-23	MS	85%	3,197	88.6%	365	11.4%	181	5.7%

MAJOR BEHAVIOR INCIDENTS – HIGH SCHOOL

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
18-19	HS	85%	3,972	93.9%	244	6.1%	93	2.3%
19-20	HS	85%	4,074	94.5%	224	5.5%	73	1.8%
20-21	HS	85%	4,155	95.1%	203	4.9%	69	1.7%
21-22	HS	85%	4,208	92.8%	303	7.2%	117	2.8%
22-23	HS	85%	4,396	92.9%	310	7.1%	120	2.7%

2022-2023 Analysis:Elementary Division

- The percentage of students with Major incidents increased from 4.8% to 5.3%.
- The percentage of students with multiple Major incidents increased slightly from 2.1% to 2.4%.

Middle School Division

- The percentage of students with Major incidents decreased from 12.2% to 11.4%.
- The percentage of students with multiple Major incidents decreased by 0.6% to 5.7%.

High School Division

- The percentage of students with Major incidents slightly decreased from 7.2% to 7.1%
- The percentage of students with multiple Major incidents slightly decreased from 2.8% to 2.7%.

Indicator 4: Students will show continuous improvement toward, or attainment of, the identified target of managing their behavior based on incidents and percentages for In-School Suspension.		Making Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

<p>Evidence:</p> <p><u>Elementary Division</u></p> <ul style="list-style-type: none"> 99.4% of students did not display behaviors resulting in In-School Suspension. Of the 38 students with behavior resulting in In-School Suspension, 10 or 0.2% had more than one incident. <p><u>Middle School Division</u></p> <ul style="list-style-type: none"> 92.9% of all students did not display behaviors resulting in In-School Suspension. Of the 226 students with behaviors resulting in In-School Suspension, 91 or 2.8% of the student population had more than one incident of In-School Suspension. <p><u>High School Division</u></p> <ul style="list-style-type: none"> 96.1% of all students did not display behaviors resulting in In-School Suspension. Of the 172 students with behavior resulting in In-School Suspension, 41 or 0.9% of the student population had more than one incident of In-School Suspension.

IN-SCHOOL SUSPENSIONS – ELEMENTARY

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
18-19	Elem	97%	6,388	99.2%	53	0.8%	14	0.2%
19-20	Elem	97%	6,410	99.5%	30	0.5%	<10	0.1%
20-21	Elem	97%	6,310	99.5%	30	0.5%	<10	0.1%
21-22	Elem	97%	6,449	99.5%	34	0.5%	<10	0.1%
22-23	Elem	97%	6,503	99.4%	38	0.6%	10	0.2%

IN-SCHOOL SUSPENSIONS – MIDDLE SCHOOL

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
18-19	MS	90%	3,199	94.8%	166	5.2%	58	1.8%
19-20	MS	90%	3,346	94.7%	178	5.3%	59	1.8%
20-21	MS	90%	3,307	95.8%	138	4.2%	50	1.5%
21-22	MS	90%	3,277	92.1%	259	7.9%	100	3.1%
22-23	MS	90%	3,197	92.9%	226	7.1%	91	2.8%

IN-SCHOOL SUSPENSIONS - HIGH SCHOOL

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
18-19	HS	95%	3,972	97.4%	103	2.6%	25	0.6%
19-20	HS	95%	4,074	97.3%	109	2.7%	26	0.6%
20-21	HS	95%	4,155	96.9%	127	3.1%	34	0.8%
21-22	HS	95%	4,208	96.1%	166	3.9%	44	1.0%
22-23	HS	95%	4,396	96.1%	172	3.9%	41	0.9%

2022-2023 Analysis:Elementary Division

- The percentage of students with incidents of In-School Suspension has remained fairly consistent over the last three years.
- The percentage of students with multiple incidents of In-School Suspension has shown just a 0.1% increase this school year.

Middle School Division

- There was a 0.8% decrease in the percentage of students with incidents of In-School Suspension when compared to the previous school year.
- There was also a 0.3% decrease in the percentage of students with multiple incidents of In-School Suspension.

High School Division

- Data remained steady in the percentage of students with incidents of In-School Suspension when compared to the previous school year.
- There was a 0.1% decrease in the percentage of students with multiple incidents of In-School Suspension.

