



**SUMMARY OF PROGRESS STATUS**  
NOVEMBER 2024

**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 an Areas of Focus for Continuous Improvement outlining new practices or protocols to be utilized for the next reporting timeframe and recommendations for suggested changes to Results policies and/or indicators and interpretations. A Data Analysis on page 5 presents an administrative summary of the data. This report addresses ten indicators of the superintendent's responsibility regarding Personal Development - Behavior.

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

**Progress Reporting Summary**

Making Reasonable Progress

- 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7
- 3.2.1, 3.2.2, 3.2.3

Making Reasonable Progress, with Exception

- N/A

Failing to Make Reasonable Progress

- N/A

**Areas of Focus for Continuous Improvement**

All divisions continue to work toward the consistency of reporting of Major Infractions and implementing Social Emotional Learning processes. Comprehensive systems of Re-Teaching of expectations and skill-building were developed to support students in dealing with difficult situations in respectful and safe ways.

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. This year, Brian Meyer has helped our school teams on Tier 2 implementation. Some of the newer administration and student support services staff attended the National PBIS Leadership Summit in fall 2024 to learn and bring back more information on MTSS for our tiering system.

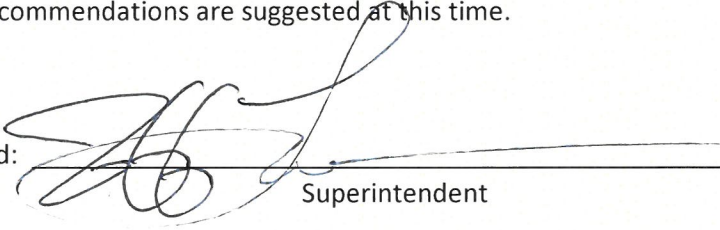
In addition, Dr. Donald Kincaid from the University of South Florida meets with Secondary MTSS (Multi-Tiered Systems of Support) teams quarterly to refine systems and supports for students. Secondary schools are continuing with the Check & Connect program to utilize with students needing Tier 2 supports.



School teams will continue to utilize Functional Behavior Assessments and Behavior Intervention Plans aligned to the Prevent Teach Reinforce model so all schools have team members who can effectively develop and implement Functional-Based Behavior Intervention Plans.

No recommendations are suggested at this time.

Signed:

  
\_\_\_\_\_  
Superintendent

Date: 11/25/2024



### 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 noted exceptions.
- ☐ Finds the district failing to make reasonable progress.

### Summary Statement/Motion of the Board

I think the thing to keep in mind as a district and as a system is that it's not 96%, even though there's 96% say without incident, that doesn't mean that they aren't affected by an incident. How are we empowering our classroom teachers to be able to manage their classrooms and what are the consequences that are in place and are they strong enough and do teachers and buildings feel supported. I do think there's a lot of really good things going on around the MTSS-B and a lot of things we're implementing in our schools and like we've always said, we can always get better.

I'm glad to see that some of these numbers have gone down, but then I'm not sure if that's always what the perception is or what is maybe felt by continually having to kind of go back to the drawing board to have those solutions about how to meet the needs of those maybe very small percentage. This is a good report and I think that we would accept it as making really good progress, but I think that that feeling or that struggle that we hear sometimes out at the school visits and things, that has been a continual struggle and hasn't gone away. It's sometimes that balancing act of getting a great report that has some good data in it for the majority of our students, but also recognizing that there are still a lot of challenges that require continued and additional resources always.

*The report just monitors our systems and it's just trying to give us a status for system health. This report tells us the system is relatively healthy, but I would echo, we still have work to do. You can see restraint and seclusion numbers, those took a significant jump, I don't think we can ignore those, that some of our kids are extreme enough that we have to engage them physically.*

I think we can all agree that the report in itself is good, we do believe that our office is trying to put together systems that are helping and report back the things that are happening in our classrooms. But as both Mr. Lee and Ms. Peterson brought up, we support students that have great need, our Board does, but I think you're hearing from this Board as well is that we're very big on supporting our educators, being able to handle classroom management, giving them tools or supports and maybe that is counselors, social workers, we trust our leadership to help make some of those decisions, where it's going to really impact and affect our educators as well as the classroom.

