



**OE-10 LEARNING ENVIRONMENT
SUMMARY OF COMPLIANCE STATUS
MAY 2019**

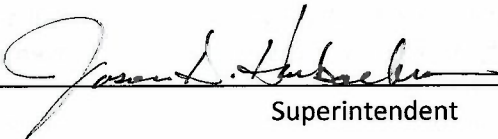
SUPERINTENDENT CERTIFICATION

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 Exceptions (as noted in the evidence)
- 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 operational expectations policy addresses several aspects of the superintendent's responsibility regarding the instructional program. The superintendent and staff have provided the interpretation, monitored the first time the board reviewed the policy, plus for this round the documentation and narrative supporting the superintendent's assessment of whether we are in compliance with the policy. During the board's review, the board will make a determination whether we are in compliance with the policy or not, or whether there is overall compliance but with some noted exceptions which should be addressed.

Signed: 
Superintendent

Date: 5/21/2019

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

Motion by Mr. Lembke to accept the OE-10 *Learning Environment* Monitoring Report as In Compliance, with Exceptions, seconded by Mr. Geloff. Motion carried.

Signed: 
Board President

Date: 5/21/2019

OE-10 Learning Environment

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

Superintendent 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.

- **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.
- **Safe** environment is characterized by a sense of physical, emotional, social, and academic security.
- **Respectful** environment is where people have a high regard and value for all students, staff, and visitors.
- **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 a nurturing and engaging to student development.
- **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.
- **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.
- **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.

The Superintendent Shall:

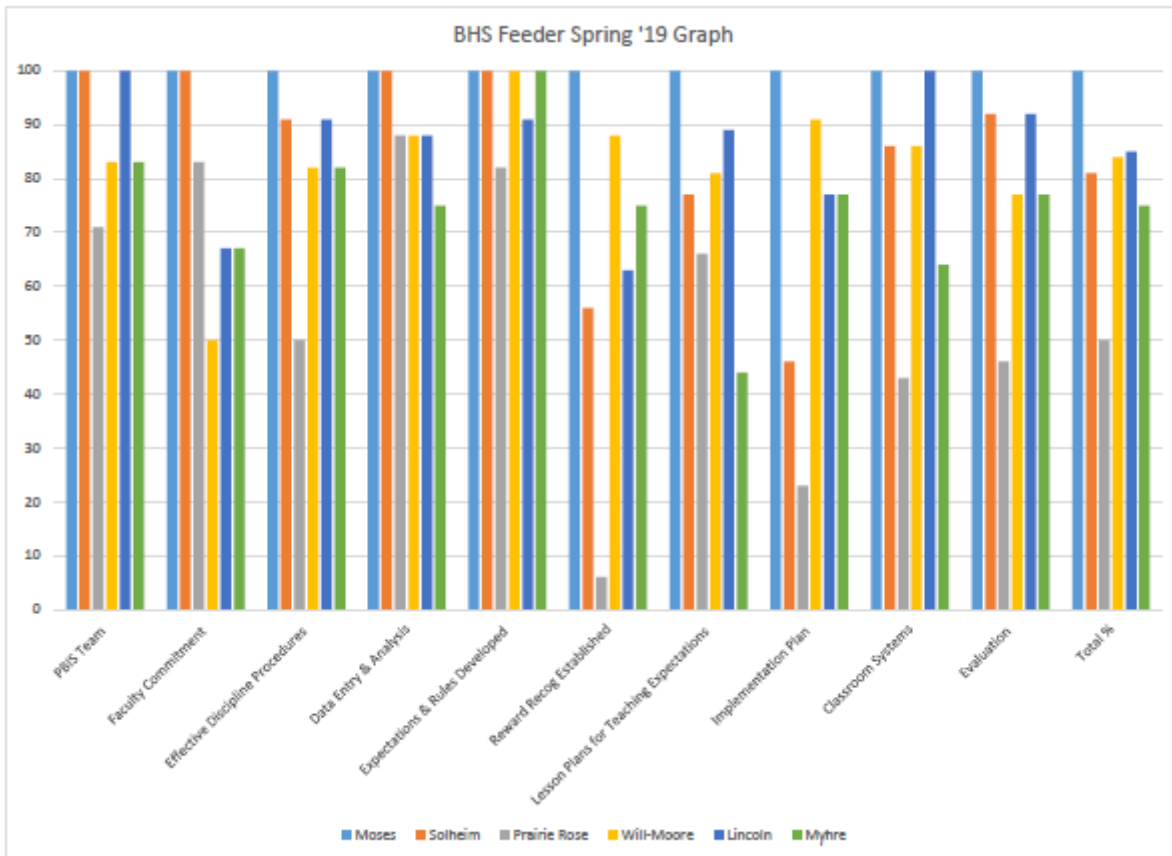
<p>10.1 Maintain a climate that is characterized by support and encouragement for high student achievement</p>	<p>In Compliance, with Exception</p>
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Superintendent Interpretation:

- **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.

<p>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.</p>	<p>In Compliance, with Exceptions</p>
<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division: Tier 1</u></p> <p>Elementary buildings received training in positive behavior intervention supports (PBIS) with Dr. Kincaid in October 2018. This is their first year implementing PBIS in a systematic fashion across feeders. This is the same training that secondary buildings received 3 years ago. Elementary buildings have assessed their MTSS B framework the Benchmarks of Quality (BoQ) in Fall 2018 and Spring of 2019, which measures Tier 1 (core) supports provided in the learning environment for preventative and disciplinary practices related to behavior. 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. This spring 2019, elementary buildings have reassessed their framework and progress after one school year of implementation.</p> <p>This measure is used to gain an overall consensus by the leadership team on their implementation status. The team has the opportunity to see their progress over time and to action plan using this data. Teams are provided with the scoring sheet and in an accompanying rubric that allows teams to rate their performance on a Likert rating scale from 0 to 3. The target score for each building to achieve is 80%, which is an indicator of a strong “core” of behavior supports. Once teams achieve at least 80% their system of supports is able to sustain additional supports and services in the area of behavior, social emotional learning, and school-based mental health more effectively. Each submitted an action plan outlining identified areas of improvement according to their BoQ performance. Each action plan is directly aligned to the BoQ critical elements.</p> <p>All 16 elementary buildings administered the BoQ within their team between the month of September and October. The following is a summary of their performance:</p> <p style="text-align: center;"><u>BHS Elementary Feeder 2018-2019</u></p> <p><u>Fall ‘18 BHS Feeder (Solheim, Lincoln, Dorothy Moses, Prairie Rose, Will-Moore, and Myhre):</u> 2 out of 6 buildings scored at or above 80% total score on BoQ <u>Median score:</u> 67% <u>Range:</u> 23%-100%</p> <p><u>Spring ‘19 BHS Feeder (Solheim, Lincoln, Dorothy Moses, Prairie Rose, Will-Moore, and Myhre):</u> Four out of 5 buildings scored at or above 80% total score on BoQ <u>Median Score:</u> 83% <u>Range:</u> 50%-100% <u>(See Attached Graphs)</u></p>	



Summary of BHS Feeder Critical Elements:

Most of the elementary buildings within the BHS feeder scored above the 80% target on the critical items and total score. When corresponding these scores with the walkthrough data, it suggests that all of the buildings need to revisit some of these critical element scores and the scoring criteria. All the BHS feeder buildings have strengths when considering social emotional learning and behavioral supports. The critical element areas that should be included in all of their action plans for '19-'20 include Lesson Plans for Teaching, Effective Discipline Procedures (including professional development for staff for managing misbehavior within the classroom), acknowledgement systems for appropriate behaviors, classroom systems, and implementation plan. Fidelity to procedures and routines, as well as fidelity to core curriculum (teaching school-wide expectations and social-emotional learning curriculum) are two areas that all elementary buildings should be building into their MTSS B action planning.

