



SUMMARY OF COMPLIANCE STATUS

MAY 2026

SUPERINTENDENT CERTIFICATION

With respect to *OE-10 Learning Environment* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- ☒ In Compliance
☐ In Compliance, with Exception
☐ Not in Compliance

Summary Statement by Administration

Monitoring of operational expectations 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 summary of the data and a Capacity Building/Recommendations section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building/Recommendations section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses 21 indicators of the superintendent's responsibility regarding the instructional program. Of the 21 indicators, 20 demonstrated in compliance and 1 demonstrated in compliance, with exception, no indicators were determined as not in compliance. Reporting dates for this report are July 1, 2024 – June 30, 2025.

Progress Reporting Summary

In Compliance

- 10.1.1, 10.1.2, 10.1.3, 10.1.4, 10.1.5, 10.1.6
- 10.2.1, 10.2.2, 10.2.3, 10.2.5, 10.2.6, 10.2.7, 10.2.8, 10.2.9
- 10.3.1, 10.3.2, 10.3.3
- 10.4.1
- 10.5.1
- 10.6.1

In Compliance with Exception

- 10.2.4

Not In Compliance

- N/A

Areas of Focus for Continuous Improvement

Administration has no recommendations for changes at this time.

Signed: _____

Superintendent

Date: 5/28/2026



SCHOOL BOARD ACTION

With respect to *OE-10 Learning Environment*, the Board:

- ☒ Accepts the report as fully compliant.
- ☐ Accepts the report as compliant with noted exceptions.
- ☐ Finds the district to be noncompliant.

Summary Statement/Motion of the Board

There were no questions or comments regarding *OE-10 Learning Environment* from Board Members.

It was moved by Mrs. Peterson and seconded by Ms. Preskey to accept the monitoring report for Policy OE-10 *Learning Environment* as In Compliance. Motion carried.

Signed: 
Board President

Date: 5/28/2026



Data Analysis

All schools within BPS work toward creating learning environments which are safe and establish a sense of belonging for all students, families, and staff based upon establishing trusting and healthy relationships. The following data documents the progress of the implementation of Positive Behavioral Interventions and Supports (PBIS) for all students throughout the district. The data reflects individual school progress as well as a view of progress through the feeder lens. This report also provides student perspective and administrative processes regarding healthy and safe environments.

Some specific items within this report which merit attention:

- Rather than reported by individual school buildings, 10.1.1 is now reported as median and averages by division. On the BoQ, all divisions went up in their median. On the ND Walkthrough, elementary stayed consistent while the secondary median increased by 5%. No matter the score, all schools engage in the continuous improvement process and identify building-specific areas of growth.
- On the student survey, many areas stayed consistent or increased slightly including Positive Relationships, Feel Valued, Safe and Orderly, and Welcome and Supported. Engaging Goals did decrease by 1.5% from the previous year.
- The completion rate of the core Social Emotional Learning curriculum assessments increased by 1% (91% completion) at the middle school level while it stayed the same (92%) for the elementary school level.
- For 10.2.4, while only 91.65% completed Policies FF and ACEA (Student Conduct, Discipline and Corporal Punishment Prohibition / Bullying) and only 90.40% completed Policy FCC (Restraint or Seclusion), all staff who work directly with students completed both policies. Staff who did not complete the policies include support staff (e.g., custodians, child nutrition staff, etc.). While efforts are made to ensure all support staff complete, not all staff do review these policies.

Annual review and revision through administrative collaboration and communication bring clarity and consistency to policies regarding discipline and reporting of infractions.

Student records and information are monitored for security and confidentiality of information.

OE-10 – Learning Environment

The Superintendent shall establish and maintain a learning environment that is safe, respectful, and conducive to effective learning.

Interpretation: The board expects the “learning environment” to be safe from physical and/or emotional harm to students and staff. The Board expects that in addition to feeling safe and secure, students will be engaged in relevant work which is personally rigorous in both basic skills and higher order thinking. In addition, the relationship between and among students and adults should be one of care and respect in the classroom as well as all extensions of the classroom including the administrative offices, the buses, the child nutrition areas, athletic fields, concert venues, etc. In short, effective learning is based first on safety and then on high quality, rigorous learning experiences, and positive relationships.

