

R-3 PERSONAL DEVELOPMENT
SUMMARY OF COMPLIANCE STATUS
JUNE 2020

SUPERINTENDENT CERTIFICATION

With respect to R-3 *Personal Development* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- Making Reasonable Progress
 Making Reasonable Progress, with Exception
 Failing to Make Reasonable Progress

Summary Statement by Administration

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report addresses 23 indicators of the superintendent's responsibility regarding Personal Development. All indicators demonstrate baseline measurement.

Signed: Jason D. Harbocher Date: 6/22/2020
Superintendent

SCHOOL BOARD ACTION

With respect to R-3 *Personal Development*, the Board:

- Accepts the report as making reasonable progress
 Accepts the report as making reasonable progress, with exceptions
 Finds the district failing to make reasonable progress

Summary statement/motion of the Board

Motion by Mr. Lembke to accept the R-3 *Personal Development* Monitoring Report as Making Reasonable Progress, with Exception, seconded by Mr. Lee. Motion carried.

Signed: [Signature] Date: 6/22/2020
Board President

R-3 Personal Development

Each student will actively develop and integrate skills, attitudes, behaviors, and habits to achieve a productive, healthy, and balanced life.

Superintendent Interpretation: Through the school, home, and community partnership we will create learning experiences so that our students will be prepared with the knowledge, skills, and understandings to succeed not only academically, but students will develop and demonstrate the appropriate social, emotional, and behavioral attributes. Students must be aware of their role in promoting a conducive learning environment.

- **Reasonable progress** refers to the amount of annual growth in achievement levels expected for students and is defined as follows for Personal Development.
- **Participation** means on-going/consistent involvement and engagement in a specific activity.
- **Extracurricular** refers to optional and supplementary activities, programs, or special events which occur outside of the required curriculum for students. (i.e. Athletics)
- **Co-curricular** refers to activities that are part of the curriculum for some students, but not required. (Fine Arts and Activities - i.e. music, drama, student congress, speech)

Each Student Will:

3.1 Manage his or her behavior appropriately.	Baseline
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Superintendent Interpretation: The interactions of students should be characterized by respect for each other and those of diverse cultural backgrounds. Students demonstrate cultural competency when they show respect, appropriate interactions, and/or speech regarding diversity based upon ethnicity, race, gender, socioeconomic background, political or social philosophies, and/or other characteristics and opinions. All PreK-12 buildings have received training and are implementing positive behavior intervention supports (PBIS) framework within their buildings. This framework has preventative, restorative, and responsive practices to help students successfully manage their behavior. All PreK-12 buildings have defined consistent disciplinary responses to levels of student misbehavior.

- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Violent and Threatening Behavior). School team has conducted investigation. The following consequences and interventions are implemented following a bullying investigation where it is determined that the student engaged in the act of bullying another peer. * Staff completes the BPS Staff Bullying Incident Reporting Form. * It is important to note that "At no time during the investigation is the victim or person reporting this bullying incident required to meet with the alleged perpetrator."
- **Restraint and Seclusion** (see Policy FCC Restraint or Seclusion): **Restraint** is defined as a means of controlling behavior or restricting freedom of movement. **Seclusion** is placing a student in a room or limited space alone to deescalate dangerous behavior or as part of a parent-approved plan.
- **Major** incidents are where the disciplinary consequence is provided outside of the student's assigned setting by someone other than the student's teacher or supervisor (e.g. "Office - Managed Incidents").
- **Minor** incidents are where the disciplinary consequence is provided by the person who witnessed the incident. The purpose of recording minor incidents is to collect information to develop interventions that PREVENT a recurring behavior from happening in the future.

- **In-School Suspension (ISS) and Out-of-School Suspension (OSS)** (see Administrative Rule FFK-AR Suspension and Expulsion): Suspension involves either in-school suspension or the dismissal of a student from school classes, buildings, and grounds. Suspension shall not be for more than maximum duration allowed by law. The parent(s) of the student are to be notified promptly by the school principal that suspension has been issued.
- **Expulsion** (see Policy FFK Suspension and Expulsion): The dismissal of a pupil from school classes, buildings, and grounds and, except for a violation of the District’s firearm policy, may extend to the termination of the current school year.

