



SUMMARY OF COMPLIANCE STATUS

JUNE 2026

SUPERINTENDENT CERTIFICATION

With respect to OE-11 *Instructional Program* 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 3 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. The expectations within this report were revised in the fall of 2024 and reduced to 11 indicators from the original 19.

Progress Reporting Summary

In Compliance

- 11.1.1, 11.1.2, 11.1.3, 11.1.4
- 11.2.1, 11.2.2, 11.2.3
- 11.3.1
- 11.4.1, 11.4.2, 11.4.3
- 11.5.1
- 11.6.1, 11.6.2, 11.6.3
- 11.7.1
- 11.8.1
- 11.9.2
- 11.10.1
- 11.11.1

In Compliance with Exception

- 11.9.1

Not In Compliance

- N/A

Signed: _____

Superintendent

Date: 6/22/2026



SCHOOL BOARD ACTION

With respect to OE-11 *Instructional Program*, 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

I think that this particular indicator is chock full of really important data and information. I would just comment that the indicator that has noted exceptions, I agree that all does mean all, but the fact of getting all students and staff in the first four weeks of school is probably a hurdle that's pretty challenging to do in a staff and student body the size of our district. I would say that the percentage that was reached and then the continued monitoring of that, still means that this report would be fully in compliance. I just appreciate the hard work that went into the report. I think it has been noted that there's been a lot more student involvement and features on students and educators throughout the year. I hope that that continues in the upcoming year as well, because that's been appreciated. It's what the public wants to see, it's what we want to see. We want to see these things in action.

For the staff we have run into some hurdles. The ones that we're struggling with are not your frontline employees that are here every day or in classrooms. This is your nighttime custodial staff. It's your staff that maybe doesn't speak English as their primary language. When you say all means all, I know that we want to strive for that, but that's some of the challenges we run into for some of the adult population.

It was moved by Ms. Preskey and seconded by Mr. Eastgate to accept the monitoring report OE-11 *Instructional Program* as in fully compliant. Motion carried.

Signed: 
Board President

Date: 6/22/2026

Data Analysis by Administration

OE-11 evidence and progress in 2024-2025 is largely focused on the design of sustainable systems and processes. Communication, Data and Information, and Professional Learning systems were updated to support continuous improvement of the BPS Curricular Program.

OE-11 Indicators 1-8 are all in compliance with evidence showing an increase in instructional opportunities for specialized areas of interest as well as structures and support to support standards aligned high-quality resource adoption and ensure teacher voice is a keystone in the curricular process.

Indicator 11.9 is the only indicator that is compliant with exception, due to the number of support staff who have difficulty accessing computers or don't use them as part of their regular job role. Improvements are being made to continue to address this issue.

OE-11 Instructional Program
The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's Results policies.

The Superintendent Shall:

11.1 Ensure that instructional programs are aligned with state or nationally recognized model standards and based on a comprehensive and objective review of best practices research.	In Compliance
<p>Superintendent Interpretation: The Board expects the District to identify rigorous academic learning standards in each curricular area and base the District's curriculum on those standards. The Board also expects consistency within feeder systems and across the district through regular vertical and horizontal alignment. A process and schedule for curriculum development, adoption, implementation, and maintenance, are expected and that coursework and resources are aligned to the curriculum. The process used includes a review of best practices, trends, and research.</p> <ul style="list-style-type: none"> • Curriculum refers to Bismarck Public Schools' entire instructional program, including resources, programs, assessments, instruction, and assessment practices. • Align means ensuring that the curriculum in all classrooms is representative of the standards. • Horizontal alignment refers to the contrast, comparison, and deliberation within a selected grade level or content area across the building and district. • Vertical alignment refers to the contrast, comparison, and deliberation between grade levels or progressive courses above and/or below as appropriate. • Standards articulate a common understanding of what students are expected to know, understand, and be able to do based upon North Dakota State Standards and national content standards. • Instructional programs refers to new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate or enhance student learning. • Best practices research refers to the professional literature and research found to result in the achievement BPS aspires to reach. • Comprehensive and objective means that reviews of the curriculum will include varied stakeholders including teachers, instructional coaches, and principals, from each feeder system, technology, district staff development/curriculum staff, and special education. • Teaching and Learning Team (Superintendent, Assistant Superintendents, Directors of Technology, Special Education, and Professional Learning, other appropriate ad hoc members specific to the nature of the proposal) • Varied stakeholders means input will be sought from a variety of perspectives based on the task. Stakeholders may include teachers, instructional coaches, principals, technology, staff development, special education, students, higher education, community members, etc. 	