Critical Element Areas recommended for BHS Elementary feeder	
Lesson Plans for Teaching	Effective Discipline Procedures
Reward/Recognition Program Established	Classroom Systems
Implementation Plan	

CHS Elementary Feeder 2018-2019 BoQ Data

Fall '18 CHS Feeder (Roosevelt, Highland Acres, Centennial, Grimsrud, Northridge, & Liberty)

0 out of 6 buildings scored at or above 80%

Median score: 64%

Range: 52%-71%

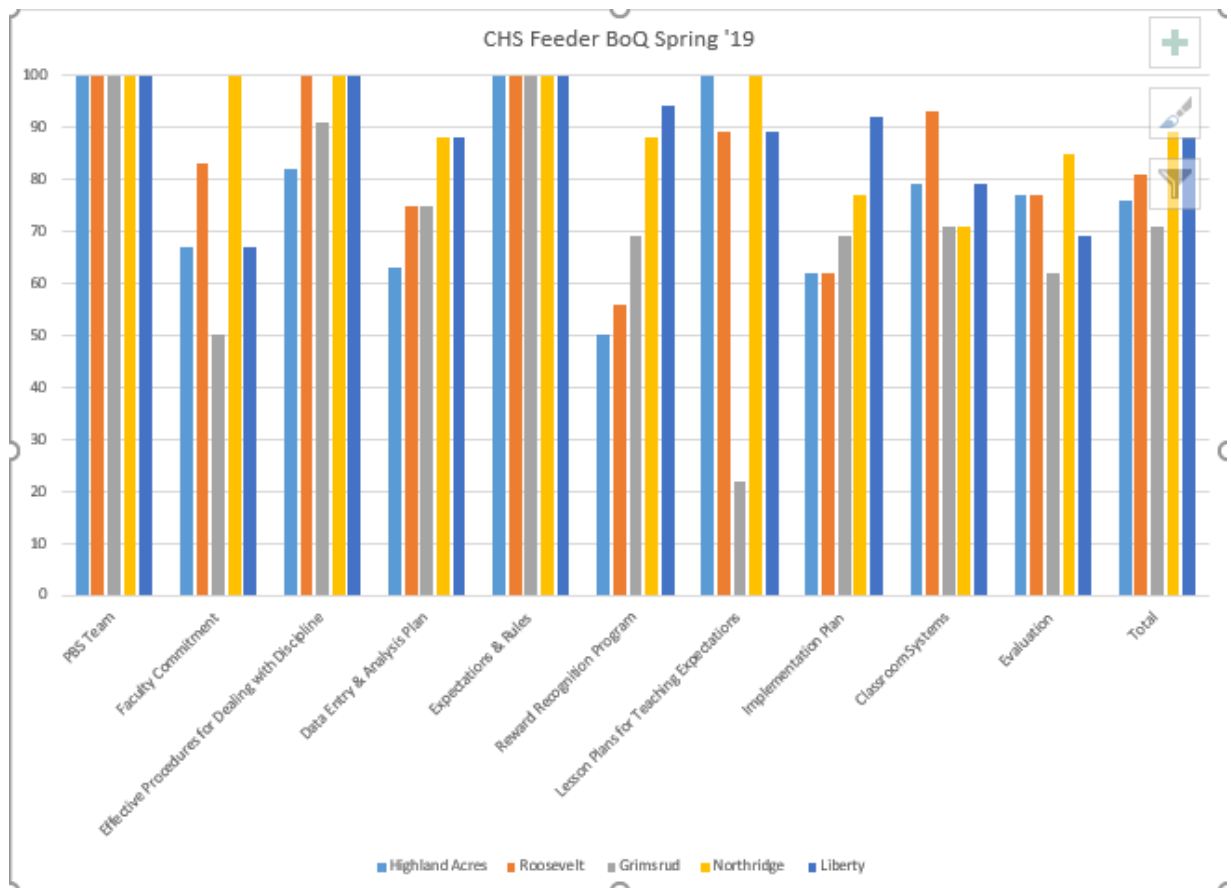
Spring '19 CHS Feeder (Roosevelt, Highland Acres, Centennial, Grimsrud, Northridge, & Liberty)

3 out of 5 buildings scored at or above 80%

Median score: 81%

Range: 71%-89%

[\(See Attached Graphs\)](#)



Summary of CHS Elementary Feeder Critical Elements:

The median score for CHS elementary feeder buildings was 81% for the Spring 2019 BoQ. Most of the buildings should be including the following critical elements within their 2019-2020 MTSS B action plan: **(1)** building Faculty Commitment, **(2)** improving Data Entry and Analysis Practices within their buildings, **(3)** building their acknowledgement systems for appropriate behavior within their buildings, **(4)** ensuring that Lesson Plans for teaching school-wide and classwide expectations and rules are created and used to ensure fidelity of practices between teachers/staff, **(5)** ensuring that their Implementation Plan for carrying out practices and MTSS B process is in place for the upcoming school year, **(6)** ensuring that classroom systems are consistent between teachers and grade levels, which includes ensuring that teachers have routines, procedures, and a response continuum for

dealing with misbehavior, and (7) include planning on Evaluation of MTSS B practices, which may include check-ins with staff and students at several points throughout the year.

Critical Element Areas recommended for CHS Elementary Feeder	
Faculty Commitment	Data Entry & Analysis
Lesson Plans for Teaching Expectations/Rules	Classroom Systems
Evaluation	

LHS Elementary Feeder 2018-2019 BoQ Data

Fall '18 LHS Feeder (Miller, Pioneer, Rita Murphy, & Sunrise)

0/4 buildings scored at or above 80% (1 building scored 79%)