I'm challenging us too to be in the forefront of addressing behaviors, because I believe more than anything, if we get ahead of behaviors, we move the needle faster on student achievement than we can in any other area. I appreciate all the work that is being done that's being shown us tonight and just would challenge us to keep thinking outside the box in looking for ways to make our classrooms and buildings more manageable.





BISMARCK  
PUBLIC SCHOOLS

R-3 Personal Development - Behavior  
Reporting Period: 7/1/2023 to 6/30/2024

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

Signed: \_\_\_\_\_

A handwritten signature in black ink, appearing to read 'Dana Lee', written over a horizontal line.

Board President

Date: 11/25/2024



### 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.

There was an uptick in restraint and seclusion data this year. Escorts have increased more in the past year compared to seclusions. This may indicate an increase in staff ability to support de-escalation of students with a less restrictive response. 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 levels have achieved the identified target of 85% for Tier 1 level behavior for the last four years, in 2023-2024, elementary and middle school levels increased by .1% and 1.1% from the previous year, respectively, while high school held steady at 97.3%.

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 increased by .69% with grades 9-12 also increasing by .32%. Grades 6-8 data shows a decrease of .41%. Grades 3-12 are all still above the target of 90%.

R-3 Personal Development - Behavior	
Each student will actively develop and integrate skills, attitudes, behaviors, and habits to achieve a productive, healthy, and balanced life.	
<b>Interpretation:</b> 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.	

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

## Monitoring Report

## Each student will:

3.1 Manage his or her behavior appropriately.

**Making  
Reasonable  
Progress**

**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						Finding			
<b>Indicator 1:</b> 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.						<b>Making Reasonable Progress</b>			
Evidence:									
Grades K-5: Reaching proficiency of the 2.5 target in the area of Relationship Skills.									
Grades 6-8: Reaching proficiency of the 2.5 target in the area of Respect.									
<u>Elementary Level</u>									
<ul style="list-style-type: none"><li>All grade levels K-5, with the exception of grade 3, have all increased or are above the target of 85% regarding being at the 2.5 proficiency target.</li><li>Grade 3 has maintained within a tenth of a percentage point.</li></ul>									
<u>Middle School Level</u>									
<ul style="list-style-type: none"><li>All grade levels 6-8 have all increased or are above the target of 85% regarding being at the 2.5 proficiency target.</li></ul>									
Grade	Target	n	Spring 20-21	n	Spring 21-22	n	Spring 22-23	n	Spring 23-24
K	85%	1,030	76.7%	1,107	79.7%	1057	80.8%	1026	82.7%
1	85%	935	85.4%	1,099	83.5%	1135	89.3%	1066	87.0%
2	85%	960	87.3%	1,037	83.2%	1095	84.8%	1152	89.4%
3	85%	969	84.2%	1,042	83.1%	1060	84.7%	1117	84.6%
4	85%	939	84.5%	1,049	88.0%	1035	90.5%	1075	88.5%
5	85%	965	86.8%	1,031	86.6%	1070	86.5%	1056	90.5%
6	85%	1,063	99.8%	1,028	99.4%	1055	99.1%	1099	99.6%
7	85%	1,144	99.4%	1,069	97.9%	1062	98.7%	1067	99.2%
8	85%	1,084	99.4%	1,155	98.1%	1079	98.1%	1051	99.0%



**2023-2024 Analysis:**

Historically, in grades K-5, all grades but grade 3 have made progress in relationship skills during the past four years of data collection. Further investigation may be warranted.