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

<p>Indicator 1: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students are considered proficient in each grade level assessed on the progress report in the area of Respect.</p>	<p>Baseline</p>
<p>Evidence: Draft Sample</p> <p>During the 2019-20 school year, the elementary behavior standards changed to the CASEL Core Competencies. CASEL is the Collaborative for Academic, Social, and Emotional Learning. This is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. CASEL has identified 5 competency areas which lead to positive outcomes for students (represented in Figure 1).</p> <div data-bbox="256 1121 724 1545" data-label="Diagram"> <p>The diagram illustrates the CASEL Core Competencies. At the center is a white circle labeled "SOCIAL AND EMOTIONAL LEARNING". Surrounding this are five colored segments representing core competencies: "SELF-AWARENESS" (orange), "SELF-MANAGEMENT" (orange), "SOCIAL AWARENESS" (green), "RELATIONSHIP SKILLS" (green), and "RESPONSIBLE DECISION-MAKING" (yellow). These are enclosed in a blue ring with the following outer labels: "HOMES AND COMMUNITIES", "SCHOOLS", "CLASSROOMS", "SEL CURRICULUM AND INSTRUCTION", "SCHOOLWIDE PRACTICES AND POLICIES", and "FAMILY AND COMMUNITY PARTNERSHIPS". A small copyright notice "© CASEL 2017" is visible at the bottom right of the diagram.</p> </div>	
<p>Figure 1: https://casel.org/what-is-sel/</p>	
<p>Training on the new behavior standards was provided to all Elementary Teaching Staff during August and September of 2019. This training was inclusive of the CASEL’s Core Competencies, the scoring rubric (supported by the North Dakota Multi-Tiered System of Support group), and how to enter scores in PowerSchool. Additionally, training was provided regarding how the scoring of the competencies link to a report within PowerSchool which provides decision rules for identifying students in need of Tier 2 and Tier 3 interventions. This training was a collaboration between BPS Technology Department and BPS Student Support Services.</p>	

All elementary classroom teachers of kindergarten through 5th grade enter scores for the competency of self-management on a weekly basis. All other competencies are scored at a minimum of three times a trimester. Data pulled for “Respect” will come from the competency of Social Awareness: “The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports”. Definitions of each competency are detailed in figure 2.

Self-Awareness	Social Awareness	Responsible Decision Making	Self-Management	Relationship Skills
Identifies Emotions	Perspective-Taking	Identifying Problems	Impulse Control	Communication
Accurate self-perception	Empathy	Analyzing Situations	Stress Management	Social Engagement
Recognizes Strengths	Appreciating Diversity	Solving Problems	Self-Discipline	Relationship Building
Displays Self-Confidence	Respect for Others	Evaluating	Self-Motivation	Teamwork
Displays Self-Efficacy Skills		Reflecting	Goal Setting	
		Ethical Responsibility	Organizational Skills	

Figure 2: Competency Definitions

These new behavior standards are supported by the core Social Emotional curriculum, Second Step, which is taught to all elementary K-5 students by all classroom teachers. This change in behavior standards has created a shared definition amongst all elementary staff and has brought consistency across the division from the building to the district level regarding how “Respect” is defined and documented. With this initiative being new the data is not available for the 2018-19 school year. Moving forward, this data will be obtained through PowerSchool and will be shared out as Social Awareness: Showing Respect.

During 2018-19 elementary Respect data was pulled from the behavior standard: Interacts positively with peers. The data indicates a decrease in the percentages of students displaying respect. The system lacked a framework for guiding teachers in the consistency of reporting the definition of respect.

Middle School data is pulled from the standard of “Be Respectful”. Standard definition and scales for Respect were developed to be used by teachers across all three Middle Schools. Students receive grades in the area of “respect” based on the following proficiency scales:

RESPECT	
Score	Description
4.0	<ul style="list-style-type: none"> Student demonstrates a positive attitude while promptly, politely, and safely meeting school and classroom expectations for respect for self, staff, and others. Student demonstrates age/grade and task appropriate communication skills in a polite, respectful manner according to classroom expectations. Student role models and encourages others to meet these expectations.
3.0	<ul style="list-style-type: none"> Student demonstrates a positive attitude while promptly, politely, and safely meeting school and classroom expectations for respect of self, staff, and others. Student demonstrates age/grade and task appropriate communication skills in a polite, respectful manner according to classroom expectations.
2.0	<ul style="list-style-type: none"> Student inconsistently meets school and classroom expectations for respect of self, staff, and others and may require reminders and teacher support. Reminders may be needed to follow expectations promptly and safely. Student inconsistently demonstrates age/grade and task appropriate communication skills according to classroom expectations. Student may require reminders and support to communicate in a polite, respectful manner but quickly corrects behavior.
1.0	<ul style="list-style-type: none"> Student does not promptly, politely, and safely meet school and classroom expectations for respect of self, staff, and others or requires frequent reminders and teacher support to meet expectations. Student does not demonstrate age/grade appropriate communication skills according to classroom expectations. Student requires multiple reminders and support to communicate in a polite, respectful manner and occasionally corrects behavior.

Data is gathered through PowerSchool. This data shows greater than 80% of students were considered proficient in the area of Respect in Spring 17-18 and 18-19. Middle Schools have been working to bring consistency to reporting of the data. Currently, there is not enough historical data to determine accurate trend analysis.

Grade	Target	N	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
K	80%	962	83.5%	934	86.8%	933	83.4%	991	75%
1	80%	1022	89.3%	942	85.2%	875	83.5%	877	71.2%
2	80%	1006	91.5%	957	89.6%	890	81.8%	929	73.4%
3	80%	1006	89.9%	1002	90.1%	850	88.7%	882	75.5%
4	80%	994	93.2%	955	87.1%	850	85.9%	1007	82.6%
5	80%	953	91.3%	1016	91.6%	905	85.1%	972	75.6%

6	80%					927	91.5%	1086	86.9%
7	80%					1059	83.8%	1075	85.2%
8	80%					1001	86.6%	1014	85.7%

Across all divisions, Multi-Tiered Systems of Support (MTSS-B) will continue to be a primary focus within the Interconnected Systems Framework (ISF) initiative with emphasis put on monitoring of fidelity and outcomes of evidence-based practices. The elementary and middle school divisions will continue to focus on social-emotional learning through the teaching of Second Step at the core level for all students. This curriculum teaches the foundational skills for being an engaged learner, embracing diversity, and treating others in respectful ways. There are connections between these initiatives and OE-10 Learning Environment. These connections include the ongoing focus on the building of MTSS structures and data-based decision making with a focus on positive student outcomes.

Indicator 2: Students will manage their behavior and refrain from bullying at a target rate of 100%.		Baseline
<p>Evidence: During the 2018-19 school year there were 20 formal reports across the district. A formal report triggers an internal investigation with a determination of bullying being founded or unfounded. Of the 20 formal reports 1 elementary school incident was founded as bullying and 1 middle school incident was founded as bullying. When an incident of bullying is founded a formal plan is put in place to address the situation. The Second Step curriculum is taught at the kindergarten through 8th grade levels. This curriculum sets the foundation for treating others with respect and kindness. Resilience for Youth is taught at the High School level focusing on resilience and coping strategies. The district will continue to focus on the teaching of Social Emotional Learning. All divisional data is pulled from the formal bullying report. Moving forward, a comprehensive system will be put in place to track bullying data through PowerSchool.</p>		
2018-19	Number of Formal Bullying Investigations	Number of Founded Bullying Incidents from the Investigations
Elementary	9	1
Middle School	10	1
High School	1	0

Indicator 3: Students will show reasonable progress toward managing their behavior based on incidents and percentages for Major infractions.		Baseline
<p>Evidence: The Elementary Division has a shared list of Major Behaviors and definitions which is documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. This work has brought a shared understanding of Major Behavior and consistency in reporting incidents across the division and from a district perspective. The data below from 2016-17 was prior to the development of a shared list and definitions of Major Behavior therefore the data is not comparable. Over the past two years 94% of students have managed their behavior in healthy and safe ways. Approximately 5.5% of students displayed one incident of Major Behavior while 2.7% of students displayed more than one incident of major behavior during 2018-19. Of the students who displayed major behavior approximately 50% had more than one incident. The slight increase from 2017-18 to</p>		

2018-19 was due to ongoing education and training with staff which has led to an increased consistency in reporting. The focus will continue to be on the teaching of problem solving through difficult situations and emotion identification and management.