Definition of Terms:

- **Behavioral and Emotional Continuum Assessment (BECA)** This assessment allows school teams to examine their Tiered Continuum of Support (Sense of Belonging Tier 1, Tier 2, and Tier 3) implementation fidelity, document effectiveness, and identify strengths and weaknesses for action planning. This self-assessment is completed by the building level MTSS-B/ISF team and is used to guide future schoolwide goals.
- **Benchmark of Quality (BOQ)** The BOQ is a self-assessment for school-wide positive behavioral interventions and support is completed in the spring of each school year. The BOQ results are utilized by the school and district teams to identify areas of success, areas for improvement, prioritize plans, and to identify model schools and practices.
- **Conducive to effective learning** refers to an environment where the expectation for students’ growth in academics and social emotional learning is high and methods are both nurturing and engaging to student development.
- **Fidelity** is defined as how closely the implementation of the framework is aligned to the way they were designed. The framework is comprised of several essential components.
- **High Reliability Schools (HRS)** The HRS framework can serve as a guide for school leaders as they engage in the short- and long-term school improvement planning. The model is focused clearly on school improvement through research-based practices.
- **Interconnected Systems Framework (ISF)** is a process that integrates School Mental Health and Positive Behavioral Interventions and Supports within the school system.
- **Learning Environment** refers to the variety of physical locations where students experience “school,” such as the school building, the classroom, athletic fields, arts performance venues, study tips, etc.
- **Multi-Tiered System of Support (MTSS)** is systemic continuous improvement framework, in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting Academics and Social Emotional Learning (SEL). The voice of and collaboration with students, family, and community is foundational to the MTSS framework.
 - **Multi-Tiered System of Supports - Behavior (MTSS-B)**
- **Positive Behavioral Interventions and Support (PBIS)** is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.
- **Respectful** environment is where people have a high regard and value for all students, staff, and visitors.
- **Safe** environment is characterized by a sense of physical, emotional, social, and academic security.

- **School-Wide Evaluation Tool (SET)** is an external audit to be conducted annually that is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to: 1) assess features that are in place, 2) determine annual goals for school-wide effective behavior support, 3) evaluate on-going efforts toward school-wide behavior support, 4) design and revise procedures as needed, and 5) compare efforts toward school-wide effective behavior support from year to year.
- **Tier I** refers to supports and services provided to all students.
- **Tier II** refers to supports and services provided to some students depending on individual needs. Tier II supports and services are “layered” with Tier 1 supports.

Monitoring Report

The Superintendent Shall:

10.1 Maintain a climate that is characterized by support and encouragement for high student achievement.

In Compliance

Interpretation:

- **Maintain a climate that is characterized by support and encouragement** means the tone of the learning environment reflects that staff believe all students are capable of learning both academics and social-emotional-behavioral skills. In addition, **support and encouragement** means that each school building has created a framework that addresses student learning by providing intensifying supports in the area of academics and social-emotional behavior. This framework will ensure that students are provided with what they need to be college, career, and choice-ready.

Indicator	Finding		
Indicator 1: All schools will implement positive behavior and intervention supports at the Tier 1 level reach at least 80% fidelity as measured on the BOQ.	In Compliance		
24/25 Evidence: All grade K-12 schools have implemented PBIS structures within their settings and assess the fidelity of implementation in the spring of each school year using the BoQ. Elementary leadership teams gain a consensus of their implementation status using this measure and to create action plans, 17 of 18 elementary schools have met the 80% target goal, a slight decrease from the 2023-2024 school year. For secondary, there was a slight increase from the 23-24 school year with a median of 84% to 87% on the BoQ and on the PBIS Walkthrough from a median of 83% to 88%.			
<u>Elementary Division: Tier 1</u>			
All 18 elementary leadership teams completed the BoQ assessment of Tier I PBIS support. Elementary schools have been measuring their implementation annually using the BoQ since fall 2015 during each spring to measure their progress. The specific critical elements measured are: (1) PBIS Team, (2) Faculty Commitment, (3) Effective Procedures for Dealing with Discipline, (4) Data Entry and Analysis, (5) Expectations and Rules Developed, (6) Reward/Recognition Program Established, (7) Lesson Plans for Teaching Expectations, (8) Implementation Plan, (9) Classroom Systems, and (10) Evaluation. This tool examines these critical elements needed for program-wide implementation and the indicators needed to achieve those elements.			
Elementary 2022-23 through 2024-25 BoQ Data			
School Year	Median	Range	Buildings >80%
Spring 2023	90%	79%-100%	16 out of 18
Spring 2024	93%	83%-99%	18 out of 18
Spring 2025	95%	74-97%	17 out of 18
Critical Element Areas Recommended for Elementary			
Lesson Plans for Teaching Expectations		Implementation Plan	
Classroom Systems			

PBIS Elementary Division Walkthrough (SET-External Audit)

In addition to the BoQ, all elementary school buildings participated in the annual walkthrough (audit) conducted to assess Tier 1 PBIS core practices in the fall of 2024. The walkthrough was conducted by central office personnel, along with representatives of Student Support Services staff. A report detailing performance and recommendation for future program improvement/enhancement was provided to all elementary school principals and leadership teams. This information, along with BoQ data, is used to plan for improvements/enhancements the following year. This data point enhances the assessment of practices since it provides an outside assessment of critical program components in addition to the self-assessment done by the team (BoQ). The charts below detail walkthrough data by feeder system. Each school received a report detailing performance and recommendations for future program improvements/enhancements.