Median score of 69%

Range: 66%-79%

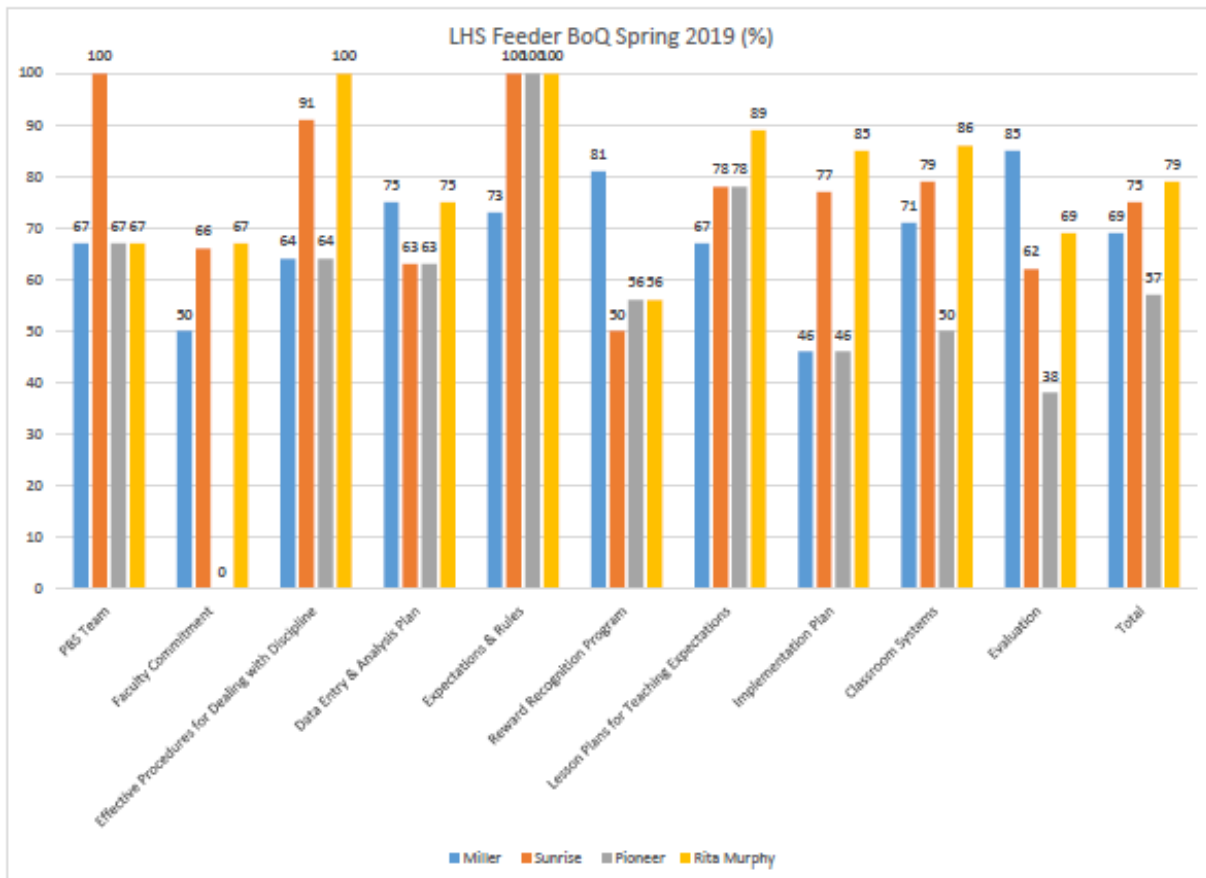
Spring '19 LHS Feeder (Miller, Pioneer, Rita Murphy, & Sunrise)

0 out of 4 buildings scored at or above 80% (1 building scored 79%)

Median score: 72%

Range: 57% -79%

[See Attached Graphs](#)



Summary of LHS Feeder Critical Elements:

The LHS elementary feeder buildings obtained a median score of 72% on the BoQ for the Spring 2019. An analysis of their performance across buildings within each of the critical elements of the BoQ suggests that there are several areas that all LHS elementary feeder buildings can focus on for the upcoming school year (2019-2020). Elementary buildings can focus on **(1)** improving PBIS team practices (establishing regular monthly meetings attended by building administration, **(2)** improve faculty commitment within the building by providing regular updates on discipline and PD practices, gaining feedback throughout the year, and involve staff in MTSS B planning, **(3)** reviewing Discipline Practices within the building including fixit process and reteaching skills, **(4)** improving their discipline Data Entry and Data Analysis process, **(5)** improving acknowledgement system for appropriate student behavior, **(6)** ensuring that Lesson Plans for Teaching school-wide and classroom expectations and rules, **(7)** ensuring that an implementation plan for MTSS B practices are in place for the upcoming school year including booster sessions for teaching, orienting new incoming staff and students, and developing plans for educating and involving families with the process, **(8)** improving classroom practices for teaching expectations, rules, and social emotional learning curriculum, and **(9)** have a plan to evaluate school-wide practices several times throughout the year, which may include check-ins with staff and students.

Critical Elements Areas Recommended for LHS Feeder	
PBIS Team	Faculty Commitment
Effective Procedures for Dealing with Discipline	Data Entry & Analysis Plan Established
Reward/Recognition Program Established	Lesson Plans for Teaching Expectations/Rules
Implementation Plan	Classroom Systems
Evaluation Plan	

PBIS Elementary Division Walkthrough (External Audit)

In addition to the Benchmarks of Quality, all elementary school buildings had a walkthrough (audit) conducted to assess their Tier 1 MTSS B core practices in Winter-Spring 2019. The walkthrough was conducted by central office personnel (e.g., MTSS staff developer) and a report detailing performance and recommendation for future program improvement/enhancement. The information gained through the walkthrough can be crosswalked by each building’s MTSS B team to 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).

Walkthrough Spring ‘19 BHS Feeder (Solheim, Lincoln, Dorothy Moses, Prairie Rose, Will-Moore, and Myhre):

Median: 61.5%

Range: 60%-83%

PBIS Walkthrough Data BHS Feeder

School Name	Section 1 Expectations	Section 2. Posters	Section 3. Visibility	Section 4. Problem Areas	Section 5. Classrooms	Section 6. Students	Section 7. Staff	Total Score
Moses	100%		71%	50%	100%	66%	90%	78%
Solheim	100%		86%	50%	66%	71%	100%	83%
Prairie Rose	100%		43%	0%	66%	42%	85%	60%
Will-Moore	100%		71%	50%	33%	75%	95%	82%
Lincoln	100%		29%	100%	33%	50%	85%	63%
Myhre	100%		57%	50%	66%	63%	100%	77%

Walkthrough Spring '19 CHS Feeder (Roosevelt, Highland Acres, Centennial, Grimsrud, Northridge, & Liberty):

Median: 88%

Range: 75%-92%

PBIS Walkthrough CHS Feeder Spring '19

School Name	Section 1 Expectations	Section 2. Posters	Section 3. Visibility	Section 4. Problem Areas	Section 5. Classrooms	Section 6. Students	Section 7. Staff	Total Score
Highland Acres	100%		71%	100%	100%	79%	100%	88%
Roosevelt	100%		100%	100%	100%	79%	100%	92%
Grimsrud	100%		86%	100%	66%	83%	95%	88%
Northridge	100%		29%	0%	66%	75%	95%	75%
Liberty	100%		71%	100%	100%	83%	100%	90%
Centennial	100%		86%	100%	33%	92%	95%	88%

Walkthrough Spring '19 LHS Feeder (Miller, Pioneer, Rita Murphy, & Sunrise):

Median: 86%

Range: 50%-96%

School	Section 1 Expectations	Section 2. Posters	Section 3. Visibility	Section 4. Problem Areas	Section 5. Classrooms	Section 6. Students	Section 7. Staff	Total Score
Miller	100%		43%	50%	66%	92%	100%	87%
Sunrise	100%		87%	100%	33%	33%	60%	50%
Pioneer	100%		100%	100%	66%	75%	90%	85%
Rita Murphy	100%		100%	100%	100%	96%	95%	96%

Next Steps for 2019-2020 for addressing areas of need:

The median scores and range on the BoQ for each elementary feeder was high (see previous section). The target score for the PBIS walkthrough is greater than 85%, which would be a good indicator that teams are implementing critical elements of the BoQ as reported out. The results of the PBIS walkthrough suggests that there is still work to be done in the area of systems-wide (building level)

Tier 1 infrastructure and process. Building teams should still be involved in Tier 1 coaching working on goals that should be tied to their BoQ and PBIS walkthrough results. Each building received an individualized PBIS Walkthrough report with recommendations for next steps. The individualized reports included specific recommendations for the team to review the BoQ assessment critical elements rubric and scores for those areas that scored low on the PBIS walkthrough (audit), as the walkthrough scores suggested that these items on the BoQ might need to be changed.