Indicator	Finding
Indicator 1: 100% of BPS curricula are aligned with current North Dakota state standards or locally adopted standards.	In Compliance
<p><u>Evidence:</u> All course descriptions, pacing guides, and curriculum maps align to the state standards. Standards are prioritized, embedded, and assessed throughout the district's K-12 curriculum. The process is continuous to ensure we have 100% alignment. This requirement is stipulated through Policy GAAA. The Curricular Review Cycle Dashboard reflects the current state of this work relating to core subjects (K-8) and courses required for graduation (9-12). We have aligned our work to national standards in several areas while still meeting the standards that are currently adopted by the state.</p>	
Indicator 2: The standards for each curricular area are reviewed vertically and horizontally on a schedule driven by state and national adoption or revision timelines by curriculum teams. For areas lacking ND state standards, a district cycle for review will be followed and be represented in the District Curriculum Calendar.	In Compliance
<p><u>Evidence:</u> Curriculum alignment work is focused around areas where standards are newly adopted or currently drafted and scheduled-to-be-adopted standards. NDDPI produced new Physical Education in the 24-25 year. The PE Guiding Coalition completed the prioritization process. CSCS standards were updated in the 25-26 year. Social Studies and Health standards will be updated in the 26-27 year.</p>	
Indicator 3: All new instructional programs will be proposed and approved through a formal process prior to placement on the district-approved resources list and/or implementation.	In Compliance
<p><u>Evidence:</u> A formal process continues to exist for the proposal and approval of all new or changes to existing courses, new pilots, and new instructional resources. The application and processes flow through the district Teaching and Learning Team with additional ad hoc members as needed.</p> <p>New/Changes To Courses And Programs Forms and processes for new course proposals live on InsideBPS and are accessible with a BPS login under BPS Request Forms.</p> <p>BPS approved the following courses during the 2024-2025 school year: Child Related Careers, TV and Cinema Production I; TV and Cinema Production II, Lifeguarding, Technology Innovation, Technological Systems, and EL ELA 6,7,8 and EL ELA 9,10,11,12.</p>	
Indicator 4: 100% of content areas K-12 have guiding coalition teams who annually assess the current state of the curricular program by using current research, teacher feedback, and district guidance to identify strengths and improvement opportunities.	In Compliance
<p><u>Evidence:</u> Guiding Coalitions utilize the curricular review process for continuous improvement of all curricular programs. All core content areas are represented, and meeting notes are included in stakeholder updates. Feedback forms are accessible for ongoing data collection and review. Elective teachers utilize the work team proposal process to complete curricular programming as needed.</p>	

The Superintendent Shall:

11.2 Effectively measure each student's progress toward achieving or exceeding the standards.

In Compliance

Superintendent Interpretation: The Board expects the District to effectively measure and review in a timely manner student progress and achievement in academic standards by selecting assessments that are statistically reliable and valid.

- **Effectively measure** means that BPS will use valid and reliable assessments, common across all elementary, middle, and high schools to determine students' progress and achievement in achieving the Board's Results policies.
- **In a timely manner** means within 2-3 weeks after assessment windows close.
- **Reliable** means the assessment has consistently yielded the same results on repeated trials.
- **Valid** means the assessment measures what it was intended to measure.