The Middle School level also has a shared list of Major Behaviors and definitions which is documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. Over the past three years this work has led to a shared understanding of Major Behavior and consistency in reporting of incidents throughout the Middle School Division. Over the past three school years, the Major Behavior data has been consistent. Most recently, the 2018-19 data shows that 89.8% of Middle School students managed his or her behavior appropriately without displaying any incidents of Major Behavior. 10.2% of students had at least one incident of a Major Behavior. 4.2% of students displayed more than one incident of a Major Behavior during the 18-19 school year.

The High School level also has a shared list of Major Behaviors and definitions which is documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. Over the past three years this work has led to a shared understanding of Major Behavior and consistency in reporting of incidents throughout the High School Division. Over the past three school years, the Major Behavior data has increased. This is due to ongoing education and training which has brought more consistency in reporting of Major Behavior. During the 2018-19 school year, 93.9% of High School students managed his or her behavior appropriately without displaying any incidences of Major Behavior. 6.1% of students had at least one incident of a Major Behavior. 2.3% of students displayed more than one incident of a Major Behavior during the 18-19 school year.

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
16-17	Elem	6,459	N/A	N/A	N/A	N/A	N/A
17-18	Elem	6,391	94.9%	324	5.1%	129	2.0%
18-19	Elem	6,388	94.5%	350	5.5%	173	2.7%
16-17	MS	2,992	89.9%	302	10.1%	135	4.5%
17-18	MS	3,070	90.2%	302	9.8%	141	4.6%
18-19	MS	3,199	89.8%	325	10.2%	134	4.2%
16-17	HS	3,813	97.0%	114	3.0%	26	0.7%
17-18	HS	3,859	95.4%	179	4.6%	48	1.2%
18-19	HS	3,973	93.9%	244	6.1%	93	2.3%

This data is pulled from PowerSchool with the Total Students indicating all students who attended throughout that year and each student is only counted once within the total. Moving forward, all divisions will continue to work towards the consistency of reporting of Major Infractions. Comprehensive systems of Re-Teaching of expectations and skill-building will be developed to support students in dealing with difficult situations in respectful and safe ways. Additionally,

disproportionality data will be collected and shared through individual school dashboards within Learnbps.