Secondary Division: Tier 1

Secondary Buildings underwent training for positive behavior intervention supports (PBIS) in Fall 2015 with Dr. Kincaid. They have been measuring their implementation using the BoQ since Fall 2015 annually 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 use the data to action plan in the future.

The most recent BoQ was administered in Spring 2019 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. Each building also administered a PBIS implementation Checklist (PIC) in November as a mid-year check to ensure that the team is staying on track earlier on and evaluate their progress towards their building's MTSS-B action plan. This checklist directly aligns with the Benchmarks of Quality and has additional Tier 2 and Tier 3 evaluation questions embedded.

Middle School BoQ 2018-2019 Data

Spring 2018 BoQ Middle School (Wachter, Horizon, Simle)

0 out of 3 middle school buildings scored at or above 80%

Median: 71%

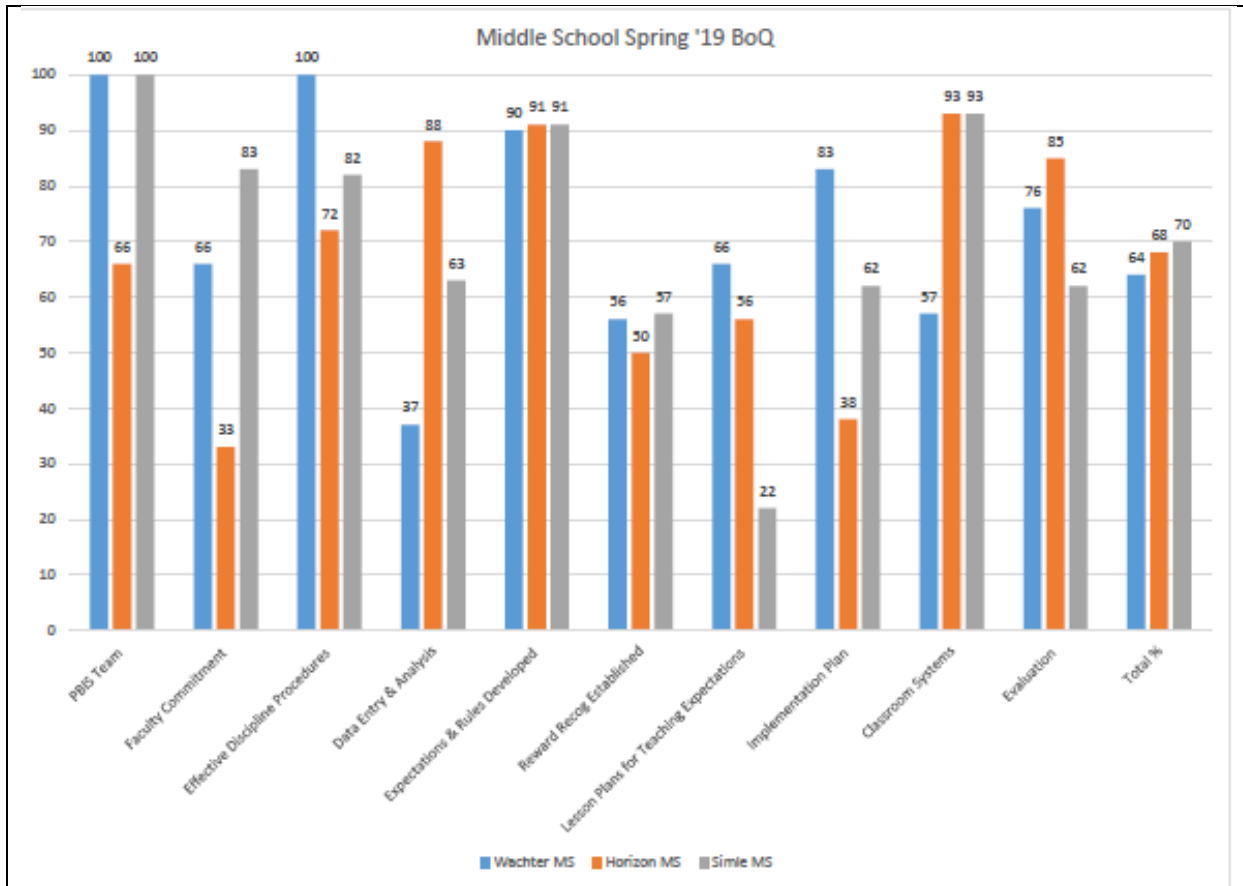
Range: 62%-72%

Spring 2019 BoQ Middle School (Wachter, Horizon, Simle):

0 out of 3 Middle School Buildings scored at or above 80%

Median: 68%

Range: 64-70%



Summary of Critical Elements for Middle Schools:

As stated earlier, the Benchmarks of Quality measures 10 critical components which are indicative of a strong MTSS B system. An analysis of the middle schools’ performance indicates that there are several areas of Tier 1 that needs to be worked on for the middle schools within the upcoming academic years. These needs can be addressed through Tier 1 systems coaching. These area includes **(1)** building Faculty Commitment within the buildings, **(2)** Data Entry and Analysis of discipline data and its impact on Tier 1 and Tier 2 supports, **(3)** building an active Acknowledgement System within the building, **(4)** building Lesson Plans for teaching school-wide expectations within common areas and classroom areas, **(5)** improving classroom systems by providing professional development to teachers in classroom management strategies (e.g., utilizing SEL within the classroom, building routines, dealing with chronic misbehavior) and **(6)** Implementing a Systematic Plan for upcoming school years (when will staff be trained?, when will students be taught?, when will booster sessions take place throughout the year?, plans for orienting incoming staff, plans for involving family/community in the MTSS B program).