Indicator	Finding
<p>Indicator 1: 100% of buildings adhere to the district-determined annual schedule of common assessments that are used collectively to review individual student proficiency and growth.</p>	In Compliance
<p><u>Evidence:</u> A draft assessment window calendar is created every spring. The draft is sent to the executive team, administrators, and coaches for feedback and suggestions. A final calendar is created with the input.</p> <p>Elementary Assessment Calendar Middle School Assessment Calendar High School Assessment Calendar</p> <p>Based on the availability of student results at each division, 100% of buildings have adhered to the district determined annual assessment calendars during the 2024-2025 school year. More information regarding the specific district assessments is made available on the Bismarck Public Schools website as pictured below or linked here.</p>	
<p>Indicator 2: Formal reviews of academic assessment data will occur in 100% of buildings as well as at the district leadership level a minimum of 3 times a year.</p>	In Compliance
<p><u>Evidence:</u> 100% of buildings had a minimum of three data reviews in the 2024-25 school year. The district conducts a data review with administrators and school leaders three times a year to review the assessment results, progress, and action plans. Within our Multi-Tiered System of Supports as our framework for continuous school improvement process, the assessment data is used in order to determine enrichment and interventions needed for individual students as well as trends within groups. In turn, the building level leadership works to ensure that similar data analysis and planning for actions takes place at the building level and the Professional Learning Community (PLC) level by either grade-level or department. Additionally, high school has added an academic alert to help communicate to teachers, students, and parents, when students are not on track for graduation as early as possible. Several data review protocols are available for buildings to utilize; one example is linked below.</p> <p>All buildings completed at least three academic data reviews. Data review processes and protocols are a continued focus.</p> <p>Data Review Protocol Academic Alert</p>	

<p>Indicator 3: The reporting system for recording student achievement is PowerSchool and will be utilized in the following manner stated below:</p> <ol style="list-style-type: none"> Grades K-5 will use standards-based grading and utilize the visual progress report. Grades 6-12 will use percentages and letter grades (A-F) and utilize the District's secondary grading scale. The District will ensure that standards-based grades (numbers), as well as derivatives (hybrid grades), are not reported out in grades 6-12, with the exception of special programs based on Board approval. 	In Compliance
<p><u>Evidence:</u> Powerschool indicates adherence to the above guidelines with exceptions for Renew(ed) and Empower(ed) and approved CTE courses.</p> <p><i>*This Indicator will need to be revised for 2026-2027 reporting to name Infine Campus as the district's Student Information System.</i></p>	

The Superintendent Shall:

<p>11.3 Ensure that instruction does not include the teaching of critical race theory as defined in NDCC 15.1-21-05 in any portion of the District's curriculum.</p>	In Compliance
<p>Superintendent Interpretation:</p> <ul style="list-style-type: none"> NDCC 15.1-21-05 critical race theory means the theory that racism is not merely the product of learned individual bias or prejudice, but that racism is systemically embedded in American society and the American legal system to facilitate racial inequality. 	

Indicator	Finding
<p>Indicator 1: 100% of buildings will review NDCC 15.1.21-05 related to critical race theory with staff at the beginning of the school year and will monitor for compliance throughout the year.</p>	In Compliance
<p><u>Evidence:</u> All buildings in compliance.</p>	

The Superintendent Shall:

<p>11.4 Ensure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.</p>	In Compliance
<p>Superintendent Interpretation: The Board expects the District to offer all students an opportunity to pursue and excel in specialized areas that match their interest or talent through academic core areas, elective courses, as well as co-curricular, and/or extracurricular offerings.</p> <ul style="list-style-type: none"> Specialized areas means the fine arts, career and technical education, world languages, and other specialized curricular offerings such as Advanced Placement and EmpowerEd. Authentic learning means allowing students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects. This can take the form of learning trips, projects, capstones, internships, alternative pathways for graduation, or other learning opportunities that result in relevant and useful products or experiences. 	

