

### Personal Development – Community Ready

Each student will acquire the skills and knowledge to lead, serve, and contribute to their communities.

Each student will:

- 4.1 Take responsible risk.
- 4.2 Take initiative, set goals, self-evaluate, and strive to continuously improve.
- 4.3 Identify passions and find joy in learning.

#### R-4.1

**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:**
  - **CORE Academic Areas** are defined as English Language Arts, mathematics, science, and social studies.
    - Math: completion of one additional math course
    - ELA: completion of one additional ELA course
    - 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 (Advanced Placement):** completed any advanced placement course
  - **DC (Dual Credit):** completed any course earning dual-credit
  - **CTE (Career and Technical Education):** completed CTE Capstone course

#### Superintendent Indicators of Compliance:

**Indicator 1:** The percentage of students enrolled and active on the last days of advanced placement courses, upper level courses, and dual credit courses will increase to show continuous improvement toward, or attainment of, the identified target of high school students enrolled.

**Indicator 2:** Students will show continuous improvement toward, or attainment of, the identified target of students who self-report completing challenging work in their classes.

**Indicator 3:** Students will show continuous improvement toward, or attainment of, the identified target of students who self-report they push themselves in their learning by exceeding expectations and never giving up frequently or almost always on the BPS Student Survey.

#### R-4.2

**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.

#### Superintendent Indicators of Compliance:

**Indicator 1:** Students will show continuous improvement toward, or attainment of, the identified target of students who report that learning goals help them be engaged in their learning frequently or almost always on the BPS Student Survey.

**Indicator 2:** Students will show continuous improvement toward, or attainment of, the identified target so students are considered proficient in each grade level assessed on the progress report in the areas of Responsibility.

#### R-4.3

**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)

**Superintendent Indicators of Compliance:**

**Indicator 1:** Students will show continuous improvement toward, or attainment of, the identified target of students who self-report that the assignments they do meet their personal learning needs, strengths, and interests frequently or almost always on the BPS Student Survey.

**Indicator 2:** Students will show continuous improvement toward, or attainment of, the identified target of students who self-report they solve real world problems frequently or almost always on the BPS Student Survey.

**Indicator 3:** Students will show continuous improvement toward, or attainment of, the identified target of students who self-report they choose their own learning topics frequently or almost always on the BPS Student Survey.

**Indicator 4:** 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 “Career Exploration Experience.”

**Indicator 5:** 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 or extra-curricular activity that is connected with the school.

**Indicator 6:** Students will show continuous improvement toward, or attainment of, the identified target of all middle school students reported to actively participate in a co-curricular activity or an extra-curricular activity that is connected with the school.

**Indicator 7:** Students will show continuous improvement toward, or attainment of, the identified target of middle school students and high school students who self-report participation in after-school activities, both school sponsored and non-school sponsored frequently or almost always on the BPS Student Survey.

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End of Bismarck Public School District Board Policy R-4

Approved: 8/25/2018

Monitoring Method: Internal Report

Revised: 10/26/2020,

Monitoring Frequency: Annually in October

10/27/2021, 10/24/2022