



**SUMMARY OF PROGRESS STATUS
NOVEMBER 2025**

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.

Progress Reporting Summary

Making Reasonable Progress

- 3.1.1, 3.1.3, 3.1.4
- 3.2.1, 3.2.2, 3.2.3

Making Reasonable Progress, with Exception

- 3.1.2, 3.1.5

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 continues to guide teams in effective implementation of supports and interventions. Elementary MTSS (Multi-Tiered Systems of Support) teams was created and now joins the Secondary MTSS teams quarterly to refine systems and supports for students. Brian Meyer is also meeting with individual buildings requesting his support to address building areas of growth. Members of the district MTSS committee are planning to attend the National PBIS Leadership Summit in fall 2025 to learn and bring back more information on integration of academics and behavior within our MTSS tiering system.

Brian Meyer also will meet with school counselors, social workers, school psychologists, and administrators on understanding the role of the clinician in the MTSS system. In addition, our community mental health providers will be joining the training, focusing on defining the clinicians’ roles across tiers, improving collaboration, and



building staff capacity for prevention-focused, data-driven practices. Additionally, all emotional disability teachers along with the school counselors, social workers, and school psychologists will be provided training on functional behaviors assessments (FBAs) and behavior intervention plans (BIPs). All emotional disability teachers will also partake in a training called Rage to Reason which provides staff training on how to reduce meltdowns and teach coping skills to children who exhibit disruptive and explosive behavior. Each building will also engage in coaching with the developer of the training, Dr. Amy Titone, who is a board-certified behavior analyst.

For the 25-26 school year, the district will be onboarding 5 new certified CPI instructors. This will bring the total to 6 instructors for the district. This will also include more course offerings throughout the year, as well as, technical assistance to buildings for additional problem solving and support around development of individual student crisis plans. BPS will also be completing training on MANDT so each building has at least one train-the-trainer. These building trainers will be engaging training all district staff over the next two years in MANDT which is a verbal de-escalation program to keep all safe during challenging interactions.

Bismarck Public Schools has increased staffing allocations and designated dedicated instructional spaces to expand placement options for elementary ReNewED students beginning in the fall of 2025. These enhancements have allowed the district to better meet the individual learning needs of some of our struggling students through more flexible, personalized learning environments, ensuring that every learner has access to the support, structure, and appropriate behavior and learning approaches necessary for each of these students to succeed within the ReNewED programming.

No recommendations are suggested at this time.

Signed: _____

Superintendent

Date: _____

11/24/2025



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

There were no questions or comments regarding R-3 *Personal Development – Behavior* from Board Members.

It was moved by Mr. Eastgate and seconded by Ms. Preskey to accept the monitoring report for Results Policy R-3 *Personal Development – Behavior* as making reasonable progress with noted exceptions. Motion carried.

Signed: 
Board President

Date: 11/24/2025

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. While there has been a slight decrease in positive student behavior at the elementary level, data is still well above the target of 85%.

Students are continuing to resolve interpersonal conflicts in safe ways as evidenced by both major/minor data and student self-report. Elementary and high school students continue to be above the target of 95% while middle school is just outside the target at 94.0%. Student self-report data is above the target of 9% for grades 3-12 at 92.33%.

There was an increase in restraint and seclusion data this year. The number of students with one incident of escort, restraint, and/or seclusion has decreased by 39.7% over the past four years, but the number of students with 11+ incidents has increased by 105.3% since the 2021-2022 school year. This likely indicates that staff are able to intervene early with some students to prevent further incidents and those with a significant number of incidents may have escort or seclusion written into their behavior intervention plans. 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 2024-2025, high school levels increased by 0.6% while elementary and middle school levels decreased by 0.7% and 0.5% respectively.

Monitoring Report

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.	
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 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
<p>Interpretation: The interactions of students should be characterized by respect for each other including 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.</p>	

Indicator	Finding
Indicator 1: Students will show continuous improvement toward, or attainment of, the identified target of students meeting expectations in each grade level assessed on the progress report in the area of Respect.	Making Reasonable Progress

Evidence:

All Student Data

Grade	Target	n	Spring 21-22	n	Spring 22-23	n	Spring 23-24	n	Spring 24-25*
K-5	85%	6365	84.0%	6452	86.1%	6492	87.2%	6435	86.3%
K		1107	79.7%	1057	80.8%	1026	82.7%	939	83.7%
1		1099	83.5%	1135	89.3%	1066	87.0%	1031	83.7%
2		1037	83.2%	1095	84.8%	1152	89.4%	1094	84.5%
3		1042	83.1%	1060	84.7%	1117	84.6%	1175	87.4%
4		1049	88.0%	1035	90.5%	1075	88.5%	1111	89.6%
5		1031	86.6%	1070	86.5%	1056	90.5%	1085	88.5%
6-8	85%	3252	98.5%	3196	98.6%	3217	99.3%	1994	92.0%*
6		1028	99.4%	1055	99.1%	1099	99.6%	756	87.0%*
7		1069	97.9%	1062	98.7%	1067	99.2%	715	96.9%*
8		1155	98.1%	1079	98.1%	1051	99.0%	523	92.7%*

*Grades 6-8 were changed from the area of Respect to BPS Career Ready Practice MS.05 Consider the Environment, Social, and Economic Impacts of Decisions (MS.05.04 - Respecting Culture with Actions).

2024-2025 Analysis:

As a district, we continue to score at the 2.5 target for most students across K-8. All grades in K-5 have increased over the past 4 years and continue to be above the target. For grades 6-8, the standard was changed from the previous standard of Respect so comparisons to previous years should be interpreted with caution. However, grades 6-8 continue to be above the target of 85% on the new standard.

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

Making Reasonable Progress With Exceptions

Evidence:

	2021-2022		2022-2023		2023-2024		2024-2025	
	# 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	5	2	15	7	12	3	11	7
Middle	8	2	19	3	6	2	4	1
High	4	0	3	0	0	0	0	0
Total	17	4	37	10	18	5	15	8

2024-2025 Analysis:

The number of bullying investigations was fairly similar this year to the previous school year. However, in the 2023-24 school year, 5/18 or 28% of investigations were founded bullying incidents while in 2024-25 school year 8/15 or 53% of investigations were founded bullying incidents.

Indicator 3: Students will show continuous improvement toward, or attainment of, the identified target managing their behavior based on percentages of students without Major infractions.

Making Reasonable Progress

Evidence:

Please see the Glossary for a list of major infractions.

Elementary Division

- Currently, 94.0% 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 from 5.4% to 6.0%.
- The percentage of students with multiple Major incidents increased from 2.3% to 3.0%.

Middle School Division

- Currently, 89.1% 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 increased slightly from 10.5% to 10.9%.
- The percentage of students with multiple Major incidents increased from 4.6% to 5.1%.

High School Division

- Currently, 94.2% 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 6.4% to 5.8%.
- The percentage of students with multiple Major incidents decreased from 2.7% to 2.1%.

MAJOR BEHAVIOR INCIDENTS – ELEMENTARY

YR	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
21-22	85%	6,449	95.2%	308	4.8%	138	2.1%
22-23	85%	6,503	94.7%	342	5.3%	157	2.4%
23-24	85%	6,592	94.6%	357	5.4%	153	2.3%
24-25	85%	6,504	94.0%	389	6.0%	197	3.0%

MAJOR BEHAVIOR INCIDENTS – MIDDLE SCHOOL

YR	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
21-22	85%	3,277	87.8%	399	12.2%	206	6.3%
22-23	85%	3,197	88.6%	365	11.4%	181	5.7%
23-24	85%	3,231	89.5%	340	10.5%	149	4.6%
24-25	85%	3,312	89.1%	360	10.9%	168	5.1%

MAJOR BEHAVIOR INCIDENTS – HIGH SCHOOL

YR	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
21-22	85%	4,208	92.8%	303	7.2%	117	2.8%
22-23	85%	4,396	92.9%	310	7.1%	120	2.7%
23-24	85%	4,415	93.6%	282	6.4%	119	2.7%
24-25	85%	4,448	94.2%	260	5.8%	92	2.1%

2024-2025 Analysis:

Historically, the percentage of students without incidents is lower from the 2021-2022 school year for middle and high school divisions. Middle school has increased in the total number of students without incidents by 1.3% from 87.8% to 89.1% and high school has increased by 1.4% from 92.8% to 94.2%. Elementary has decreased by 1.2% from 95.2% to 94.0%. All divisions are well above the target of 85%. The target of 85% of students without major behavioral incidents reflects our district’s goal of sustaining a strong Tier 1 environment where the vast majority of students experience success through universal supports. This aligns with Multi-Tiered Systems of Support (MTSS) expectations while setting a growth-oriented standard that encourages continuous improvement in school climate, proactive interventions, and equitable behavioral outcomes.