Indicator		Finding																																								
Indicator 1: Multiple programs exist in specialty areas to meet the needs of BPS students.		In Compliance																																								
Evidence: CTE Course Registration Guide Dual Credit Offerings 9/22 Dual Credit Focus on Success 5/11 Fine Arts and AP History Focus on Success																																										
<div>Dual Credit Unique Student Enrollment</div> <div>BSC Dual Credit Student Headcount by High School</div> <table><thead><tr><th>High School</th><th>2020-2021</th><th>2021-2022</th><th>2022-2023</th><th>2023-2024</th><th>2024-2025</th></tr></thead><tbody><tr><td>Bismarck Century High School</td><td>220</td><td>200</td><td>416</td><td>577</td><td>597</td></tr><tr><td>Bismarck High School</td><td>211</td><td>196</td><td>382</td><td>411</td><td>339</td></tr><tr><td>Legacy High School</td><td>181</td><td>182</td><td>533</td><td>561</td><td>671</td></tr></tbody></table> <div>Additionally, Empower[Ed] opportunities for core subject credit through community projects and CTE experiences expanded to include Integrated Science credit and Physical Education credits.</div> <table><thead><tr><th colspan="2">Core Credits Awarded Through Empower[Ed]</th></tr></thead><tbody><tr><td>English</td><td>54.5</td></tr><tr><td>Social Studies</td><td>50</td></tr><tr><td>Math</td><td>11.5</td></tr><tr><td>Science</td><td>6.5</td></tr><tr><td>Physical Education</td><td>3</td></tr></tbody></table>			High School	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Bismarck Century High School	220	200	416	577	597	Bismarck High School	211	196	382	411	339	Legacy High School	181	182	533	561	671	Core Credits Awarded Through Empower[Ed]		English	54.5	Social Studies	50	Math	11.5	Science	6.5	Physical Education	3				
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Indicator 2: Provide co-curricular and extra-curricular activities that match student interest and talents maintains or increases every year.		In Compliance																																								
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	<table><thead><tr><th></th><th colspan="3">Athletics</th><th colspan="3">Fine Arts</th><th colspan="3">Co-Curricular & Clubs</th></tr><tr><th>Years</th><th>22-23</th><th>23-24</th><th>24-25</th><th>22-23</th><th>23-24</th><th>24-25</th><th>22-23</th><th>23-24</th><th>24-25</th></tr></thead><tbody><tr><td>Middle School</td><td>20</td><td>20</td><td>20</td><td>4</td><td>4</td><td>4</td><td>14</td><td>12</td><td>16</td></tr><tr><td>High School</td><td>27</td><td>27</td><td>27</td><td>7</td><td>7</td><td>7</td><td>24</td><td>27</td><td>26</td></tr></tbody></table>		Athletics			Fine Arts			Co-Curricular & Clubs			Years	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	Middle School	20	20	20	4	4	4	14	12	16	High School	27	27	27	7	7	7	24	27	26	
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Indicator 3: Ensure every learner has access to a variety of authentic learning experiences that facilitate meaningful connections to relevant real-life situations.	In Compliance		
<u>Evidence:</u> BPS Survey response rate was 76.1% in 24-25.			
	22-23	23-24	24-25
My students solve real world problems.	61.9%	63.3%	65.6%
I give learners multiple opportunities to creatively think about solutions in a variety of ways.	91.4%	91.0%	89.0%

The Superintendent Shall:

11.5 Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.	In Compliance
Superintendent Interpretation: The Board recognizes that no single method of instruction meets the needs of all learners and that while all students can achieve the standards, the amount of time and support needed by students may vary.	

Indicator	Finding
Indicator 1: BPS will have alternatives to core curriculum and learning environments at all grade levels.	In Compliance
<u>Evidence:</u> All schools at BPS implement a Multi-Tiered System of Supports (MTSS). Through this process, students receive services based on their need for reading and math interventions, English Learner (EL) services, special education, and enrichment or acceleration. A description of the MTSS model can be found within the MTSS Placemat available for public view on the BPS website. The District offers 20 alternative core class offerings and 25 alternative elective courses for students in need at the high school level. A complete list and description can be found at the link below and attached: Special Services HS Alternative Core & Elective Classes . Elementary and middle school students also have access to alternate core curriculum as specified in individualized education plans and through the following courses at the middle level: <ul style="list-style-type: none"> • Applied Topics 6-8 • Applied Topics in English & Math 6-8 • Transition Math 6, 7, 8 • Transition Math Strategies 6, 7, 8 South Central High School (SCHS) provides an alternative learning environment for high school students in BPS. Student learning is self-paced and individualized, and students utilize a flexible schedule so that they have choice each day on where, when, and what they work on. Students enroll in only a few subject areas at one time, allowing them to focus attention on completing a curriculum area before moving on to another. SCHS has a typical enrollment between 100-120 students at a time, and students enter and exit as needed throughout the year. SCHS incorporates a positive	