School Dashboard: Disproportionality Data

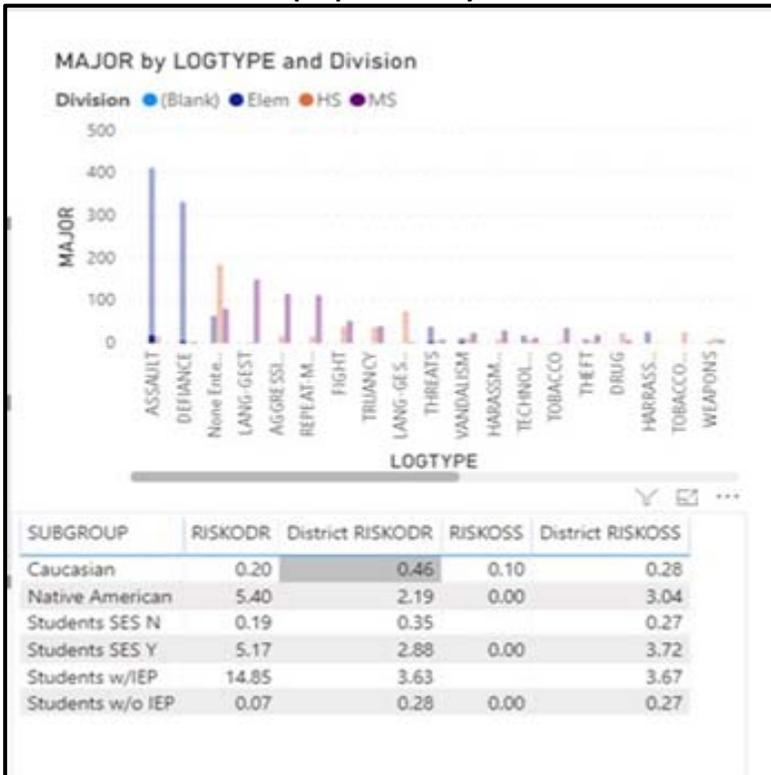


Figure 3: School Dashboard

<p>Indicator 4: Students will show reasonable progress toward managing their behavior based on incidents and percentages for ISS.</p>	<p>Baseline</p>
<p>Evidence: In-School Suspension data is documented within PowerSchool and pulled through Log Entry data.</p> <p>At the Elementary Division, revisions were made during 2017-18 regarding how this data was recorded within PowerSchool. These changes brought consistency to the reporting of In School Suspension data. Throughout the past two years, over 99% of students were able to manage their emotions and display safe behaviors. Less than 1% of students have incidents of ISS with an even smaller percentage of students having multiple incidents of ISS.</p> <p>At the Middle School Division, during the 18-19 school year, 94.8% of students did not display behaviors resulting in ISS. 5.2% of students had an incident of In-School Suspension during the 18-19 school year. 1.8% of students had more than one incident of In-School Suspension during the same school year. Percentages and numbers have remained consistent over the 17-18 and 18-19 school years.</p> <p>At the High School Division, during the 18-19 school year, 97.4% of students did not display behaviors resulting in ISS. 2.6% of students that had an incident of In-School Suspension during the 18-19 school year. 0.6% of students had more than one incident of In-School Suspension during the same</p>	

school year. The percentage of students increased by 1.2% from the 17-18 school year to the 18-19 school year while the number of students with more than one incident increased from .3% to .6%.

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
16-17	Elem	6,459	N/A	N/A	N/A	N/A	N/A
17-18	Elem	6,391	99.4%	38	0.6%	<10	0.1%
18-19	Elem	6,388	99.2%	53	0.8%	14	0.2%
16-17	MS	2,992	95.6%	133	4.4%	42	1.4%
17-18	MS	3,070	95.0%	155	5.0%	56	1.8%
18-19	MS	3,199	94.8%	166	5.2%	58	1.8%
16-17	HS	3,813	99.3%	27	0.7%	<10	0.1%
17-18	HS	3,859	98.2%	70	1.8%	10	0.3%
18-19	HS	3,973	97.4%	103	2.6%	25	0.6%

Moving forward, a comprehensive system with an emphasis on Teaching and Re-Teaching will be developed at all divisional levels to support students in learning strategies to deal with difficult situations and problem solving. This is an alternative to a strictly consequence-based process. Additionally, disproportionality data will be collected and shared through individual school dashboards within Learnbps. (See Figure 3: School Dashboard: Disproportionality Data)

<p>Indicator 5: Students will show reasonable progress toward managing their behavior based on incidents and percentages for OSS.</p>	<p>Baseline</p>
<p>Evidence: Out-Of-School Suspension data is documented within PowerSchool and pulled through Log Entry data.</p>	
<p>At the Elementary Division, revisions were made during 2017-18 regarding how this data was recorded within PowerSchool. These changes brought consistency to the documenting and reporting of Out of School Suspension data. Over the past two years, the data shows more than 99% of students managed their behavior and made safe choices. A very small percentage of students have incidents of OSS with an even smaller percentage of students having multiple incidents of OSS.</p>	
<p>At the Middle School Division, during the 18-19 school year, 97.1% of students did not display a behavior resulting in OSS. 2.9% of students had at least one incident of Out of School Suspension during the 18-19 school year. .8% of students had more than one incident during the same school year. The percentage of students with at least one incident of OSS, while remaining under 3% of the total student body, has almost doubled since the 16-17 school year. The percentage of students with more than one incident has increased from .4% to .8% over the same time period.</p>	
<p>At the High School Division, during the 18-19 school year, 96.9% of students did not display a behavior resulting in OSS. 3.1% of students had at least one incident of out of school suspension during the 18-</p>	

19 school year. 1% of students had more than one incident of OSS during the same year. There is an increase from 1.7% of students with at least one incident in 17-18 to 3.1% in 18-19. In addition, the percentage of students with two or more incidents increased from .3% in 17-18 to 1% in 18-19.