Critical Elements Areas Recommended for Middle Schools	
Faculty Commitment	Data Entry & Analysis
Reward/Recognition Program Established	Lesson Plans for Teaching Expectations/Rules
Plan Implementation	Classroom Systems

High School 2018-2019 BoQ Data

Spring 2018 BoQ High School (BHS, CHS, LHS)

1 out of 3 high school buildings scored at or above 80%

Median: 78%

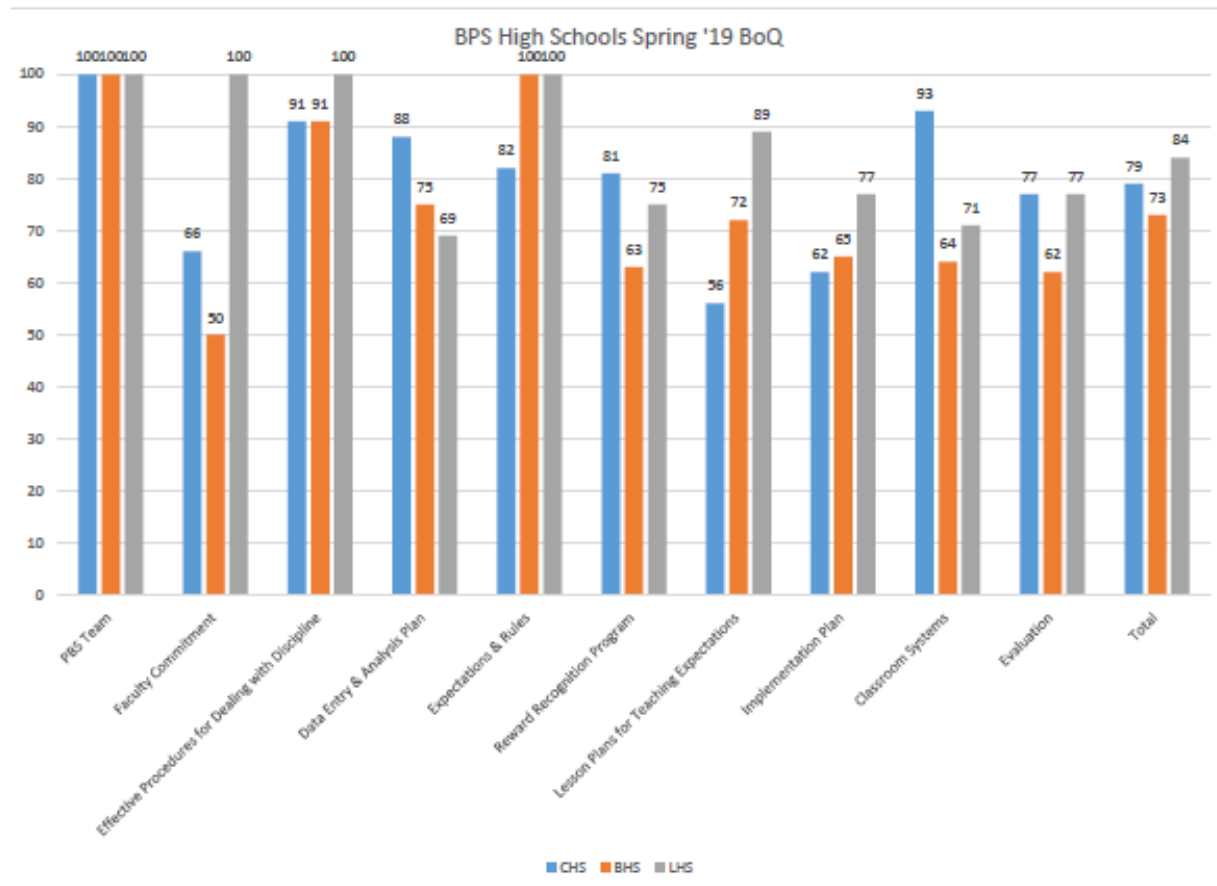
Range: 73%- 81%

Spring 2019 BoQ High School (BHS, CHS, LHS)

1 out of 3 high school buildings scored at or above 80%

Median: 79%

Range: 73%-84%



Summary of Critical Elements for High Schools:

As stated earlier, the Benchmarks of Quality measures 10 critical components which are indicative of a strong MTSS B system. An analysis of the middle schools’ performance indicates that there are several areas of Tier 1 that needs to be worked on for the middle schools within the upcoming academic years. These needs can be addressed through Tier 1 systems coaching. The following critical elements are identified as need for improvement within the high schools (BHS, LHS, CHS): **(1)** Faculty commitment, **(2)** data entry and analysis, **(3)** lesson plans for teaching expectations, **(4)** plans for implementing program (when will staff be trained?, when will students be taught?, when will booster sessions take place throughout the year?, plans for orienting incoming staff, plans for involving family/community in the MTSS B program), lesson plans for teaching expectations, and improving classroom positive behavior intervention supports practices (structure, teaching

expectations and routines, consequences and interventions for problem behavior displayed within the classroom at a Tier 1 level).

Critical Elements Areas Recommended for High Schools	
Faculty Commitment	Data Entry & Analysis Plan Established
Lesson Plans for Teaching Expectations & Rules	Plan Implementation

Fall 2018 Mid-Year Check: PBIS Implementation Checklist (PIC)

Middle Schools (Wachter, Horizon, Simle)

3/3 submitted = 100%

High Schools (BHS, CHS, LHS)

3/3 submitted =100%

Secondary PBIS Walkthrough (External Audit)

In addition to the Benchmarks of Quality, all secondary school buildings had a walkthrough (audit) conducted to assess their Tier 1 MTSS B core practices in Winter-Spring 2019. The walkthrough was conducted by central office personnel (e.g., MTSS staff developer) and a report detailing performance and recommendation for future program improvement/enhancement. The information gained through the walkthrough can be crosswalked by each building’s MTSS B team to 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).

Middle School PBIS Walkthrough Data

School Building	Section 1 Expectations %	Section 2: Posters	Section 3 Visibility %	Section 4: Problem Areas %	Section 5: Classrooms %	Section 6: Students %	Section 7: Staff %	Section 8 Total %
Wachter MS	100		43	50	66	75	95	79
Horizon MS	100		43	50	66	58	100	77
Simle MS	100		43	50	66	92	90	81

MS Walkthrough Data Summary:

The target score for PBIS walkthrough is at our greater than 85%, which is indicative a strong Tier 1 system. BPS middle schools scored within the range of 77%-81%, indicating that several areas of their PBIS should be targeted within their 2019-2020 MTSS B action plan. Each building was provided with a personalized walkthrough report, which integrated observations, student and staff interviews, and data collected during the walkthrough and team products (MTSS B binder, MTSS B google drive folder, and discipline data pulled). The recommendations for areas of improvement and enhancements incorporated all components of a strong MTSS B framework, which includes behavior, social emotional learning, and school-based mental health (if applicable to that building). Recommendations extended beyond Tier 1, as core components of the program have strong implications for a successful Tier 2 supports system. For example, each building was provided with

recommendations for professional development in the area of Tier 2 supports social academic instruction groups and recommendations for improving data analysis and sharing practices as these have implications for allocating students to Tier 2 supports within their building.