2024 PBIS Elementary Walkthrough								
	Section 1 Expectations	Section 2 Posters	Section 3 Visibility	Section 4 Problem Areas	Section 5 Classrooms	Section 6 Students	Section 7 Staff	Total Score
Elementary	100%		98%	91%	97%	94%	97%	97%
School Year			Median			Range		
Spring 2023			95%			90%-100%		
Fall 2023			96%			90%-100%		
Fall 2024			96%			92%-100%		

Secondary Division Tier 1

Secondary schools have been measuring their PBIS implementation annually using the BoQ since fall 2015 during each spring to measure their progress. The specific critical elements measured are: **(1)** PBIS Team, **(2)** Faculty Commitment, **(3)** Effective Procedures for Dealing with Discipline, **(4)** Data Entry and Analysis, **(5)** Expectations and Rules Developed, **(6)** Reward/Recognition Program Established, **(7)** Lesson Plans for Teaching Expectations, **(8)** Implementation Plan, **(9)** Classroom Systems, and **(10)** Evaluation. This tool examines these critical elements needed for program-wide implementation and the indicators needed to achieve those elements. As with the elementary division, the secondary leadership teams gain a consensus of their implementation status using this measure and to create action plans.

The most recent BoQ was administered in spring 2025 by each secondary building. Each spring, secondary buildings have submitted an action plan that is directly aligned with the BoQ critical items which outlines how they plan on improving their system during the following year.

Secondary Tier 1:

Secondary 2022-23 through 2024-25 BoQ Data			
School Year	Median	Range	Buildings >80%
Spring 2023	82%	77%-85%	5 out of 6
Spring 2024	84%	78%-89%	4 out of 6
Spring 2025	87%	77%-93%	5 out of 6

Critical Element Areas Recommended for Secondary Schools	
Faculty Commitment	Reward/Recognition Program Established
Lesson Plans for Teaching Expectations/Rules	Implementation Plan
Classroom Systems	

Secondary PBIS Walkthrough (External Audit)

In addition to the BoQ, all secondary school buildings had a walkthrough (audit) conducted to assess their Tier 1 MTSS-B core practices in winter-spring 2025. The 2025 walkthrough was conducted by central office personnel (e.g., MTSS staff developer and student support services coordinator) along with school staff (e.g., Social Worker, Assistant Principal, School Psychologist) from their feeder middle or high school. Each school received a report detailing performance and recommendations for future program improvements/enhancements. The information gained through the walkthrough can be cross walked with each building's MTSS-B Integrated Action Plan for improvements/enhancements the following year. This data point enhances the assessment of practices since it provides an outside assessment of critical program components in addition to the self-assessment done by the team (BoQ).

Secondary PBIS Walkthrough Data:

Secondary Walkthrough (Middle and High Schools)		
School Year	Median	Range
Spring 2023	87%	58%-94%
Spring 2024	83%	77%-94%
Spring 2025	88%	75%-96%

PBIS Walkthrough Secondary Spring 2025 Data (Average Scores of all buildings)

Division	Section 1 Expectations	Section 2. Posters	Section 3. Visibility	Section 4. Problem Areas	Section 5. Classrooms	Section 6. Students	Section 7. Staff	Total Score
Secondary	100%		91%	100%	93%	63%	89%	86%