attendance plan, assigned adult advisors, and significant social-emotional support in place for students, including access to a school psychologist, counselor, social worker, clinical psychologist, and school nurse. Other supports in place to break down any existing barriers to learning include access to food and clothing and an on-site nursery where new parents can bring their infant along to continue learning in a safe and comforting environment.

Renew[Ed] began operation in the 22-23 school year. This is a day program focused on a flexible, person-centered planning and support model, driven by each student's expressed needs, interests, and goals. The program has been intentionally designed to foster competence by providing educational and career-related experiences in a supportive environment. The objective for Renew[Ed] is to ensure that students are provided with the opportunities necessary to excel, in alignment with the district's Mission of "empowering every learner to thrive." It is important to note that students continue to receive support from their home school in collaboration with Renew[Ed] staff. This "wrap-around" approach ensures that students receive support from a multitude of sources as needed, including teachers, social workers, specialists, behavior technicians, instructional assistants, and co-facilitators. Renew[ed] is not a school – students in the program remain enrolled at their home school – but rather operates as an extension of each student's school, providing more robust resources than may be found in a conventional classroom setting. In 23-24, Renew(Ed) served 49 students in grades 6-12.

BPS also provides opportunities for students for early graduation, Life Education, a special education service to age 21, credit recovery using Edgenuity online platform, English Learner services, and enrichment/acceleration services K-12 through elementary Gifted Education and Advanced Placement and Dual Credit Courses at the secondary level.

BPS employs 4.5 Gifted Education Specialists (formerly Levels of Service) elementary staff who serve about 188 students in Math and Reading across the district at various capacities from 20 minutes or more a week. Eligible students are referred and evaluated using an established process that examines student achievement and other contributing factors.

The Superintendent Shall:

11.6 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.

In Compliance

Superintendent Interpretation: It is expected that the District encourages new and innovative programs that align with the Board's Results policies and that the District monitor and evaluate the effectiveness of the programs.

- **New and innovative programs** refer to research-based strategies, resources and programs that are aligned to the Board's Results policies and provide alternate pathways to student success.

Indicator	Finding
Indicator 1: BPS supports, through action research and new resource/program requests, proposed implementations of new or innovative strategies, resources, and programs.	In Compliance
<u>Evidence:</u> BPS encourages continued education and academic research efforts by our employees. We have an Academic research request process that helps support action research regarding our BPS educational practices and the effect of those practices on student achievement. This process also ensures the protection of student data and that the researcher reports back on the results and recommendations. In the 2024-2025 school year we received sixteen research requests, all of which were approved on topics such as impacting on self-tracking, formative assessment, career ready practices, and student	
Indicator 2: BPS supports an ongoing process accessible to all teachers and administrators to pursue changes to curriculum (new courses, changes to existing courses, new programs or pilots) at the building level.	In Compliance
<u>Evidence:</u> The district has a new curricular resource approval process and a pilot process . BPS honors the uniqueness with each pilot and expects each proposal to report to the Teaching and Learning Team the status after implementation as indicated during the proposal process. Informal evaluations occur through regularly scheduled check-ins regarding usage and performance data. These results are compiled and sent to appropriate administrators to inform instructional feedback and future fiscal decisions. In 2024-2025, fifteen new resources were approved for implementation.	
Indicator 3: BPS evaluates new and innovative programs annually to determine effectiveness as indicated on the initial proposal.	In Compliance
<u>Evidence:</u> The teacher and learning team evaluates pilot programs annually to determine effectiveness based on the outcomes identified in the original proposal process. Evaluation measures included post-course staff feedback, student pre- and post-data, video analysis, and/or progress-monitoring data aligned to the identified outcomes. Success criteria focuses on measurable increases in student achievement, engagement, access, etc. The evaluation process ensures data-informed decision-making and helps determine the sustainability, scalability, and overall impact of innovative practices on student learning and staff capacity.	