**Indicator 2:** Students will manage their behavior and refrain from bullying at a target rate of 100%.

**Making  
Reasonable  
Progress**

**Evidence:**

	2020-2021		2021-2022		2022-2023		2023-2024	
	# of Formal Bullying Investigations	# of Founded Bullying Incidents from the Investigations	# of Formal Bullying Investigations	# of Founded Bullying Incidents from the Investigations	# of Formal Bullying Investigations	# of Founded Bullying Incidents from the Investigations	# of Formal Bullying Investigations	# of Founded Bullying Incidents from the Investigations
Elementary	6	3	5	2	15	7	12	3
Middle	6	2	8	2	19	3	6	2
High	4	1	4	0	3	0	0	0
Total	16	6	17	4	37	10	18	5

**2023-2024 Analysis:**

This data is a decrease from the previous school year.

**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**

**Evidence:**

Please see the Glossary for a list of major infractions.

Elementary Division

- Currently, 94.6% of students did not have Major incidents at the elementary level.
- This percentage is above the target of 85%.
- The percentage of students with Major incidents increased slightly from 5.3 to 5.4%.
- The percentage of students with multiple Major incidents decreased slightly from 2.4% to 2.3%.

Middle School Division

- Currently, 89.5% of students did not have Major incidents at the middle school level.
- This percentage is above the target of 85%.
- The percentage of students with Major incidents decreased from 11.4% to 10.5%.
- The percentage of students with multiple Major incidents decreased from 5.7% to 4.6%.

High School Division

- Currently, 93.6% of students did not have Major incidents at the high school level.
- This percentage is above the target of 85%.
- The percentage of students with Major incidents decreased from 7.1% to 6.4%.
- The percentage of students with multiple Major incidents stayed steady at 2.7%.

**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
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%
23-24	Elem	85%	6,592	94.6%	357	5.4%	153	2.3%

**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
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%
23-24	MS	85%	3,231	89.5%	340	10.5%	149	4.6%

**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
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%
23-24	HS	85%	4,415	93.6%	282	6.4%	119	2.7%

**2023-2024 Analysis:**

Historically, the percentage of students without incidents is lower from the 2020-2021 school year in all divisions. Elementary has remained fairly steady, while both middle and high school had significant lower percentages the 2021-2022 school year. Both middle and high schools are seeing fewer students with incidents from that year, but have yet to reach the 2020-2021 school year.



**Indicator 4:** Students will show continuous improvement toward, or attainment of, the identified target managing their behavior based on incidents and percentages for In-School Suspension.

**Making  
Reasonable  
Progress**

Evidence:

Elementary Division

- The percentage of students without incidents of In-School Suspension was 99.1%.
- The percentage of students with incidents of In-School Suspension has increased from .6% to .9%.
- The percentage of students with multiple incidents of In-School Suspension has remained consistent the past two years at .2%.

Middle School Division

- The percentage of students without incidents of In-School Suspension was 93.4%.
- There was a 0.5% decrease in the percentage of students with incidents of In-School Suspension when compared to the previous school year.
- There was also a 0.6% decrease in the percentage of students with multiple incidents of In-School Suspension.

High School Division

- The percentage of students without incidents of In-School Suspension was 96.0%.
- There was a slight increase from 3.9% to 4.0% of students with incidents of In-School Suspension from the previous year.
- There was a 0.1% increase in the percentage of students with multiple incidents 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
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%
23-24	Elem	97%	6,592	99.1%	57	0.9%	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
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%
23-24	MS	90%	3,231	93.4%	212	6.6%	72	2.2%

**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
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%
23-24	HS	95%	4,415	96.0%	175	4.0%	44	1.0%

**2023-2024 Analysis:**

Elementary and high school students with no incidents of in-school suspension have remained fairly steady over time. Middle school students with no incidents have decreased since the 2020-2021 school year, but are not at its lowest percentage of no incidents in the past 4 years.

**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**

**Evidence:**

Elementary Division

- The percentage of students without incidents of Out-of-School Suspension was 99.8%.
- 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

- The percentage of students without incidents of Out-of-School Suspension was 96.3%.
- There was a 0.6% decrease in the percentage of students with incidents of Out-of-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 Out-of-School Suspension.

High School Division

- The percentage of students without incidents of Out-of-School Suspension was 96.3%.
- There was a 1% decrease in the percentage of students with incidents of Out-of-School Suspension when compared to the previous school year.
- There was no change in the percentage of students with multiple incidents of Out-of-School Suspension from the previous year.