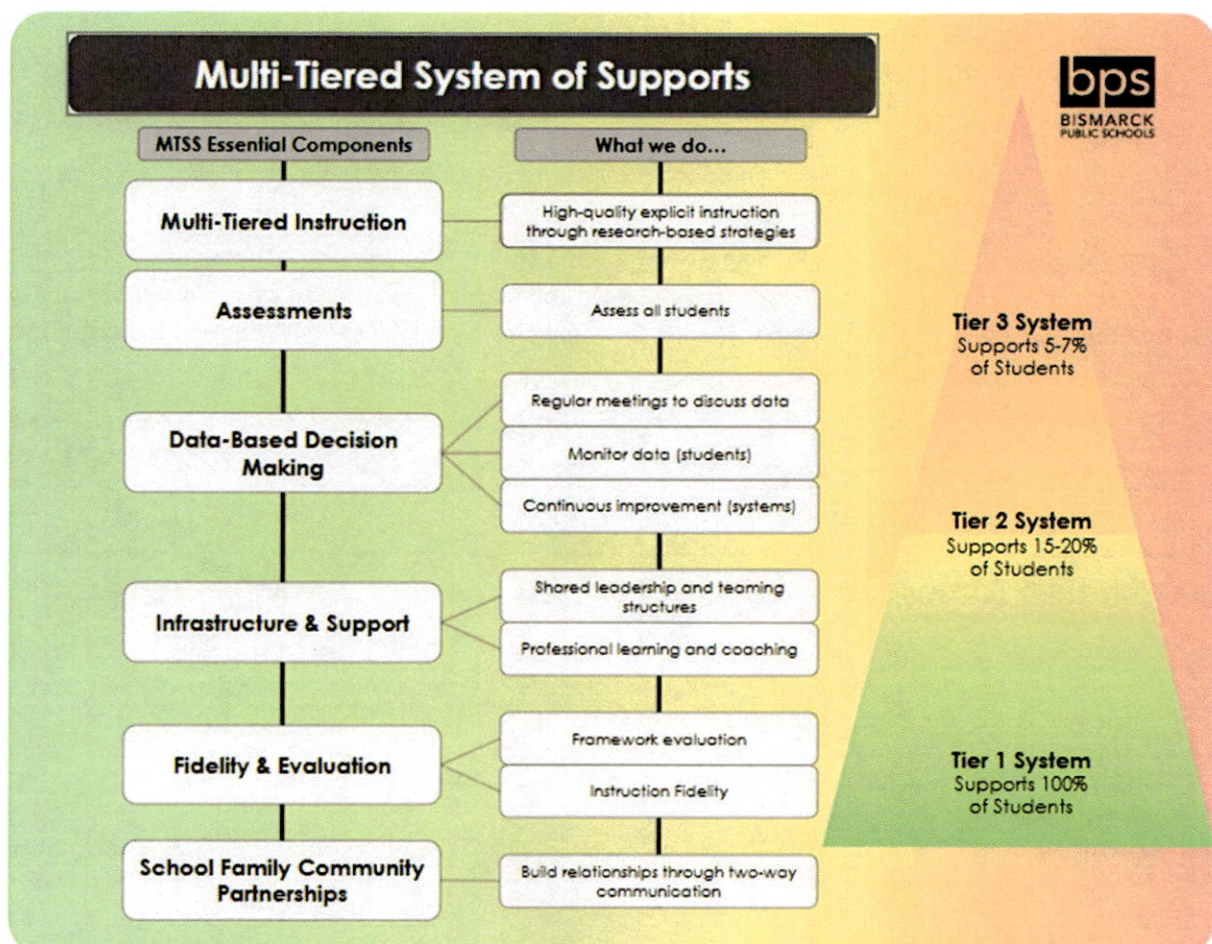
Indicator 2: All schools will implement positive behavior and intervention supports at the Tier 2 level.

In Compliance

24/25 Evidence: Tier 2 (targeted) supports provide interventions to support students who are not responding to Tier 1 (core) strategies in the area of behavior. These Tier 2 supports are matched to student needs and are typically provided within a group and standard format. A smaller percentage of students (15–20%) within a particular building will receive targeted support. When effective Tier 2 (targeted) supports are provided, students are more successful within the core classroom environment. These targeted interventions are progress monitored by using building-wide data and teams can respond by intensifying or fading instruction and support. It is necessary that building teams understand how Tier 2 systems work so that the process correctly identifies students and efficiently responds to student needs using evidence-based practices.

Elementary and Secondary Division Tier 2

All K-12 buildings have implemented Tier 2 practices including Check-In/Check-Out and creating instructional skill-building groups. Professional development opportunities were provided to elementary school teams based upon their identified needs through the BoQ, the building walkthrough, and their school action plan. The following visual depicts the professional development provided to school teams based upon building needs and aligned with the BPS MTSS Continuum of Support. BPS continues to consult and receive technical assistance in regard to building the continuum of support with high fidelity.



Indicator 3: Every grade level has programming and classroom strategies to create positive school and classroom climate and support student learning.	In Compliance
24/25 Evidence: Staff within all BPS schools create a positive school and classroom climate by focusing on building relationships and establishing a sense of belonging for all students and adults.	
<u>Elementary and Secondary Division</u>	
All school staff teach the building-wide expectations to create safe and healthy environments. Each school has a goal to increase relationship building so that all students have at least one caring and trusting adult relationship within their school environment. School leadership teams strive to increase the acknowledgement of positive choices and interactions through their building-wide recognition systems. Additionally, teams are increasing opportunities for students to participate in activities which meet their interests and strengths such as offering clubs and mentoring opportunities. All classroom teachers and professional support staff have received professional development and training on the development of healthy and safe classroom management structures. Collectively, these initiatives increase a sense of belonging for students, families, and staff. The evidence of this data is collected and analyzed through the BECA and ND Walkthrough.	
Indicator 4: Results from the BPS student survey will reflect that a majority, or annual progress toward a majority, of students reporting frequently or almost always: <ul style="list-style-type: none">• feeling welcomed and supported (BPS Survey)• students feel valued for who they are (BPS Survey)• learning goals are engaging (BPS Survey)• school is safe and orderly (BPS Survey)• and/or students have positive relationships with the people at school (BPS Survey)	In Compliance
24/25 Evidence: Most areas including Positive Relationships, Feel Valued, and Welcome and Supported increased in 24-25 from the 23-24 school year. Safe and Orderly maintained from the 23-24 school year, while there was a slight decrease in Engaging Goals from last year, but the 24-25 data is still higher than the 22-23 school year.	