Indicator 4: Students will show continuous improvement toward, or attainment of, the identified target of managing their behavior based on the percentage of students without an In-School or Out-of-School Suspension.

Making Reasonable Progress

Evidence:

Elementary Division

- The percentage of students without incidents of In-School or Out-of-School Suspension was 98.3%.
- The percentage of students with incidents of In-School Suspension or Out-of-School Suspension has increased from 1.0% to 1.7%.
- The percentage of students with multiple incidents of In-School Suspension or Out-of-School Suspension increased slightly from 0.2% to 0.4%.

Middle School Division

- The percentage of students without incidents of In-School Suspension or Out-of-School Suspension was 91.1%.
- There was a 0.3% increase in the percentage of students with incidents of In-School Suspension or Out-of-School Suspension when compared to the previous school year.
- There was also a 0.4% increase in the percentage of students with multiple incidents of In-School Suspension or Out-of-School Suspension at 3.7%.

High School Division

- The percentage of students without incidents of In-School Suspension or Out-of-School Suspension was 94.5%.
- There was a decrease from 6.2% to 5.5% of students with incidents of In-School Suspension or Out-of-School Suspension from the previous year.
- There was also a decrease of 0.6% in the percentage of students with multiple incidents of In-School Suspension or Out-of-School Suspension at 1.9%.

IN-SCHOOL/OUT-OF-SCHOOL SUSPENSIONS – ELEMENTARY

YR	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
21-22	95%	6,449	99.4%	41	0.6%	14	0.2%
22-23	95%	6,503	99.4%	47	0.7%	17	0.3%
23-24	95%	6,592	99.0%	63	1.0%	15	0.2%
24-25	95%	6,504	98.3%	113	1.7%	25	0.4%

IN-SCHOOL SUSPENSIONS/OUT-OF-SCHOOL – MIDDLE SCHOOL

YR	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
21-22	90%	3,277	90.7%	305	9.3%	140	4.3%
22-23	90%	3,197	91.0%	289	9.0%	130	4.1%
23-24	90%	3,231	91.4%	277	8.6%	108	3.3%
24-25	90%	3,312	91.1%	294	8.9%	122	3.7%

IN-SCHOOL/OUT-OF-SCHOOL SUSPENSIONS – HIGH SCHOOL

YR	Target	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
21-22	95%	4,208	93.1%	292	6.9%	110	2.6%
22-23	95%	4,396	93.2%	301	6.8%	107	2.4%
23-24	95%	4,415	93.8%	273	6.2%	109	2.5%
24-25	95%	4,448	94.5%	245	5.5%	85	1.9%

2024-2025 Analysis:

High school students with no incidents of in-school suspension or out-of-school suspension have increased over time, growing from 93.1% to 94.5%. Middle school students remained fairly steady over time, only increasing by 0.4% of students without incidents of in-school suspension or out-of-school suspension. Elementary school students with no incidents have decreased since the 2021-2022 school year, decreasing by 1.1% from 99.4% to 98.3%. The difference in percentage by division from elementary to secondary is due to the increase of rigor and demand based on students' developmental stages. Elementary is still modeling and supporting behavioral expectations while there is an expectation of independent expectations of accountability at the secondary level.

Indicator 5: Students will show reasonable progress toward managing their behavior based on incidents and percentages of student behaviors not resulting in the use of Restraint and Seclusion.

Making Reasonable Progress, With Exception

Evidence:

Number of incidents resulting in Restraint and Seclusion:

- 1.23% (169 unique students) of 13,792 students were supported through restraint and/or seclusion.
- This represents an increase of 115 students compared to the 2023-2024 school year.

Number of incidences by student:

- A single incident occurred for 47 students, which is a 14-student decrease from 2023-2024.
- Forty-nine students had 2 to 5 incidents. This is a decrease of 12 students from the 2023-2024 school year.
- Twenty-five students had 6 to 10 incidents. This is a decrease of 9 students from the 2023-2024 school year.
- Thirty-nine students had 11+ incidents. This is an increase of 21 students from the previous year.