**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
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%
23-24	Elem	98%	6,592	99.8%	12	0.2%	<10	0.0%



**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
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%
23-24	MS	95%	3,231	96.3%	120	3.7%	41	1.3%

**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
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%
23-24	HS	95%	4,415	96.3%	164	3.7%	56	1.3%

**2023-2024 Analysis:**

The elementary division continues to remain steady with the percent of students without incidents of out-of-school suspension. Both middle and high school increased the percentage of students without out-of-school suspensions from the previous school year by .6% and 1.0%, respectively. This may be attributed to the start of the Check & Connect program last school year at secondary schools.

**Indicator 6:** Students will show reasonable progress toward managing their behavior based on incidents and percentages of Restraint and Seclusion.

**Making  
Reasonable  
Progress**

**Evidence:**

Number of incidents resulting in Restraint and Seclusion:

- 1.23% (174 unique students) of 14,137 students were supported through restraint and/or seclusion.
- This represents an increase of 40 students compared to the 2022-2023 school year.

Number of incidences by student:

- A single incident occurred for 61 students, which is a 14-student increase from 2022-2023.
- Sixty-one students had 2 to 5 incidents.
- Thirty-four students had 6 to 10 incidents. This is an increase of 16 students from the 2022-2023 school year.



- Eighteen students had 11+ incidents. This is an increase of 4 students from the previous year.

Year	# of Incidents	% of Student Pop	Escort	Escort and Restraint	Escort and Seclusion	Restraint Only	Seclusion Only	Restraint and Seclusion	Escort, Seclusion, and Restraint
20-21	759	1.00% (135 of 13,443 students)	53	14	455	22	132	22	61
21-22	1057	1.30% (175 of 13,459)	123	32	558	32	208	22	82
22-23	577	0.95% (134 of 14,004)	74	28	297	20	92	8	58
23-24	901	1.23% (174 of 14137)	145	54	415	51	112	12	112

Grade Level	2020-2021 Escort, Restraint, and Seclusion Incidents	2021-2022 Escort, Restraint, and Seclusion Incidents	2022-2023 Escort, Restraint, and Seclusion Incidents	2023-2024 Escort, Restraint, and Seclusion Incidents
Pre-K (all BECEP programs) through Grade 5	732	1010	549	836
Middle School	25	40	24	55
High School	2	7	4	10

The number of incidents per student:

Number of Incidents	2020-2021 Number of Students	2021-2022 Number of Students	2022-2023 Number of Students	2023-2024 Number of Students
1 Incident	53	78	47	61
2-5 Incidents	47	51	55	61
6-10 Incidents	14	27	18	34
11+ Incidents	21	19	14	18

#### 2023-2024 Analysis:

Data indicates an increase of students who are utilizing escort, restraint, and seclusion as a strategy. The number of incidents has increased in all areas. A trend is not able to be established at this time due to the inconsistent data over the past 4 years in overall incident numbers. However, escorts have increased more in the past year compared to seclusions. This may indicate an increase in staff ability to support de-escalation of students with a less restrictive response.

All of the incidents resulted in a school team meeting to address the student behavior needs.

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.

**Indicator 7:** Students will show reasonable progress toward managing their behavior based on incidents of Expulsions.

**Making  
Reasonable  
Progress**

**Evidence:**

There was a decrease in expulsion hearings for 2023-2024 going from 21 down to 14 hearings, with 13 of the 14 resulting in expulsions.

School Year	Number of Expulsion Hearings	Number of Hearings Resulting in Expulsion
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
2023-2024	14	Thirteen hearings resulted in expulsions.

**2023-2024 Analysis:**

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**

**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	Finding
<b>Indicator 1:</b> 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.	<b>Making Reasonable Progress</b>

Evidence:

Elementary Division

- The percentage of students who managed interpersonal conflicts in safe ways was 96.4%.
- There was a decrease in the percentage of students displaying incidents in which they did not manage conflict in safe ways from 4.3% to 3.6%.
- There was a slight decrease in the percentage of students displaying more than one incident from 1.6% to 1.4%.