	Grade	21-22	22-23	23-24
Positive Relationships (Q030)		81.2%	83.5%	84.6%
People at school care for me.	K-2	86.4%	88.9%	89.7%
People at school care for me.	3-5	82.5%	82.5%	83.0%
People at school care for me.	6-8	73.5%	78.7%	79.5%
I have positive relationships with people at my school.	9-12	82.0%	83.0%	85.7%
Feel Valued (Q130)		71.7%	73.9%	74.7%
I feel important/respected at my school.	K-2	83.5%	85.9%	85.3%
At my school I am valued for who I am.	3-5	79.2%	79.2%	79.0%

At my school I am valued for who I am.	6-8	64.8%	69.6%	68.2%
At my school I am valued for who I am.	9-12	60.0%	62.2%	65.7%
Engaging Goals (Q170)		67.0%	68.8%	67.3%
I am interested in my learning.	K-2	85.6%	85.3%	85.4%
I am interested in what I learn in my classes.	3-5	69.8%	70.8%	67.8%
I am interested in what I learn in my classes.	6-8	49.9%	51.7%	48.0%
My learning goals help me to be engaged in my learning.	9-12	62.3%	64.5%	65.9%
Safe and Orderly (Q300)		81.6%	84.2%	84.2%
I feel safe at my school.	K-2	89.5%	91.2%	90.7%
My school is safe and orderly.	3-5	90.6%	90.3%	87.4%
My school is safe and orderly.	6-8	74.1%	77.6%	76.5%
My school is safe and orderly.	9-12	72.9%	77.7%	81.1%
Welcome and Supported (Q310)		74.7%	77.2%	77.7%
I am welcomed and supported at my school.	3-5	82.0%	83.1%	81.5%
I am welcomed and supported at my school.	6-8	71.0%	74.7%	74.3%
I am welcomed and supported at my school.	9-12	71.7%	73.9%	76.5%
Indicator 5: The district will provide stakeholders with a means to report bullying and a mechanism to investigate and document bullying incidents as per state law.			In Compliance	
24/25 Evidence: Policy ACEA <i>Bullying</i> outlines the process for a complaint to be started and the process for investigating and responding. A student, parent, staff member, or community member completes the <u>bullying report form</u> , after it is completed the building administration receives it. Sometimes this form is started by the building administration as per a recommendation to the individual who is bringing up the concern of possible bullying. After completion of the bullying report form, it goes to the administration of the building in which they begin the bullying investigation form; such as statements received from witnesses, possible videos, locker area, text messages, social media. SROs/PYB/Restorative Justice at some point can be brought into the investigation if the reported bullying is taking place after school hours.				

Indicator 6: Students will engage in learning strategies for managing emotions, problem solving, accepting differences, and resiliency skills as evidenced by 100% of students receiving the core Social Emotional Curriculum.

In Compliance

24/25 Evidence:

Elementary Division

All classroom teachers teach the skills necessary for all students to establish skills for learning, understanding emotions, and problem solving through the use of the Second Step curriculum. Teaching staff have been trained in using the online platform and continue to receive technical assistance as needed. All staff within school buildings support the development of these skills through the re-teaching of language and skill development. Below are the results of student participation of the online teaching platform for grades 3-5. The data indicates there is consistency from the 23-24 to the 24-25 school year with 92% of students passing the assessments associated with the Social Emotional curriculum.

School	22-23	23-24	24-25
TOTAL	91%	92%	92%

Secondary Division

The core Social and Emotional learning curriculum for middle school students is Second Step. During the 21-22 school year each school completed a scope and sequence which provided for all lessons to be taught to all students. All middle schools teach second step lessons weekly in homebase. As a total, there was a 91% completion rate in the 24-25 school year as opposed to a 90% completion rate the 23-24 school year.