Indicator 5: Students will show continuous improvement toward, or attainment of, the identified target of managing their behavior based on incidents and percentages for Out-of-School Suspension.		Making Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

<p>Evidence:</p> <p><u>Elementary Division</u></p> <ul style="list-style-type: none"> 99.8% of students did not display behaviors resulting in Out-of-School Suspension. Of the students with behaviors resulting in Out-of-School Suspension, less than 10 had more than one incident. <p><u>Middle School Division</u></p> <ul style="list-style-type: none"> 95.7% of all students did not display behaviors resulting in Out-of-School Suspension. Of the 139 students with behaviors resulting in Out-of-School Suspension, 52 or 1.6% of the student population had more than one incident of Out-of-School Suspension. <p><u>High School Division</u></p> <ul style="list-style-type: none"> 95.3% of all students did not display behaviors resulting in Out-of-School Suspension. Of the 205 students with behavior resulting in Out-of-School Suspension, 57 or 1.3% of the student population had more than one incident of Out-of-School Suspension.

OUT-OF-SCHOOL SUSPENSIONS – ELEMENTARY

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
19-20	Elem	98%	6,410	99.9%	<10	0.1%	<10	0.0%
20-21	Elem	98%	6,310	99.7%	17	0.3%	<10	0.1%
21-22	Elem	98%	6,449	99.8%	12	0.2%	<10	0.0%
22-23	Elem	98%	6,503	99.8%	13	0.2%	<10	0.1%

OUT-OF-SCHOOL SUSPENSIONS – MIDDLE SCHOOL

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
19-20	MS	95%	3,346	98.1%	64	1.9%	17	0.5%
20-21	MS	95%	3,307	98.6%	45	1.4%	<10	0.3%
21-22	MS	95%	3,277	96.1%	129	3.9%	47	1.4%
22-23	MS	95%	3,197	95.7%	139	4.3%	52	1.6%

OUT-OF-SCHOOL SUSPENSIONS – HIGH SCHOOL

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
19-20	HS	95%	4,074	96.7%	134	3.3%	26	0.6%
20-21	HS	95%	4,155	97.6%	100	2.4%	26	0.6%
21-22	HS	95%	4,208	95.4%	192	4.6%	52	1.2%
22-23	HS	95%	4,396	95.3%	205	4.7%	57	1.3%

2022-2023 Analysis:Elementary Division

- There was no change in the number of students with incidences of Out-of-School Suspension when compared to the previous year.

Middle School Division

- There was a 0.4% increase in the percentage of students with incidents of Out-of-School Suspension when compared to the previous school year.
- There was also a 0.2% increase in the percentage of students with multiple incidents of Out-of-School Suspension.

High School Division

- There was a 0.1% increase in the percentage of students with incidents of Out-of-School Suspension when compared to the previous school year.
- There was a 0.1% increase in the percentage of students with multiple incidents of Out-of-School Suspension.

Indicator 6: Students will show reasonable progress toward managing their behavior based on incidents and percentages of Restraint and Seclusion.	Making Reasonable Progress
<p>Evidence:</p> <ul style="list-style-type: none"> 1.0% (134 unique students) of 14,004 students were supported through restraint and/or seclusion. This represents a decrease of 41 students as compared to the 2021-2022 school year. <p>Number of incidences by student:</p> <ul style="list-style-type: none"> A single incident occurred for 47 students which is a 31 student decrease from 2021-2022, 64% (30 students) of the 47 students had behavioral plans in place. Two to five incidents occurred for 55 students, 96% of the 53 students had behavioral plans in place. Eighteen students had six to ten incidents. Out of the six to ten incidents, 100% of the incidents had behavioral plans. Fourteen students had 11+ incidents, 92% out of the 14 of the students who experienced 11+ incidents were on behavioral intervention plans. <p>All of these incidents resulted in a school teams meeting to address the student behavior needs.</p> <p>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.</p>	

Year	# of Incidents	% of Student Pop	Escort (New 20-21)	Escort and Restraint (New 20-21)	Escort and Seclusion (New 20-21)	Restraint Only (New 20-21)	Seclusion Only (New 20-21)	Both Restraint and Seclusion	Escort, Seclusion, and Restraint (New 20-21)	Incomplete, N/A or Unsure
19-20	947	1.13% (154 of 13,660 students)	x	x	x	x	x	157	318	318
20-21	759	1.00% (135 of 13,443 students)	53	14	455	22	132	22	61	0
21-22	1057	1.30% (175 of 13,459)	123	32	558	32	208	22	82	0
22-23	577	1% (134 of 14,004)	74	28	297	20	92	8	58	0