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
16-17	Elem	6,459	N/A	N/A	N/A	N/A	N/A
17-18	Elem	6,391	99.9%	<10	0.1%	<10	0.0%
18-19	Elem	6,388	99.7%	22	0.3%	<10	0.1%
16-17	MS	2,992	98.2%	53	1.8%	13	0.4%
17-18	MS	3,070	97.7%	71	2.3%	28	0.9%
18-19	MS	3,199	97.1%	92	2.9%	27	0.8%
16-17	HS	3,813	98.5%	57	1.5%	12	0.3%
17-18	HS	3,859	98.3%	66	1.7%	11	0.3%
18-19	HS	3,973	96.9%	122	3.1%	41	1.0%

Moving forward, a comprehensive system with an emphasis on Teaching and Re-Teaching will be developed at all divisional levels to support students in learning strategies to deal with difficult situations and problem solving. This is an alternative to a strictly consequence-based process. Additionally, disproportionality data will be collected and shared through individual school dashboards within Learnbps. (See Figure 3: School Dashboard: Disproportionality Data)

Indicator 6: Students will show reasonable progress toward managing their behavior based on incidents and percentages of Restraint and Seclusion.	Baseline
<p>Evidence: During the 2018-19 school year, 1.33% (178 unique students) of 13,335 students were supported through restraint and/or seclusion. Incidents included both students without and with disabilities. Sixty-three general education students and 115 special education students made up the group that resulted in restraint and seclusion incidents (178 total students). In review of the data, 100% of students with 6 or more incidents had behavior plans which addressed student specific programming. Behavior plans were in place for 84% of the Students with 2-5 incidents. Behavior plans were in place for 64% of the students with 1 incident. The data indicates that school teams are addressing student behavior by engaging in the student planning process and developing behavior plans which incorporate positive behavior supports to prevent future occurrences.</p>	

	Number of Incidents	Percentage of Student Population	Number of Seclusions	Number of Restraint	Both Restraint and Seclusion
Total	1104	1.33% of total population (178 of 13,335 students)	358	103	643

Grade Level	Restraint and Seclusion Incidents
Pre-K (all BECEP programs) through Grade 5	970
Middle School	129
High School	5

The number of incidents per student:

Number of Incidents	Students
1 Incident	67
2-5 Incidents	51
6-10 Incidents	24
10+ Incidents	36

Restraint and Seclusion data is pulled through the Incident Reporting System. Moving forward, a clear and concise reporting structure will be used to collect Restraint and Seclusion data. Data will be collected regarding the type of behavioral programming in place, specifically ABA (Applied Behavior Analysis) plans and PTR (Prevent Teach Reinforce) plans. Prevent Teach and Reinforce training will be provided so that all schools have team members who can effectively develop and implement Functional Based Behavior Intervention Plans.

Indicator 7: Students will show reasonable progress toward managing their behavior based on incidents of Expulsions.	Baseline
Evidence: When incidents arise which may warrant an expulsion hearing, the Superintendent and Assistant Superintendent are immediately notified. An investigation is completed inclusive of a file review and documentation of the incident. Special procedures are followed for students receiving	

Special Education services. An expulsion hearing is conducted to review the information obtained and a decision regarding expulsion is made.

The data over the past three years indicates low numbers of expulsion hearings and expulsions. The data would also indicate that the situations brought forth for review are significant, involve safety concerns, and warrant an investigation and consideration of expulsion.

School Year	Number of Expulsion Hearings	Number of Hearings Resulting in Expulsion
2016-17	<10	All Expulsion hearings resulted in expulsions
2017-18	15	All Expulsion hearings resulted in expulsions
2018-19	<10	All Expulsion hearings resulted in expulsions

Each Student Will:

3.2 Resolve interpersonal conflict.	Baseline
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Superintendent Interpretation: Interpersonal conflict is a disagreement between two or more individuals and is primarily communication-based but may escalate to being a physical altercation.

Elementary School

- **Assault** is defined as a physical act of aggression, such as hitting, slapping, pushing, shoving, instigating fights (see Policy ACE Violent and Threatening Behavior).
- **Threats** is defined as a statement that is verbal, written, or shared through other medium that would be perceived as serious expression of intent to harm, commit assault, or damage school property. Building administrators determine if threat is credible through investigation (see Policy ACE Violent and Threatening Behavior).
- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Bullying).
- **Harassment** is defined as any use of words, phrases language or gestures that are derogatory in nature or inappropriate for the school environment that makes a person feel uncomfortable or unsafe, including: threat of physical harm, verbal humiliation, or intimidation (related to ethnic, sexual, race, religion, gender, etc.) (see Policy AAC Nondiscrimination and Anti-Harassment).