High School Walkthrough Data:

PBIS Walkthrough High School Spring '19 Data								
School Name	Section 1 Expectations	Section 2. Posters	Section 3. Visibility	Section 4. Problem Areas	Section 5. Classrooms	Section 6. Students	Section 7. Staff	Total Score
Century HS	100%		29%	0%	0%	6%	60%	37%
Bismarck HS	100%		71%	100%	100%	31%	85%	69%
Legacy HS	100%		57%	0%	100%	56%	80%	69%

High School Walkthrough Summary:

The target score for PBIS walkthrough is at or greater than 85%, which is indicative a strong Tier 1 system. The high school buildings scored between the range of 37% - 69% on the walkthrough. Each building received an individualized report targeting specific needs found in each area with recommendations on how to improve or enhance their system. These areas have overlap with the critical elements measured in the Benchmarks of Quality assessment. Patterns in results for the high schools include improving visibility of expectations throughout the buildings, including common areas and especially in those areas identified as having a high amount of discipline referrals (majors and minors). An example of these most problematic common areas for the high school buildings includes hallways, cafeteria, and restrooms. Along with improving visibility of these expectations and rules, buildings need to ensure that these are taught and reinforced throughout the year by teachers/staff. Another area in need of improvement across all high schools was ensuring staff buy in, knowledge of the expectations, and that staff are teaching these expectations (i.e., PATS, SABER Code, Demon Pride) throughout the year. Interviews with students suggests that these are not being taught consistently as many of the students did not know what the expectations were.

Secondary Division Recommendations for next steps in 2019-2020:

Secondary buildings should continue to receive coaching in the areas identified as a need by the BoQ and walkthrough. This coaching should include identifying barriers for implementation components identified within the BoQ assessment and action-planning steps on how to overcome those barriers. The coaching should occur at least 3x per year. MTSS B action plans should be intentionally tied to the BoQ and these action plans should be shared within the feeder system to ensure alignment. There is a need for Tier 2 interventions at the secondary level in the area of behavior and social emotional learning. Student targeted needs still need to be addressed while building a strong core Tier 1 system.

Indicator 2: All schools will implement positive behavior and intervention supports at the Tier 2 level.	In Compliance, with Exceptions
Evidence: Tier two (targeted) supports provide targeted interventions to support students who are not responding to Tier 1 (core) strategies in the area of behavior and social emotional learning. These Tier 2 supports are matched to student needs are provided within a group and standard format. A smaller percentage of students (15-20%) within a particular building will receive targeted supports. When effective Tier 2 (targeted) supports are provided, students are more successful within the core classroom environment. These targeted interventions are progress monitored to 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.

During Spring 2019, Tier 2 intervention maps was collected from each of the elementary and secondary buildings. The purpose of these maps was to have each building list the Tier 2 interventions that are taking place and list the entry criteria for accessing those interventions, the exit criteria for these interventions (intervention was successful), and whether or not they felt the intervention was successful or not for their students (effectiveness). An analysis of these maps strongly suggests that Tier 2 systems training and coaching needs to take place for elementary and that continued coaching needs to occur for secondary buildings. Moreover, BPS is in need of Tier 2 evidence-based intervention professional development so that building teams have interventions which they can place students.

Elementary Division Tier 2

All elementary buildings are working towards implementing Tier 2 practices such as Check-In/Check-Out and creating instructional groups aimed at teaching social emotional skills. . Every school social worker received Social Emotional Learning kits to support social academic instructional groups (SAIG). All 16 elementary schools have representatives that have attended the NDMTSS-B state conference. There were 6 of 16 schools represented at the National PBIS Conference in the fall of 2018. (Look at schools behavior tiers). Additionally, all 16 elementary schools were trained by Safe and Civil Schools in the STOIC framework. (S- Structure, T - Teach, O - Observe, I - Interact Positively, C- Correct Fluently), which supports classroom management. Another round of STOIC training is taking place June 2019 to allow additional staff members from each elementary building to attend.

All elementary building administrators have been trained to identify the function of behavior (motivation of problem behavior) to support identification of effective responses to behavior by matching students to the appropriate intervention.

Elementary buildings are planning to schedule Tier 2 systems professional development in the spring of 2020 with Dr. Kincaid. This training will teach the critical components of a Tier 2 system. The components include teaming at Tier 2 effectively, using data to identify student needs for Tier 2 supports, decision rules for placing students within a Tier 2 support and decision rules for fading students out of Tier 2 supports, monitoring progress when receiving Tier 2 supports, and evidence-based interventions such as Check-In/Check-Out for Tier 2 targeted supports. Three follow-up web sessions (2 hours each) with Dr. Kincaid will be implemented throughout the year to coach teams through troubleshoot issues, provide accountability for progress towards their Tier 1 and Tier 2 systems of supports, and to provide professional development topics.

Secondary Division Tier 2

Tier 2 PBIS training occurred in the fall of 2016 for all secondary schools and all building teams are currently working to implement Tier 2 practices such as Check-In/Check-Out. Each year, the district secondary MTSS B team (assistant principals and counselor/social worker dyad from each building) meets 5-6 times per year. The topic and concentration for this year academic year (2018-2019) is to improve on Tier 2 practice (Check-in/Check Out and/or Social Academic Instruction Group) and enhance these practices with developed criteria for entry and exit from these interventions in each building. Overall, there are 6 of 6 Secondary Schools trained and implementing PBIS Tier 2 interventions.

In August, additional training focusing on how to enhance Tier 1 and Tier 2 practices were provided to secondary buildings through Safe and Civil Schools. All 6 secondary buildings had teams represented at this training. Each building had a small team (2-3 staff members) attend the National PBIS Forum in Chicago this year. The focus of this professional learning was on Tier 2, Tier 3 practices as well as the integration of school based mental health strategies into MTSS-B framework. All assistant principals received training from special education coordinators, with the support of the MTSS B staff developer, on function of behavior training (motivation of the problem behavior). This deeper understanding of behavior principles provides administrators with the understanding of how discipline and teaching supports must coincide to effectively support students with behavioral needs.

Joint Elementary and Secondary Division Tier 2 PD 2019-2020

In the fall of 2019, Secondary building specialists including school psychologists, school social workers, school counselors, ED and LD classroom teachers, and CTRE Teachers will partake in specialized Tier 2 Social Academic Instructional Group (SAIG) training held on-site by MidWest PBIS Center, which is a national technical center for Positive Behavior Intervention Supports (PBIS). The development of SAIGs within BPS’ Tier 2 system is critical for effectiveness of group interventions. Teams will learn about the social emotional skills and academic student success skills taught within this group structure, learn out how to identify when students are in need of this group instruction, and progress monitor students who are receiving this instruction. These staff members will also have the opportunity to attend 4-5 webinar sessions that will be aimed at troubleshooting group intervention issues and additional professional development through coaching by the trainers. Having an effective Tier 2 system allows for a more efficient and effective supports system by alleviating the amount of unnecessary individualized student support plans at Tier 3. Students can move in and out of Tier 2 supports much more easily.

Elementary buildings are planning on scheduling Social Academic Instructional Group training for all building specialists (school social workers, school psychologists, school counselors, ED/LD teachers) in the Spring of 2020, which will enhance their Tier 2 intervention in the area of social emotional learning and academic success skills.

Indicator 3: Every grade level has programming and classroom strategies to create positive school and classroom climate and support student learning.	In Compliance, with Exceptions
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<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division</u></p> <p>For Social-Emotional Learning (SEL) the Elementary Schools have been using the “Second Step” curriculum. In the Winter 2019, all elementary teachers (K-5) received a web-based training from Second Step on tips for implementation and resources available to support implementation. This refresher for the elementary Second Step, reviewed the purpose of the curriculum, importance of social emotional learning, and tools that they can use to support its implementation. The training was divided up by each elementary grade level (K-5).</p> <p>Seven elementary buildings (Grade 3-5 only) were trained in a pre-teach and re-teach of elementary Second Step curriculum delivered on the Learn BPS platform through a blended curriculum course. This grade 3-5 course corresponds with the Second Step program and uses Second Step videos that teach the skills along with follow-up question to reinforce and assess these skills. The intent of the</p>
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blended course is to have a combination of face-to-face teaching of the Second Step curriculum with an online course to pre-teach and reteach skill taught in the curriculum.