Middle Schools	22-23	23-24	24-25
TOTAL	88%	90%	91%

High school students receive the Resilience for Youth curriculum. During the 21-22 school year each school completed a scope and sequence which provided for all lessons to be taught to students. Resilience for Youth is a social and emotional learning curriculum that provides students with skills to thrive when facing challenges. In addition, The Why Try curriculum is utilized to provide additional SEL support and re-teach the Core SEL skills taught within Resilience for Youth. Each high school has completed a scope and sequence for delivery to all students. Physical Education Teachers and counselors provide instruction at CHS and BHS. At LHS, it is provided through the Advisory Program.

The Superintendent Shall:

10.2 Ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.	In Compliance
<p>Interpretation: Policies and procedures means Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibitions, Policy FCC Restraint or Seclusion, Policy ACEA Bullying, and Policy AAC Non-discrimination and Anti-harassment and portions of building handbooks that refer to discipline and/or conduct.</p> <ul style="list-style-type: none"> • Collaboratively developed means that administrators seek input on development of and improvement of policy and procedures from stakeholders. • Enforced consistently means administration of the policies, procedures, and/or guidelines is consistent across the division (elementary, middle, high school) and is not arbitrary and does not treat one group differently under the procedures. • Using reasonable judgement means that each discipline case must be handled individually, allowing a balance between uniform application and the weight of individual circumstances of students. 	

Indicator	Finding
Indicator 1: The elementary, middle, and high school have identical behavioral matrixes and expectations by levels as evidenced in <i>Policy FF Student Conduct, Discipline and Corporal Punishment Prohibitions</i> .	In Compliance
<p>24/25 Evidence:</p> <p style="text-align: center;"><u>Elementary Division Policy FF</u></p> <p>All elementary schools have an aligned identification of major/minor behavioral infractions. The <u>Elementary School Behavior Discipline Matrix</u> (see attachment) was collaboratively developed and reviewed/revised on an annual basis by elementary administrators. Additionally, all 18 elementary schools have been training on a consistent process for reporting and recording behavioral infractions within and across buildings. All teaching staff and professional support staff received training and resources for Office vs Classroom managed behavior.</p> <p style="text-align: center;"><u>Secondary Division Policy FF</u></p> <p>All secondary buildings (7/7) have aligned identification of major and minor behavioral referrals. The <u>Middle School Behavior Discipline Matrix</u> and <u>High School Behavior Discipline Matrix</u> (see attachments) were collaboratively developed. These matrices provide building administrators with a continuum of discipline responses and supports for student major and minor behaviors.</p>	

Indicator 2: The elementary, middle, and high school have handbooks outlining district's policies and procedures that are updated yearly and shared with all students, teachers, and parents.	In Compliance
<p>24/25 Evidence:</p> <p style="text-align: center;">Elementary Division (Handbooks)</p> <p>Each elementary school has a common student handbook linked to their school webpage for access for all students, parents, and teachers (See Elementary Handbook). This handbook was updated in August of 2023. The handbook is reviewed with each student and all staff at the beginning of each new school year. These student handbooks outline the discipline policies and school rules for students. The documents include potential consequences including information regarding suspension and expulsion. Elementary Handbook: Elementary Handbook</p> <p style="text-align: center;">Secondary Division (Handbooks)</p> <p>Each secondary school has their student handbook linked to their school webpage for access for all students, parents, and teachers (See Secondary Handbook links). These handbooks are updated yearly and are reviewed with each student and the teachers in the fall during the beginning of the school year. These student handbooks outline the discipline policies and school rules for students. The documents include potential consequences including information regarding suspension and expulsion.</p> <p>Secondary Handbooks: Horizon Middle School: https://horizon.bismarckschools.org/about-hms/2023-2024-student-handbook Simle Middle School: https://simle.bismarckschools.org/useful-resources/student-handbook-2023-2024 Wachter Middle School: https://wachter.bismarckschools.org/resources/handbook Bismarck High School: https://bhs.bismarckschools.org/resources/handbook Century High School: https://chs.bismarckschools.org/resources/student-handbook Legacy High School: https://lhs.bismarckschools.org/resources/handbook South Central High School: https://schs.bismarckschools.org/resources/handbook</p>	
Indicator 3: All BPS staff will participate in school-based mental health and bullying training every 2 years (biennial).	In Compliance
<p>24/25 Evidence:</p> <p style="text-align: center;"><u>Elementary and Secondary Mental Health Training</u></p> <p>All BPS schools will have had their staff participate in MANDT training (verbal de-escalation) in either the 25-26 or 26-27 school year. Trauma Sensitive Schools (TSS) training is available for buildings to have their entire building or selected staff members be trained on trauma-informed practices.</p>	