Middle School Division

- The percentage of students who managed interpersonal conflicts in safe ways was 94.6%.
- There was an increase in the percentage of students displaying incidents in which they did not manage conflict in safe ways from 5.1% to 5.4%.
- There was a 0.2% increase in the percentage of students with multiple incidents of managing interpersonal conflict in unsafe ways.

High School Division

- The percentage of students who managed interpersonal conflicts in safe ways was 98.1%.
- 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% decrease in the percentage of students with multiple incidents of managing interpersonal conflict in unsafe ways.

**ELEMENTARY**

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
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%
23-24	Elem	95%	6,592	96.4%	235	3.6%	93	1.4%



**MIDDLE SCHOOL**

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
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%
23-24	MS	95%	3,231	94.6%	175	5.4%	63	1.9%

**HIGH SCHOOL**

YR	DIV	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
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%
23-24	HS	95%	4,415	98.1%	85	1.9%	14	0.3%

**2023-2024 Analysis:**

Data over the past four years indicates a steady percentage of students resolving interpersonal conflict in safe ways at the elementary and high school divisions. Middle school data has remained consistent over the past three years but is not to the level of 2020-2021. Data also indicates that the number of students with more than one incident has increased each year since 2020-2021 for middle school. Further investigation may be warranted.

**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**

Evidence:

Elementary Division

- The percent of students who fall into Tier One level of behavior was 97.7%.
- There was a slight increase of 0.1% 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

- The percent of students who fall into Tier One level of behavior was 95.4%.
- There was a 1.1% 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

- The percent of students who fall into Tier One level of behavior was 97.3%.
- There was no change 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%.

**ELEMENTARY**

YR	DIV	Target	Total Students	% Tier 1	% Tier 2	% Tier 3
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%
23-24	Elem	85%	6,592	97.7%	1.2%	1.1%

**MIDDLE SCHOOL**

YR	DIV	Target	Total Students	% Tier 1	% Tier 2	% Tier 3
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%
23-24	MS	85%	3,231	95.4%	2.8%	1.8%



HIGH SCHOOL						
YR	DIV	Target	Total Students	% Tier 1	% Tier 2	% Tier 3
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%
23-24	HS	85%	4,415	97.3%	2.1%	0.6%

**2023-2024 Analysis:**

Elementary and high school students in Tier 1 level of behavior have remained steady over the past 4 years. Middle school has met the target each year but has not been able to reach the percentage of students in Tier 1 from the school year 2020-2021 which was the highest year to date.

**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**

**Evidence:**Elementary Division

- 93.08% of grade 3-5 students reported interacting with others in safe ways.
- There was a slight increase in the percentage of students reporting they interact with others in a safe way from 92.39% to 93.08%.

Middle School Division

- 91.96% of grade 6-8 students reported interacting with others in safe ways.
- There was a slight decrease from 92.37% to 91.96% in the percentages of students reporting that they act safely "frequently" or "almost always" when compared to the previous year.

High School Division

- 91.28% of grade 9-12 students reported interacting with others in safe ways.
- There was a slight increase in the percentage of students reporting that they act safely "frequently" or "almost always" from 90.96% to 91.28% when compared to the previous year.

**Act Safely:**

- **Grades 3-12 – "I interact with others in safe ways"**

Grade	Target	n	20-21	n	21-22	n	22-23	n	23-24
3-5	90%	2718	93.45%	2848	93.12%	2827	92.39%	2950	93.08%
6-8	90%	2720	92.46%	2827	91.33%	2872	92.37%	2250	91.96%
9-12	90%	2300	91.52%	2844	90.58%	3099	90.96%	3544	91.28%
3-12	90%	7738	92.53%	8519	91.68%	8798	91.88%	8744	92.06%

**2023-2024 Analysis:**

Data is remaining steady for all grade bands.