Below is a chart with the school buildings, date of launch (Trimester), and number of students who have completed the course:

Building	Launched	Teachers / Students			Total
		Gr03	Gr04	Gr05	
Highland Acres	Trimester 2	2/34	1/23	1/21	78
Liberty	Trimester 3	5/104	4/101	5/111	316
Moses	Trimester 1	3/66	3/71	3/73	210
Murphy	Trimester 2	5/103	4/102	4/99	304
Pioneer	Trimester 1	2/39	2/49	2/51	139
Roosevelt	Trimester 2			1/22	22
Will-Moore	Trimester 3	2/35	2/40	2/43	118
Total		381	386	420	1187

Prior to launching in a building, technology staff provide a training through the grade level's PLCs to ensure effective training and improve fidelity of implementation. This blended course enhances the Second Step implementation at the K-5 level and will be considered for full implementation grades 3-5 in the future.

Secondary Division

All of the teachers have been trained and are implementing PBIS Tier 1 practices. To address social-emotional learning, the Second Step program was purchased for all three middle schools. The new program is entirely web-based with no need for hard copy kits. Teachers facilitate the learning and building administration are provided with a platform to monitor implementation for each class. Each middle school began implementing the program in January and all three middle schools submitted a plan for full implementation in Fall 2019.

High School buildings are implementing "**Resilience Breakthrough**" (RB) as a Tier 1 core curriculum for SEL along with the "**Why Try**" for a Tier 2/3 SEL curriculum. This is Year 2 of Why Try and RB curriculum implementation. From September 2016 to April 2018; 143 BPS employees completed the Why Try and/or RB training. This past school year, 45 BPS employees completed the training. Triad groups (assistant principal, counselor, and social worker) meet periodically with the a social worker lead and MTSSB staff developer as facilitators to problem-solve implementation hurdles and identify additional training needs. This year professional development was provided for both programs to onboard new staff and to further develop curriculum/group implementation of both curriculums.

All of the Middle and High Schools have staff and administrators trained to implement "**Restorative Justice**" (RJ) as a means to help resolve student-student and student-adult conflict. Aspects of RJ are being implemented into each buildings MTSS B framework in the form of "Circles" and mediation. Each building implements RJ according to their buildings' needs. Moreover, high schools have been engaging in a student leadership development program called "**Sources of Strength**" aimed at developing positive climate among the various student groups.

<p>Indicator 4: Results on the an annual survey (AdvancED survey, the Youth Risk Behavior survey, and/or the Development Assets survey) will reflect a majority, or annual progress towards the majority of students and parents surveyed “agree”:</p> <ul style="list-style-type: none"> • that the learning environment is positive and/or • each student has at least one caring adult who interacts with him or her each day • and/or students feel appropriately challenged/engaged at school • and/or students feel safe while at school 	<p>In Compliance, with Exceptions</p>
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<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division Survey Results</u></p> <ul style="list-style-type: none"> • The elementary division (3-5) AdvancED survey in 2018 indicated that 87% of students who reported they feel appropriately challenged/engaged at school. • The elementary division (3-5) AdvancED survey in 2018 indicated that 88% of students who reported they feel safe at school. <p style="text-align: center;"><u>Secondary Division Survey Results</u></p> <ul style="list-style-type: none"> • The BPS High School (9-12) YRBS in 2018 indicated that 67% of students who reported there is at least one teacher or other adult in their school that they can talk to if they have a problem. (YRBS Social Capital- Connections with Others) • The BPS Middle School (7-8) YRBS in 2018 indicated that 75.8% of students who reported there is at least one teacher or other adult in their school that they can talk to if they have a problem. (YRBS Social Capital- Connections with Others) • The Middle School (6-8) and High School (9-12) AdvancED survey in 2018 indicated that 88% of students who reported they feel appropriately challenged/engaged at school. • The Middle School (6-8) and High School (9-12) AdvancED survey in 2018 indicated that 81% of students who reported they feel safe at school. 	
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<p>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.</p>	<p>In Compliance</p>
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<p>Evidence: Policy ACEA Bullying outlines the process for a complaint to be started and the process for investigating and responding. All staff are required to complete an online training module regarding Policy ACEA Bullying. A student, parent, staff member, or community completes the bullying report form 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 in to the investigation if the reported bullying is taking place after school hours.</p>	
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The Superintendent Shall:

<p>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.</p>	<p>In Compliance, with Exception</p>
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Superintendent 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.

- **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.

<p>Indicator 1: The elementary, middle, and high school have identical behavioral matrixes and expectations by levels as evidenced in Policy FF Student Conduct, Discipline and Corporal Punishment Prohibitions.</p>	<p>In Compliance</p>
<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division Policy FF</u></p> <p>All elementary schools have aligned identification of major/minor behavioral infractions. Additionally, 16/16 elementary schools have been training on a consistent process for recording and reporting on behavioral infractions within and across buildings. The Elementary School Behavior Discipline Matrix (See Attachment) were collaboratively developed.</p> <p style="text-align: center;"><u>Secondary Division Policy FF</u></p> <p>All secondary buildings (6/6) have aligned identification of major and minor behavioral referrals. The Middle School Behavior Discipline Matrix and High School Behavior Discipline Matrix (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>	

<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.</p>	<p>In Compliance</p>
<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division (Handbooks)</u></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 the summer of 2018. The handbook is 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. Elementary Handbook: Elementary Handbook</p> <p style="text-align: center;"><u>Secondary Division (Handbooks)</u></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</p>	

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.

Secondary Handbooks:

Horizon Middle School: <https://www.bismarckschools.org/Page/2210>

Simle Middle School: <https://www.bismarckschools.org/Page/2211>

Wachter Middle School: <https://www.bismarckschools.org/Page/2212>

Bismarck High School: <https://www.bismarckschools.org/Page/2134>

Century High School: <https://www.bismarckschools.org/Page/2149>

Legacy High School: <https://www.bismarckschools.org/Page/2213>

South Central High School: <https://www.bismarckschools.org/Page/2214>

Indicator 3: All BPS staff will participate in bi-annual school based mental health training including semi-annual review of bullying policy.

In Compliance

Evidence:

Elementary Division Mental Health Training

In the 2018 - 2019 school year, BPS has engaged in year 2 of a 3 year cycle to train all staff in “**MANDT Training**” as verbal de-escalation. So far, 10 of 16 Elementary Schools and BECEP have had their entire staff participate in MANDT Training. During the 2017-2018 school year 260 Elementary Staff completed the MANDT Training. During the 2018-2019 school year 250 Elementary Staff will have completed the MANDT Training. During the 2017-2018 school year, 488 Elementary staff participated in at least 8 hours of professional development regarding behavioral and school based mental health training.