Grade Level	2019-2020 Restraint and Seclusion Incidents	2020-2021 Escort, Restraint, and Seclusion Incidents	2021-2022 Escort, Restraint, and Seclusion Incidents	2022-2023 Escort, Restraint, and Seclusion Incidents
Pre-K (all BECEP programs) through Grade 5	885	732	1010	549
Middle School	62	25	40	24
High School	0	2	7	4

The number of incidents per student:

Number of Incidents	2019-2020 Number of Students	2020-2021 Number of Students	2021-2022 Number of Students	2022-2023 Number of Students
1 Incident	61	53	78	47
2-5 Incidents	47	47	51	55
6-10 Incidents	21	14	27	18
11+ Incidents	25	21	19	14

2022-2023 Analysis:

Data indicates an extreme decrease of students who are utilizing escort, restraint, and seclusion as a strategy. The number of incidents has decreased in all areas except the 2-5 incidents. A continued yearly decrease in 11+ incidents results in a 4-year total decrease of 11 students, which indicates functional behavior assessments and behavior plans are meeting the function of a student's behavior. Escort, Restraint, and Seclusion Incidents decreased by 480 incidents which is another indicator of teams creating more behavioral supports meeting the function of the behavior.

<p>Indicator 7: Students will show reasonable progress toward managing their behavior based on incidents of Expulsions.</p>	<p>Making Reasonable Progress</p>
<p>Evidence: Data shows that there were 21 expulsion hearings. All incidents of expulsion hearings resulted in expulsions.</p>	

School Year	Number of Expulsion Hearings	Number of Hearings Resulting in Expulsion
2019-2020	<10	All expulsion hearings resulted in expulsions
2020-2021	<10	All but one hearing resulted in expulsions.
2021-2022	<10	All expulsion hearings resulted in expulsions
2022-2023	21	All expulsion hearings resulted in expulsions

2022-2023 Analysis:
 Although 2022-2023 had an increase in expulsion hearings, the data over the past four years indicates relatively 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.

Each Student Will:

3.2 Resolve interpersonal conflict.	Making Reasonable Progress
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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.

Indicator 1: Students will show continuous improvement toward, or attainment of, the identified target when managing interpersonal conflicts in safe ways as indicated by the number of conflicts resulting in Major Infractions in situations related to conflicts with others.	Making Reasonable Progress
Green	Met or Increased
Blue	Flat or a Decrease Under 2%
Yellow	Decrease of 2% to 4.9%
Red	Decrease of 5% or More

<p>Evidence:</p> <p><u>Elementary Division</u></p> <ul style="list-style-type: none"> 95.7% of students managed interpersonal conflict in safe ways. Of the students who did not manage interpersonal conflict in safe ways, 102 or 1.6% had more than one incident. <p><u>Middle School Division</u></p> <ul style="list-style-type: none"> 94.9% of students managed interpersonal conflict in safe ways. Of the 162 students who did not manage interpersonal conflict in safe ways, 53 or 1.7% had more than one incident. <p><u>High School Division</u></p> <ul style="list-style-type: none"> 98.0% of students managed interpersonal conflict in safe ways. Of the 90 students who did not manage interpersonal conflict in safe ways, 17 or 0.4% had more than one incident.
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ELEMENTARY

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
19-20	Elem	95%	6,410	96.7%	212	3.3%	88	1.4%
20-21	Elem	95%	6,310	96.7%	211	3.3%	96	1.5%
21-22	Elem	95%	6,449	96.5%	225	3.5%	108	1.7%
22-23	Elem	95%	6,503	95.7%	282	4.3%	102	1.6%

MIDDLE SCHOOL

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
19-20	MS	95%	3,346	96.2%	127	3.8%	29	0.9%
20-21	MS	95%	3,307	96.8%	106	3.2%	26	0.8%
21-22	MS	95%	3,277	94.8%	170	5.2%	54	1.6%
22-23	MS	95%	3,197	94.9%	162	5.1%	53	1.7%

HIGH SCHOOL

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
19-20	HS	95%	4,074	98.1%	76	1.9%	11	0.3%
20-21	HS	95%	4,155	98.7%	54	1.3%	7	0.2%
21-22	HS	95%	4,208	97.9%	88	2.1%	14	0.3%
22-23	HS	95%	4,396	98.0%	90	2.0%	17	0.4%

2022-2023 Analysis:Elementary Division

- There was an increase in the percentage of students displaying incidents in which they did not manage conflict in safe ways from 3.5% to 4.3%.
- There was a slight decrease in the percentage of students displaying more than one incident from 1.7% to 1.6%.