Indicator 4: All BPS staff review Policy FF , FCC , ACEA , and AAC annually as evidenced by reporting logs.	In Compliance, with Exception
<p>24/25 Evidence:</p> <p><u>Policies FF Student Conduct, Discipline and Corporal Punishment Prohibitions/ACEA Bullying</u> During the 2024-2025 school year, 2167 employees were assigned the training module of ACEA Bullying with a completion rate of 91.65%.</p> <p><u>Policy FCC Restraint or Seclusion</u> was released as a required online training module in the fall of 2021. During the 2024-2025 school year, 2167 employees were assigned the training module with a completion rate of 90.40%.</p> <p><u>Policy AAC Non-discrimination and Anti-harassment</u> Review of Policy AAC is reported in OE-4 Personnel Administration.</p>	
Indicator 5: 100% of student infraction incidents follow due process during the investigation and determination of disciplinary action, especially suspensions and expulsions.	In Compliance
<p>24/25 Evidence: As of May 2025 BPS administration has revised the procedures and paperwork to ensure due process for expulsions (<u>See Attachments Policy FFK, FFK E-1, FFK-E2, and FFK-AR</u>).</p>	
Indicator 6: Every school will have 3-5 school-wide expectations collaboratively created, share, and posted.	In Compliance
<p>24/25 Evidence:</p> <p style="text-align: center;"><u>Elementary and Secondary Divisions (SW Expectations)</u></p> <p>All school-wide expectations are collaboratively developed with the input of staff members within each building. These expectations are positively stated and are developed for classroom and non-classroom (e.g., hallways, cafeteria) settings.</p> <p>All staff collaboratively created, shared, posted, and taught 3-5 school-wide expectations across their school. The data and evidence for this is gathered through the school's annual BOQ assessment and end-of-year external audit using the PBIS ND Walkthrough.</p>	
Indicator 7: The district will implement interventions and consistent responses to discipline referrals.	In Compliance
<p>24/25 Evidence: Over the past 6 years, all building principals have engaged in work around ensuring consistent responses to disciplinary situations including both consequences and interventions. The <u>Elementary School Behavior Discipline Matrix</u>, the <u>Middle School Behavior Discipline Matrix</u>, and <u>High School Behavior Discipline Matrix</u> were collaboratively developed. These matrices provide building administrators with a continuum of discipline responses and supports for student major and minor behaviors.</p> <p>(See Attachment Policy FF).</p>	

Indicator 8: Discipline data will be shared quarterly with the whole staff (optional to be shared with students).	In Compliance
<p>24/25 Evidence: During the 2024-25 school year, school leadership teams including administrators, meet and review data at least monthly. Data is then shared with the whole staff a minimum of three times a year. This data drives school goals and the work of MTSS-B teams.</p> <p>24/24 (100%) of buildings conducted and submitted behavior data reviews at the beginning of year (BOY), middle of year (MOY), and end of year (EOY).</p>	
Indicator 9: All discipline data practices are audited and will comply with reasonable assurances.	In Compliance
<p>24/25 Evidence: Building teams shared discipline data and processes, as part of annual walkthroughs at all buildings. Additionally, BOY, MOY, and EOY data reviews are conducted with administrators during their group Professional Learning Community (PLC) and/or District Leadership Academy (DLA).</p> <p>3/3 (100%) of data reviews were conducted with administrators during the 24-25 school year.</p>	

The Superintendent Shall:

10.3 Assure that all confidential student information is appropriately collected, used, and protected.	In Compliance
Interpretation: It is an ethical and moral obligation that all staff appropriately use and protect confidential data.	

Indicator	Finding
Indicator 1: All formal student records are maintained in secure physical or electronic formats.	In Compliance
<p>24/25 Evidence: All formal student records within Bismarck Public Schools are maintained securely through an electronic document management system. Access to student records is restricted and controlled through individual usernames and passwords, ensuring that only authorized personnel can view or manage sensitive information. Additionally, access levels are defined based on staff roles and position types, providing appropriate permissions aligned with job responsibilities. This system supports confidentiality, data integrity, and compliance with district policies and applicable privacy regulations.</p>	
Indicator 2: All responses to student information requests will comply with federal and state law and Policy FGA Student Educator Records and Privacy .	In Compliance
<p>24/25 Evidence: In the 2024-25 school year, BPS followed all procedures in Policy FGA. BPS's Data Privacy Task Force annually reviews and monitors our data privacy practices using the COSN (Consortium of School Networking) framework.</p> <p>BPS experienced two cybersecurity and data privacy incidents in 24-25. On or about December 22, 2024, the district's student information system, PowerSchool, hosted by the State of North Dakota, was impacted by a cybersecurity breach. Additionally, On January 8th, 2025, an unintentional release of student and parent/guardian information occurred at Simle Middle School. For each incident, we immediately notified the North Dakota Attorney General's Office (AGO) and partnered with the North</p>	

Dakota Insurance Reserve Fund (NDRF) to support our response and mitigation efforts. In accordance with federal requirements, a FERPA notification memo was placed in the affected student records. Corrective Action Plan included re-training of staff on the use of district communication tools and separately worked with State/NDIT and Powerschool to safeguard support tools for Powerschool.