Year	Target	Total Number of Students	% with No Incidents	Number with an incident involving restraint/seclusion
21-22	99%	13,459	99.8%	32
22-23	99%	14,004	99.8%	28
23-24	99%	14,137	99.6%	54
24-25	99%	13,792	98.8%	169

Year	# of Incidents	Escort	Escort and Restraint	Escort and Seclusion	Restraint Only	Seclusion Only	Restraint and Seclusion	Escort, Seclusion, and Restraint
21-22	1057	123	32	558	32	208	22	82
22-23	577	74	28	297	20	92	8	58
23-24	901	145	54	415	51	112	12	112
24-25	1300	226	49	663	50	187	16	65

Grade Level	2021-2022 Escort, Restraint, and Seclusion Incidents	2022-2023 Escort, Restraint, and Seclusion Incidents	2023-2024 Escort, Restraint, and Seclusion Incidents	2024-2025 Escort, Restraint, and Seclusion Incidents
Pre-K (all BECEP programs) through Grade 5	1010	549	836	1274
Middle School	40	24	55	14
High School	7	4	10	12

The number of incidents per student:

Number of Incidents	2021-2022 Number of Students	2022-2023 Number of Students	2023-2024 Number of Students	2024-2025 Number of Students
1 Incident	78	47	61	47
2-5 Incidents	51	55	61	49
6-10 Incidents	27	18	34	25
11+ Incidents	19	14	18	39

2024-2025 Analysis:

Data indicates an increase in the total number of incidents from the 2021-2022 school year. Escort only incidents, seclusion only incidents, and escort and seclusion incidents have risen from the past year. Pre-K through elementary accounts for 98% of all incidents and has increased by 26.1% from the 2021-2022 school year. The number of students with one incident has decreased by 39.7% over the past four years, but the number of students with 11+ incidents has increased by 105.3% since the 2021-2022 school year.

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

Committees and teams are still continuing to meet to review the incidents and adjust plans for students.

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
<p>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 percentage of students without conflicts with others resulting in Major Infractions.</p>	<p>Making Reasonable Progress</p>
<p>Evidence:</p> <p><u>Elementary Division</u></p> <ul style="list-style-type: none"> • The percentage of students who managed interpersonal conflicts in safe ways was 95.7%. • There was an increase in the percentage of students displaying incidents in which they did not manage conflict in safe ways from 3.6% to 4.3%. • There was an increase in the percentage of students displaying more than one incident from 1.4% to 2.1%. <p><u>Middle School Division</u></p> <ul style="list-style-type: none"> • The percentage of students who managed interpersonal conflicts in safe ways was 94.0%. • There was an increase in the percentage of students displaying incidents in which they did not manage conflict in safe ways from 5.4% to 6.0%. • The percentage of students with multiple incidents of managing interpersonal conflict in unsafe ways remained consistent from the previous school year. <p><u>High School Division</u></p> <ul style="list-style-type: none"> • The percentage of students who managed interpersonal conflicts in safe ways was 98.4%. • There was a 0.3% increase in the percentage of students managing interpersonal conflicts in safe ways when compared to the previous school year. • The percentage of students with multiple incidents of managing interpersonal conflict in unsafe ways remained consistent from the previous school year. 	

ELEMENTARY

YR	Target	Total Students	% Without Incidents	Students with a Major	% with a Major	With more than one Major	% with more than one Major
21-22	95%	6,449	96.5%	225	3.5%	108	1.7%
22-23	95%	6,503	95.7%	282	4.3%	102	1.6%
23-24	95%	6,592	96.4%	235	3.6%	93	1.4%
24-25	95%	6,504	95.7%	278	4.3%	135	2.1%

MIDDLE SCHOOL

YR	Target	Total Students	% Without Incidents	Students with a Major	% with a Major	With more than one Major	% with more than one Major
21-22	95%	3,277	94.8%	170	5.2%	54	1.6%
22-23	95%	3,197	94.9%	162	5.1%	53	1.7%
23-24	95%	3,231	94.6%	175	5.4%	63	1.9%
24-25	95%	3,312	94.0%	199	6.0%	63	1.9%

HIGH SCHOOL

YR	Target	Total Students	% Without Incidents	Students with a Major	% with a Major	With more than one Major	% with more than one Major
21-22	95%	4,208	97.9%	88	2.1%	14	0.3%
22-23	95%	4,396	98.0%	90	2.0%	17	0.4%
23-24	95%	4,415	98.1%	85	1.9%	14	0.3%
24-25	95%	4,448	98.4%	70	1.6%	13	0.3%

2024-2025 Analysis:

Data over the past four years indicates a decline in the percentage of students resolving interpersonal conflict in safe ways at the elementary and middle school divisions, both decreasing by 0.8% respectively. Data also indicates an increase in the number of students with more than one incident at the elementary level by 0.4% and middle school level by 0.3%. High school data indicates an increase in the number of students resolving interpersonal conflict in safe ways, increasing by 0.5%, but the number of students with more than one incident has remained steady.