Middle School Division

- There was a 0.1% increase in the percentage of students managing interpersonal conflicts in safe ways when compared to the previous school year.
- There was a 0.1% decrease in the percentage of students with multiple incidents of managing interpersonal conflict in unsafe ways.

High School Division

- There was a 0.1% increase in the percentage of students managing interpersonal conflicts in safe ways when compared to the previous school year.
- There was also a 0.1% increase in the percentage of students with multiple incidents of managing interpersonal conflict in unsafe ways.

Indicator 2: Each schools’ students will show continuous improvement toward, or attainment of, the identified target of students considered at the Tier I level for behavior in each grade level.		Making Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

ELEMENTARY

YR	DIV	Target	Total Students	% Tier 1	% Tier 2	% Tier 3
19-20	Elem	85%	6,410	97.6%	1.3%	1.1%
20-21	Elem	85%	6,310	97.7%	1.3%	1.0%
21-22	Elem	85%	6,449	97.8%	1.2%	1.0%
22-23	Elem	85%	6,503	97.6%	1.4%	1.0%

MIDDLE SCHOOL

YR	DIV	Target	Total Students	% Tier 1	% Tier 2	% Tier 3
19-20	MS	85%	3,346	96.0%	2.3%	1.8%
20-21	MS	85%	3,307	96.9%	2.0%	1.1%
21-22	MS	85%	3,277	93.6%	4.0%	2.5%
22-23	MS	85%	3,197	94.3%	3.5%	2.1%

HIGH SCHOOL

YR	DIV	Target	Total Students	% Tier 1	% Tier 2	% Tier 3
19-20	HS	85%	4,074	97.6%	1.8%	0.6%
20-21	HS	85%	4,155	98.1%	1.5%	0.4%
21-22	HS	85%	4,208	97.1%	2.3%	0.6%
22-23	HS	85%	4,396	97.3%	1.9%	0.9%

2022-2023 Analysis:Elementary Division

- There was a slight 0.2% decrease in the number of students at Tier One when compared to the previous year. The overall percentage of students within Tier one remains above the identified target of 85%.

Middle School Division

- There was a 0.7% increase in the number of students at Tier One when compared to the previous year. The overall percentage of students within Tier one remains above the identified target of 85%.

High School Division

- There was a 0.2% increase in the percentage of students at Tier One when compared to the previous year. The overall number of students within Tier One remains above the identified target of 85%.

Indicator 3: Students will report and show continuous improvement toward, or attainment of, the identified target so students resolve interpersonal conflict in healthy ways as indicated through a student survey.		Making Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	
<p>Evidence:</p> <p><u>Elementary Division</u></p> <ul style="list-style-type: none"> 92.39% of grade 3-5 students reported interacting with others in safe ways. <p><u>Middle School Division</u></p> <ul style="list-style-type: none"> 92.37% of grade 6-8 students reported interacting with others in safe ways. <p><u>High School Division</u></p> <ul style="list-style-type: none"> 90.96% of grade 9-12 students reported interacting with others in safe ways. 		

Act Safely:							
<ul style="list-style-type: none"> Grades 3-12 - I interact with others in safe ways 							
Grade	Target	n	20-21	n	21-22	n	22-23
3-5	90%	2718	93.45%	2848	93.12%	2827	92.39%
6-8	90%	2720	92.46%	2827	91.33%	2872	92.37%
9-12	90%	2300	91.52%	2844	90.58%	3099	90.96%
3-12	90%	7738	92.53%	8519	91.68%	8798	91.88%
<p>2022-2023 Analysis:</p> <p><u>Elementary Division</u></p> <ul style="list-style-type: none"> There was a slight decrease in the percentage of students reporting they interact with others in a safe way from 93.12% to 92.39% <p><u>Middle School Division</u></p> <ul style="list-style-type: none"> There was a 1.04% increase in the percentages of students reporting that they act safely “frequently” or “almost always” when compared to the previous year. <p><u>High School Division</u></p> <ul style="list-style-type: none"> There was a 0.38% increase in the percentage of students reporting that they act safely “frequently” or “almost always” when compared to the previous year. 							

Capacity Building/Recommendations

Capacity Building

Moving forward, all divisions will continue to work towards the consistency of reporting of Major Infractions and implementing Social Emotional Learning Processes. 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.

We have begun work with Administration and Student Support Services members to periodically examine our Disproportionality Report for Referrals (based upon race/ethnicity, Special Education, and Low-Socio-Economic Status).