The Superintendent Shall:

11.7 Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.	In Compliance
Superintendent Interpretation: It is expected that BPS, as part of its model of continuous improvement, regularly evaluate components of the instructional program, including the curriculum standards, instructional practices, and the assessments used. <ul style="list-style-type: none"> • Regularly evaluated refers to the curriculum calendar used as well as the PLC work done by teachers in the content areas. 	

Indicator	Finding
Indicator 1: Every PK-12 program is regularly evaluated through a review and analysis process at least every three years.	In Compliance
<u>Evidence:</u>	

Guiding Coalitions exist for grade levels and content areas. These teams meet throughout the year to gather full input and evaluate the curricular program (as per policy GAAA) for their respective group.

The Superintendent Shall:

11.8 Appropriately review instructional materials upon formal request by a parent or other stakeholder.

In Compliance

Superintendent Interpretation: The Board expects that instructional materials are sound and that any parent or stakeholder can request that any instructional material be reviewed for removal within 15 days of receipt of the form requesting reconsideration of the selection of the material.

Indicator	Finding
Indicator 1: BPS will maintain a procedure for reviewing instructional materials upon formal request by a parent or other stakeholder.	In Compliance
<u>Evidence:</u> The procedure that addresses instructional materials challenges is titled Reconsideration of Instructional Materials and can be found on our website; GAAC-AR . Bismarck Public Schools had no formal curricular material challenge during the 2024-25 school year.	

The Superintendent Shall:

11.9 Adequately monitor and control student access to and utilization of electronically distributed information.

In Compliance with Exception

Superintendent Interpretation: The Board expects that students will utilize electronic information appropriately, that staff will monitor students while they are using electronic resources in school, and that BPS will follow federal law (CIPA) regarding internet filtering. BPS's mission, to ensure all students are college, career, and community ready, implies that students should develop responsible online behaviors for interacting with others or accessing/distributing information whether on district devices/network or other readily available devices/networks.

Indicator	Finding
Indicator 1: All BPS students and staff will annually review Policy ACDA in the first four weeks of school.	In Compliance with Exception
<u>Evidence:</u> Staff In the 2024-2025 school year, 2,037 employees were sent a Policy Review requirement from the BPS Human Resources Department. The completion status was (91.11%) 1,855 employees successfully completed the Policy Review for Policy ACDA on the responsible use of technology. Students All students receive instruction related to ACDA through library media classes at the elementary level, digital literacy classes at the secondary level, and core classes at the high school level, including a digital module. Bismarck Schools continues to be recognized as a Common Sense Education Certified District based on our strong evidence and instructional practices in digital literacy.	
Indicator 2: BPS Technology Department responds to notifications from the state regarding any issues with the state provided internet filtering services.	In Compliance
<u>Evidence:</u> BPS received no notifications from the state regarding filtering issues from 7/1/2024 to 6/30/2025.	

The Superintendent Shall:

11.10 Review school attendance boundaries periodically to assure reasonable balance in student enrollment.	In Compliance
<p>Superintendent Interpretation: The Board realizes BPS is a dynamic district, impacted by regional and state economies. The factors associated with attendance boundaries along with class size targets will be reviewed annually. It is necessary to review demographic trends and the impact on building enrollment as well as class size.</p> <ul style="list-style-type: none"> • Reasonable balance means class size targets will be monitored and decisions about class size will be informed by the needs of the group, the size of the room, the available space, available staff and budget, and other criteria, as stated in Rule FAB-AR3 <i>Class Size</i>. 	