Indicator 3: Annual audit of special education files will comply with Special Education regulations.

In Compliance

24/25 Evidence: During the 2024-25 school year, the BPS Special Education Department completed an internal monitoring process. One file from every case manager was reviewed. Internal monitoring will continue along with training in areas of need.

The Superintendent Shall Not:

10.4 Tolerate any behaviors, actions, or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

In Compliance

Interpretation: As part of a safe, caring climate, staff will strive to protect students from physical, emotional or educational harm, and that certainly they would not be the cause of such harm. These expectations extend beyond the classroom learning environment to all school experiences including extra-curricular activities.

Indicator	Finding
Indicator 1: Every case of reported misconduct of an employee is addressed through the Human Resources Department.	In Compliance
<p>24/25 Evidence: The Human Resources Department follows policy and negotiated agreements to address any complaints and grievances.</p> <p>During the 24-25 school year, the Human Resources Department has assisted in the investigation and dispensation of incidents of misconduct and/or insubordination.</p>	

The Superintendent Shall Not:

10.5 Permit unruly behaviors on school property and at school-sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.

In Compliance

Interpretation: The superintendent is expected to ensure that events on school property other than school itself are conducted safely, and free from inappropriate or unsafe behavior by adults or students. School-sponsored events mean extra-curricular activities, graduation, drama, performances, athletic events, etc. Disrespectful behavior means inappropriate language, cheers, vandalism, theft, dress, treatment of officials, etc.

Indicator	Finding
Indicator 1: Staff members responsible for supervising students during, before/after school, and evening events shall enforce district and NDHSAA policies related to appropriate behavior.	In Compliance
24/25 Evidence: Student Handbooks, Code of Conduct, and public announcements address expectations regarding sportsmanship at events. Signage and supervisors' interventions establish expectations and reinforce positive behavior and sportsmanship, and discourage behavior that is unsafe, disrespectful, or in violation of law or policy.	

The Superintendent Shall Not:

10.6 Permit the administration of corporal punishment.

In Compliance

Interpretation: Corporal punishment means physical punishment. The board expects no staff will ever engage in physical punishment of students. Doing so is a violation of the North Dakota Century Code and [Policy FF Student Conduct, Discipline, and Corporal Punishment](#).

Indicator	Finding
Indicator 1: There will be no instances of corporal punishment as it is prohibited by North Dakota State law and district policy.	In Compliance
24/25 Evidence: No instances of corporal punishment were reported in 2024-25 at BPS.	

Capacity Building/Recommendations**Capacity Building****Capacity Building focusing on Excellence, Inclusion, Leadership, and Innovation
and High Reliability Schools**

- Recommended professional learning opportunities for the 25-26 school year will include verbal de-escalation training for all staff (Mandt), social emotional behavior group best practices, Role of the School-Based Clinician in MTSS-B, Rage to Reason training for teachers of emotional disabilities, restorative practices and restorative conferencing training for selected staff members, classroom management training (CHAMPS / Discipline in the Secondary Classroom) for new teachers to the district along with building administrators and instructional coaches.
- Recommend the addition of CPI trainers to offer more full and refresher classes throughout the year. Also, recommend assigning trainers to feeders for technical assistance and problem solving.
- Advise expanding RenewEd Program services to include elementary students.
- District-Wide MTSS-B Structure: Development of a system to support the district in continuing forward with school-based mental health collaboration based upon a solid system of Positive Behavior Interventions and Support (PBIS) and Interconnected Systems Framework (ISF), including training opportunities and technical assistance with Midwest PBIS.
- Ongoing Development of the MTSS Continuum: Alignment of MTSS-A and MTSS-B into one continuum. Refine the MTSS-A and MTSS-B resource hub including data collection for tiered systems.
- Refinement of MTSS-B Tier 2: Continue work on refinement of MTSS-B systems training by continuing to partner with Brian Meyer of Midwest PBIS for training and support.
- Propose continued training and utilization of Panorama (data warehouse) for school staff to analyze student, groups, or building data along with utilization of interventions recommended in Panorama.
- Train district staff to become Check and Connect trainers for the district to eliminate the need for outside trainers.
- Create a protocol to respond to the mental health needs of students after a crisis.
- Exploration and research of a combined MTSS-A and MTSS-B tool for schools to utilize for continuous improvement goal setting around MTSS.
- An elementary MTSS-B coach will be identified at each building. Combined quarterly meetings will be scheduled for 25.26 school year to support implementation at the building level of systems to support MTSS.