BPS has continued the process of developing a comprehensive system to support very high needs students PK-12. Brian Meyer of Midwest PBIS will continue to guide teams in effective implementation of supports and interventions. Some of the newer administration and student support services staff attended the National PBIS Leadership Summit in Fall 2023 to learn and bring back more information on MTSS for our tiering system.

In addition, Dr. Don Kincaid from the University of South Florida meets with Secondary MTSS (Multi-Tiered Systems of Support) teams quarterly to refine systems and supports for students. Secondary schools have also started receiving training and coaching on Check & Connect to utilize with students needing Tier 2 supports.

School teams will continue with Prevent Teach Reinforce and Functional Behavior Assessment training so all schools have team members who can effectively develop and implement Functional Based Behavior Intervention Plan.

Recommendations

No recommendations are suggested at this time.

APPENDIX A

Elementary School Respect data is pulled from the standard of “Relationship Skills”. Standard definition and scales for Respect were developed to be used by teachers across all Elementary Schools. Students receive grades in the area of “respect” based on the following proficiency scales:

Respect Grades K-2: Relationship Skills			
Respect: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.			
	Kindergarten The student is able to:	Grade 1 The student is able to:	Grade 2 The student is able to:
4.0	Find solutions to solve conflict	Communicate appropriately with others Make and keep friends.	Find solutions to conflict
3.0	Play appropriately with friends Form positive friendships Use manners Listen to others	Communicate appropriately with others Ask to play or join a group Listen to suggestions from others Make and keep friends Identify conflict	Recognize conflict Communicate appropriately with others Ask to play or join a group Communicate appropriately with
2.0	Recognizes or recalls specific terminology, such as: Friendships, Manners	Name appropriate manners Define conflict	Recognize or recall specific terminology, such as: Communication, Conflict, Relationships
1.0	With help, partial understanding of the simple and target content. I need help/consistent reminders.	With help, partial understanding of the simple and target content. I need help/consistent reminders.	With help, partial understanding of the simple and target content. I need help/consistent reminders

Respect Grades K-5: Relationship Skills			
Respect: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.			
	Grade 3 The student is able to:	Grade 4 The student is able to:	Grade 5 The student is able to:

4.0	Helps others make friends Provide positive feedback	Respond to social situations in ways that build healthy relationships Uses strategies to help others do the same.	Help others make friends. Provide and receive feedback Communicate their own perspectives
3.0	Identify when they need to seek adult help in a social situation. Stop what they are doing and focus their attention when someone is talking. Differentiate between conflict and bullying	Identify different social situations Respond to others effectively Use feedback to promote positive relationships Differentiate between conflict and bullying	Understand when someone else is experiencing strong emotions by observing cues/body language Understand the difference between conflict and bullying Demonstrate respectful ways to disagree Demonstrate assertive responses to put-downs
2.0	Recognizes or recalls specific terminology, such as: Bullying, focus attention, social situation	Recognizes or recalls specific terminology, such as: Social situations, social cues, feedback, conflict, bullying Recognize appropriate non-verbal etiquette	Recognize or recall specific terminology, such as: Feedback, bullying, conflict Identify between respectful and disrespectful ways to disagree Identify strategies for handling put-downs. Identify the calm down steps
1.0	With help, partial understanding of the simple and target content. I need help/consistent reminders	With help, partial understanding of the simple and target content. I need help/consistent reminders.	With help, partial understanding of the simple and target content. I need help/consistent reminders

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

GLOSSARY

Assault (Elementary) is defined as a physical act of aggression, such as hitting, slapping, pushing, shoving, instigating fights (see Policy ACE Violent and Threatening Behavior).

Assault (Middle and High School) is defined as willful or intentional harmful or offensive contact to another person. The act is one-sided.

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."

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.

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)

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.

Extracurricular refers to optional and supplementary activities, programs, or special events which occur outside of the required curriculum for students. (i.e. Athletics)

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.

Harassment (Elementary) 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).

Harassment (Middle and High School) 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.

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.

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. aggression, assault, defiance, drugs, fighting, harassment, language/gestures, technology violations, theft, threats, tobacco, truancy, vandalism, weapons).

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.

"n" equals number of students.

Participation means on-going/consistent involvement and engagement in a specific activity.

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.

Reasonable progress refers to the amount of annual growth in achievement levels expected for students and is defined as follows for Personal Development.

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.

Threats (Elementary) 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).

Threats (Middle School) 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.