Indicator	Finding
Indicator 1: The school district solicits input from administrators and stakeholders as appropriate when boundary adjustments are necessary as indicated by current and projected enrollment data.	In Compliance
<p><u>Evidence:</u> BPS utilizes a committee of employee and parent representatives to propose boundary changes to the school board. The board has then held special meetings where the public can review the proposed plans and give input prior to the board making a final decision. With the boundary changes and the addition of new elementary buildings, BPS has been cognizant to ensure all feeders have consistent student enrollment.</p>	

The Superintendent Shall:

<p>11.11 Adopt a calendar that best meets the needs of students. The calendar should:</p> <ol style="list-style-type: none"> Provide for consistent breaks; Start in late August and end by Memorial Day; Be developed by a representative committee of parents, BEA, and administrators; Provide for staff development without disrupting family schedules. 	In Compliance
<p>Superintendent Interpretation: The Board understands that a school calendar likely will not meet the needs of every student, parent, and community member. However, input from stakeholders serves to make the most acceptable school calendar for all.</p> <p>Adopt a calendar that best meets the needs of students. The calendar should:</p> <ol style="list-style-type: none"> Provide for consistent breaks; Start in late August and end by Memorial Day; Be developed by a representative committee of parents, BEA and administrators; Provide for staff development without disrupting family schedules. 	

Indicator	Finding
Indicator 1: The proposed school calendar will meet the criteria in 12, a-d.	In Compliance
<p data-bbox="212 342 329 369"><u>Evidence:</u></p> <p data-bbox="212 415 1398 617">The 2024-2025 calendar met all criteria in 12, a-d. The calendar committee is composed of about 40 people, including BEA-chosen representatives, other teachers, school and district administrators, parents, and former parents as community representatives. Group membership remains relatively stable, aiding in calendar consistency. Requests to join the committee can be made with the Community Relations Director. An email list of current committee members is linked below and attached.</p> <p data-bbox="212 663 1377 762">The calendar development process occurs around an established time frame that enables parents time to make arrangements for daycare, vacation, doctor visits, graduation, etc. The timeline is as follows:</p> <p data-bbox="256 808 1377 873">September → Calendar drafts are created by the Community Relations Department with input from the Human Resources Department.</p> <p data-bbox="256 879 1398 1014">October → Calendar drafts are sent to Calendar Committee by Community Relations to review before the meeting. Calendar Committee meeting is held; input is given; changes are made by Community Relations. New draft(s) are sent to a committee, which includes the Superintendent, for final review if necessary.</p> <p data-bbox="256 1020 1360 1052">November → Final calendar is put on a School Board agenda under Superintendent's Report.</p> <p data-bbox="256 1058 1419 1123">December → Final calendar is emailed to all parents and staff, posted online under Calendars, and sent to local news media.</p> <p data-bbox="212 1167 501 1194">Calendar process details</p> <p data-bbox="212 1201 647 1228">List of calendar committee members</p> <p data-bbox="212 1234 537 1262">2024-2025 School Calendar</p>	

Capacity Building/Recommendations**CURRICULUM/INSTRUCTION/ASSESSMENT INPUTS**

- New CSCS standards adopted and aligned
- CSCS integration plan for K-12 revised
- New Career Ready Practice standards adopted and prioritized for MS
- New dashboard developed that aligns with our curricular process
- HS math curricular adoption for Algebra, Geometry, and Algebra II
- SEL exploration/recommitment for K-12 curricular resources
- Empower[Ed] English and Marketing at BHS - expanded opportunities for HS learners to earn core subject credits in conjunction with CTE interests.

PROFESSIONAL DEVELOPMENT

- Explicit Instruction Workshops
- Co-teaching Workshops
- Authentic and Personalized Learning Workshops
- AI Cohort and continued professional learning
- NASOT Strengthening Teaching Practices Workshops
- Adoption of FTEM (Focused Teacher Evaluation Model)
- Professional Learning topics of: wellness, engagement strategies, Panorama, explicit instruction, healthy teams (PLCs), family engagement, cultural best practices, and more!
- Targeted leadership professional learning for guiding coalitions

INNOVATION/NEW PROGRAMS AND PILOTS

- CTE experiences at HEC for all 7th graders, program to expand in future years
- Implementation of Virtual Academy K-8. Expansion to K-12 for 2026-2027.
- Implementation of Panorama data system and tools
- Gearing up for Kindergarten: Family Engagement Preparation for new families

Recommendation

- Revise 11.2.3 for the 2026-2027 School Year