Indicator 2: Students will show continuous improvement toward, or attainment of, the identified target of students considered at the Tier I level for behavior.

Making Reasonable Progress

Evidence:

Elementary Division

- The percent of students who fall into Tier One level of behavior was 97.0%.
- There was a decrease of 0.7% 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 94.9%.
- There was a 0.5% 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%.

High School Division

- The percent of students who fall into Tier One level of behavior was 97.9%.
- There was a 0.6% 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%.

ELEMENTARY

YR	Target	Total Students	% Tier 1	% Tier 2	% Tier 3
21-22	85%	6,449	97.8%	1.2%	1.0%
22-23	85%	6,503	97.6%	1.4%	1.0%
23-24	85%	6,592	97.7%	1.2%	1.1%
24-25	85%	6,504	97.0%	1.8%	1.3%

MIDDLE SCHOOL

YR	Target	Total Students	% Tier 1	% Tier 2	% Tier 3
21-22	85%	3,277	93.6%	4.0%	2.5%
22-23	85%	3,197	94.3%	3.5%	2.1%
23-24	85%	3,231	95.4%	2.8%	1.8%
24-25	85%	3,312	94.9%	3.0%	2.0%

HIGH SCHOOL					
YR	Target	Total Students	% Tier 1	% Tier 2	% Tier 3
21-22	85%	4,208	97.1%	2.3%	0.6%
22-23	85%	4,396	97.3%	1.9%	0.9%
23-24	85%	4,415	97.3%	2.1%	0.6%
24-25	85%	4,448	97.9%	1.6%	0.4%

2024-2025 Analysis:
 Elementary students in Tier 1 level of behavior has decreased over the past 4 years, going from 97.8% to 97.0%. This is still above the target. Middle school and high school students have met the target each year and have increased in the percentage of students in Tier 1 from the 2021-2022 school years by 1.3% and 0.8% respectively.

<p>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.</p>	<p>Making Reasonable Progress</p>
<p>Evidence:</p> <p><u>Elementary Division</u></p> <ul style="list-style-type: none"> 92.76% of grade 3-5 students reported interacting with others in safe ways. There was a slight decrease in the percentage of students reporting they interact with others in a safe way from 93.08% to 92.76%. <p><u>Middle School Division</u></p> <ul style="list-style-type: none"> 92.22% of grade 6-8 students reported interacting with others in safe ways. There was a slight increase from 91.96% to 92.22% 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"> 91.98% 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 91.28% to 91.98% when compared to the previous year. <p>Act Safely:</p> <ul style="list-style-type: none"> Grades 3-12 – "I interact with others in safe ways" As a district, our students reporting interacting with others in safe ways increased for grades 3-12 by going from 92.06% to 92.33%. 	

Grade	Target	n	21-22	n	22-23	n	23-24	n	24-25
3-12	90%	8519	91.68%	8798	91.88%	8744	92.06%	8514	92.33%
3-5		2848	93.12%	2827	92.39%	2950	93.08%	3067	92.76%
6-8		2827	91.33%	2872	92.37%	2250	91.96%	2468	92.22%
9-12		2844	90.58%	3099	90.96%	3544	91.28%	2979	91.98%

2024-2025 Analysis:

There was a slight decrease in grades 3-5 while grades 6-12 had a slight increase. As a district, our data increased indicating more students are interacting with others in safe ways.

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:

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

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

Middle School data is pulled from the Career Ready Practice standard of “Consider the Environment, Social, and Economic Impacts of Decisions,” specifically the competency of “Realize the interrelated nature of their actions to themselves, others, and business, utilizing the most appropriate and interpretations in diverse, multi-cultural environments.” BPS is utilizing the North Dakota Department of Career and Technical Education (NDCTE) definition and scale. Students received grades in the area of this competency based on the following proficiency scale:

CAREER READY PRACTICE

#5 Consider the Environment, Social, and Economic Impacts of Decisions

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment, and profitability of the organization.

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)	Points Given
Realize the interrelated nature of their actions to themselves, others, and business, utilizing the most appropriate and interpretations in diverse, multi-cultural environments.	Consistently acts with deep understanding and respect of cultural differences and the ultimate outcomes of those actions.	Acts effectively in respect to cultural differences and how they affect decisions made.	Understands there are cultural differences, but does not effectively act in a diverse environment.	Disregards cultural differences and does not effectively act in a diverse environment.	Respecting culture with action	

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.