Secondary Division Mental Health Training

In the 2018 - 2019 school year, BPS has engaged in year 2 of a 3 year cycle to train all staff in “**MANDT Training**” as verbal de-escalation. So far, 5 of 8 Secondary Schools have had their entire staff participate in MANDT Training. During the 2017-2018 school year 196 Secondary Staff completed the MANDT Training. During the 2018-2019 school year 176 Secondary Staff will have completed the MANDT Training. During the 2017-2018 school year, 483 Secondary staff participated in at least 4 hours of professional development regarding behavioral and school based mental health training.

In February 2019, 30 Secondary School support staff members (Counselors, Social Workers, School Psychologists) were trained in “**Youth Mental Health First Aid Training.**” The training was a total of 8 hours and all participants received certification in the area of Youth Mental Health First Aid. The 8-hr training provides attendees with the skills to identify common mental health found in school-age students and along with the skills on how to respond when a student is experiencing mental health crisis. This training is geared to staff members serving grades 6-12th grade.

The participants provided positive feedback on how applicable they believed the training would be for classroom teachers and other school staff. Participants indicated that the training should be opened to building staff interested in building mental health awareness among staff members and everyday skills on how to respond to a student in mental health crisis within a school setting.

Indicator 4: All BPS staff review [Policy FE](#), [FCC](#), [ACEA](#), and [AAC](#) annually as evidenced by reporting logs.

In Compliance, with Exceptions

<p>Evidence:</p> <p>14 of 16 Elementary principals reviewed Policy FF Student Conduct, Discipline and Corporal Punishment Prohibitions with their faculty. 8 of 8 Secondary principals reviewed Policy FF Student Conduct, Discipline and Corporal Punishment Prohibitions at the beginning of the year with their faculty.</p> <p>Policy AAC Non-discrimination and Anti-harassment will be addressed this Winter/Spring of 2019. 14 of 16 Elementary principals reviewed Policy AAC Non-discrimination and Anti-harassment during the year with their faculty. 8 of 8 Secondary principals reviewed Policy AAC Non-discrimination and Anti-harassment during the year with their faculty.</p> <p>In the fall of 2018; 1861 of 1888 faculty, and in the spring 2019; 1,981 of 2,012 faculty and staff reviewed Policy FCC Restraint or Seclusion and successfully completed the online module and assessment through the HR department.</p> <p>In the fall of 2018; 1863 of 1888 faculty, and in the spring; 2019; 1,985 of 2,012 faculty and staff reviewed Policy ACEA Bullying and successfully completed the online module and assessment through the HR department.</p> <p><u>See Attachments:</u></p> <ul style="list-style-type: none"> · Policy ACEA: Bullying · Bullying Report Form · Bullying Investigation Form: (Not on our website) Done by school admin after the report is filed. · Policy AAC: Nondiscrimination and Anti-Harassment
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<p>Indicator 5: 100% of student infraction incidents follow due process during the investigation and determination of disciplinary action, especially suspensions and expulsions.</p>	<p>In Compliance</p>
<p>Evidence: As of December 2018, BPS administration has revised the procedures and paperwork to ensure due process for expulsions (See Attachments Policy FFK, FFK E-1, FFK-E2, and FFK-AR).</p>	

<p>Indicator 6: Every school will have 3-5 school-wide expectations collaboratively created, share, and posted.</p>	<p>In Compliance</p>
<p>Evidence:</p> <p style="text-align: center;"><u>Elementary Division (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>16/16 (100%) Elementary Schools collaboratively created, shared, and posted 3-5 school-wide expectations across their school.</p>	

<u>Secondary Division (SW Expectations)</u>
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.
3/3 (100%) Middle Schools collaboratively created, shared, and posted 3-5 school-wide expectations across their school.
3/3 (100%) High Schools collaboratively created, shared, and posted 3-5 school-wide expectations across their school.

Indicator 7: The district will implement interventions and consistent responses to discipline referrals.	In Compliance
Evidence: Over the past 4 years secondary principals and over the past 3 years the elementary principals have engaged in work around ensuring consistent responses to disciplinary situations including both consequences and interventions (See Attachment Policy FF).	

Indicator 8: Discipline data will be shared quarterly with the whole staff (optional to be shared with students).	In Compliance, with Exceptions
Evidence:	
<u>Elementary Discipline Data Review:</u>	
13 of 16 (81%) Elementary buildings conducted and submitted Beginning-of-the-Year (BOY) Behavior Data Reviews	
10 of 16 (63%) Elementary buildings conducted and submitted Middle-of-the-Year (MOY) Behavior Data Reviews	
<u>Secondary Discipline Data Review:</u>	
6 of 6 (100%) Secondary buildings conducted and submitted Beginning-of-the-Year (BOY) Behavior Data Reviews	
6 of 6 (100%) Secondary buildings conducted and submitted Middle-of-the-Year (MOY) Behavior Data Reviews	

Indicator 9: All discipline data practices are audited and will comply with reasonable assurances.	In Compliance
Evidence:	
<u>Elementary Discipline Data Review (audit):</u>	
Conducted with Principals and Instructional Coaches on 11/14/18 100% of buildings submitted OE Behavior Data Sheet	
<u>Secondary Discipline Data Review (audit):</u>	
Conducted with Principals on 11/14/18 To be conducted with Assistant Principals on 12/6/18 100% of buildings submitted OE Behavior Data Sheet	

The Superintendent Shall:

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

<p>Indicator 1: All formal student records are maintained in secure physical or electronic formats.</p>	<p>In Compliance</p>
<p>Evidence: In the 2018 - 2019 school year, the BPS district has not received any complaints that a confidentiality breach has occurred due to unauthorized access to student records.</p>	

<p>Indicator 2: All responses to student information requests will comply with federal and state law and Policy FGA Student Educator Records and Privacy.</p>	<p>In Compliance</p>
<p>Evidence: In the 2018 - 2019 school year, the BPS district has not received any complaints that student confidential information has been released in a way that violates law or policy.</p>	

<p>Indicator 3: Annual audit of special education files will comply with Special Education regulations.</p>	<p>In Compliance</p>
<p>Evidence: 100% of new special education staff were trained on using the Record of Access and Inspection Form that is placed in each student’s file. Additionally, a random sample of files were reviewed for inclusion of the form and 100% of files reviewed do include this form.</p>	

The Superintendent Shall Not:

<p>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.</p>	<p>In Compliance</p>
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Superintendent 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.

<p>Indicator 1: Every case of reported misconduct of an employee is addressed through the Human Resources Department.</p>	<p>In Compliance</p>
<p>Evidence: During the 2018 - 2019 school year, thus far, HR has assisted in the formal investigation and dispensation of 5 misconduct and/or insubordination incidents.</p>	

The Superintendent Shall Not:

<p>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.</p>	<p>In Compliance</p>
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Superintendent 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.

<p>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.</p>	<p>In Compliance</p>
<p>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.</p>	

The Superintendent Shall Not:

<p>10.6 Permit the administration of corporal punishment</p>	<p>In Compliance</p>
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Superintendent 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](#).

<p>Indicator 1: There will be no instances of corporal punishment as it is prohibited by North Dakota State law and district policy.</p>	<p>In Compliance</p>
<p>Evidence: No instances of corporal punishment were reported in 2018 - 2019 at BPS.</p>	