## 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:

<b>Relationship Skills</b> <b>Establish and maintain healthy and supportive relationships to effectively navigate settings with diverse individuals and groups.</b>				
	<b>Vocabulary</b>	<b>2.0 Simple Skills</b>	<b>3.0 Target Skills</b>	<b>3.0 I Can Sample Activities</b>
<b>K</b>	Invite, fair, sharing, playing together, trading, taking turns, same, different, now, later	<ul style="list-style-type: none"> <li>- Identify ways to have fun with friends</li> <li>- Identify ways to communicate effectively</li> <li>- Practice listening skills</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop positive relationships*</b></li> <li>- <b>Communicate effectively*</b></li> </ul>	<ul style="list-style-type: none"> <li>- Inviting others to play</li> <li>- Using respectful words to get what you need and want</li> </ul>
<b>1</b>	Consequence, noticed, name calling, ignoring, problem, solution, respectful	<ul style="list-style-type: none"> <li>- Identify skills for positive relationships</li> <li>- Identify ways to communicate effectively</li> <li>- Identify verbal communication cues</li> <li>- Identify a problem in a social scenario</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop positive relationships*</b></li> <li>- <b>Communicate effectively*</b></li> <li>- Practice working together to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>- Using communication skills to get what you want or need</li> <li>- Showing cooperation or teamwork</li> <li>- Practice problem-solving steps to situations</li> </ul>
<b>2</b>	Respectful, behavior, exasperated, blame, solve, safe, left out, compassionate, prediction	<ul style="list-style-type: none"> <li>- Identify skills for positive relationships</li> <li>- Identify ways to communicate effectively</li> <li>- Identify ways to solve a problem</li> <li>- Identify ways to show compassion and support</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop positive relationships*</b></li> <li>- <b>Communicate effectively*</b></li> <li>- Demonstrate working together to solve a problem</li> <li>- Seek or offer support and help when needed</li> </ul>	<ul style="list-style-type: none"> <li>- Listening and responding to others appropriately</li> <li>- Showing cooperation or teamwork</li> <li>- Applying problem-solving steps to situations</li> </ul>

3	Perspective, jump to conclusions, appreciate, concern, irritated, blame, solutions, explore, conflict, peer pressure	<ul style="list-style-type: none"> <li>- Identify skills for positive relationships</li> <li>- Identify ways to communicate effectively</li> <li>- Identify similarities and differences in others</li> <li>- Identify conflicts in scenarios</li> <li>- Identify leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop positive relationships*</b></li> <li>- <b>Communicate effectively*</b></li> <li>- Resolve conflicts constructively</li> <li>- Practice leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>- Listening and responding to others appropriately</li> <li>- Applying problem-solving steps to situations</li> <li>- Being assertive</li> </ul>
4	Indifferent, tone of voice, assertiveness	<ul style="list-style-type: none"> <li>- Identify skills for positive relationships</li> <li>- Identify ways to communicate effectively</li> <li>- Identify different perspectives</li> <li>- Identify leadership skills in groups</li> <li>- Identify assertiveness in scenarios</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop positive relationships*</b></li> <li>- <b>Communicate effectively*</b></li> <li>- Practice leadership skills in groups</li> <li>- Stand up for others</li> </ul>	<ul style="list-style-type: none"> <li>- Using words to respectfully disagree with others</li> <li>- assertive responses and self-regulation strategies</li> <li>- Applying problem-solving steps to situations</li> </ul>
5	Disrespectful, cultural competency, peer pressure, assumptions	<ul style="list-style-type: none"> <li>- Identify skills for positive relationships</li> <li>- Identify ways to communicate effectively</li> <li>- Define cultural competency</li> <li>- Identify peer pressure in scenarios</li> <li>- Identify leadership skills in groups</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop and maintain positive relationships*</b></li> <li>- <b>Communicate effectively*</b></li> <li>- Resist negative peer pressure</li> <li>- Demonstrate leadership skills in groups</li> <li>- Demonstrate cultural competency</li> </ul>	<ul style="list-style-type: none"> <li>- Using words to respectfully disagree with others</li> <li>- Demonstrating assertive responses and self-regulation strategies</li> <li>- Applying problem-solving steps to situations</li> </ul>



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 received 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>

## 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.