Middle School

- **Physical Aggression** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Fighting** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Assault** is defined as willful or intentional harmful or offensive contact to another person. The act is one-sided.
- **Threats** is defined as verbal and/or written comments that threaten the safety of school, students, or staff. Building administrators determine if threat is credible through investigation.

- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Bullying).
- **Harassment** is defined as intentionally cruel incident(s) which are deliberately hostile and aggressive and are directed towards a person. Actions of one or more persons create an intimidating, hostile, or offensive learning environment for an individual or small group of individuals. Encompasses a wide range of hurtful behaviors including physical harm, verbal humiliation, or intimidation.

High School

- **Physical Aggression** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Fighting** is defined as an exchange of blows or assault of physical blows such as hitting, slapping, pushing, and shoving. This includes students who instigate fights.
- **Assault** is defined as willful or intentional harmful or offensive contact to another person. The act is one-sided.
- **Threats** are defined as verbal and/or written comments that threaten the safety of school, students, or staff.
- **Bullying** is defined as repeated, intentional, and inappropriate verbal/nonverbal behavior that is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities (see Policy ACEA Bullying).
- **Harassment** is defined as intentionally cruel incident(s) which are deliberately hostile and aggressive and are directed towards a person. Actions of one or more persons create an intimidating, hostile, or offensive learning environment for an individual or small group of individuals. Encompasses a wide range of hurtful behaviors including physical harm, verbal humiliation, or intimidation.

<p>Indicator 1: Students will manage interpersonal conflicts in safe ways as indicated by the number of conflicts resulting in Major Infractions in situations related to conflicts with others.</p>	<p>Baseline</p>
<p>Evidence: The Elementary Division has a shared list of Major Behaviors and definitions which is documented within Policy FF Student Conduct, Discipline, and Corporal Punishment Prohibition. This work has brought a shared understanding of Major Behavior and consistency in reporting incidents across the division and from a district perspective. The data from 2016-17 was prior to the development of a shared list and definitions of Major Behavior therefore the data is not comparable.</p> <p>During the 2018-19 school year, over 96% of students managed interpersonal conflict in safe ways. Accordingly, 3.9% of elementary students had difficulties in managing interpersonal conflict in safe ways. Of those 3.9% of students, 1.6% displayed repeated behavior related to interpersonal conflict. There was a slight increase from 2017-18 to 2018-19 which is due to the ongoing education and training with staff which has led to an increased consistency in reporting. The elementary division will continue to develop and bring fidelity to Multi-Tiered Systems of Supports focusing on the teaching and re-teaching of Social Emotional Learning Skills.</p> <p>At the Middle School Division, 3.8% of students had at least one incident of handling interpersonal conflict in an unsafe manner during the 18-19 school year. Overall student numbers and percentages are comparable to those at the Elementary Division for the 18-19 school year. There is a .5% decrease in the percentage of students with more than one incident when compared to the MS 17-18 and 16-17</p>	

school years. The number of students handling interpersonal conflict in an unsafe manner has remained fairly consistent, ranging from 121 to 128 over the past three years.

At the High School Division, the percentage of students handling interpersonal conflict in a manner that is not safe was 1.8% during the 18-19 school year. The percentage of students with one or more incidences was .3% during the 18-19 school year. This is an increase in numbers when compared to the previous years. This pattern is consistent at the high school when comparing percentages of students with incidences of OSS and ISS for the 18-19 school year.

YR	DIV	Total Students	% Without Incidents	With Incidents	% With Incidents	With More Than One Incident	% With More Than One Incident
16-17	Elem	6,459	N/A	N/A	N/A	N/A	N/A
17-18	Elem	6,391	96.5%	221	3.5%	69	1.1%
18-19	Elem	6,388	96.1%	246	3.9%	105	1.6%
16-17	MS	2,992	95.7%	128	4.3%	38	1.3%
17-18	MS	3,070	96.1%	121	3.9%	41	1.3%
18-19	MS	3,199	96.2%	123	3.8%	25	0.8%
16-17	HS	3,813	99.3%	28	0.7%	<10	0.1%
17-18	HS	3,859	99%	38	1.0%	<10	0.1%
18-19	HS	3,973	98.2%	71	1.8%	11	0.3%

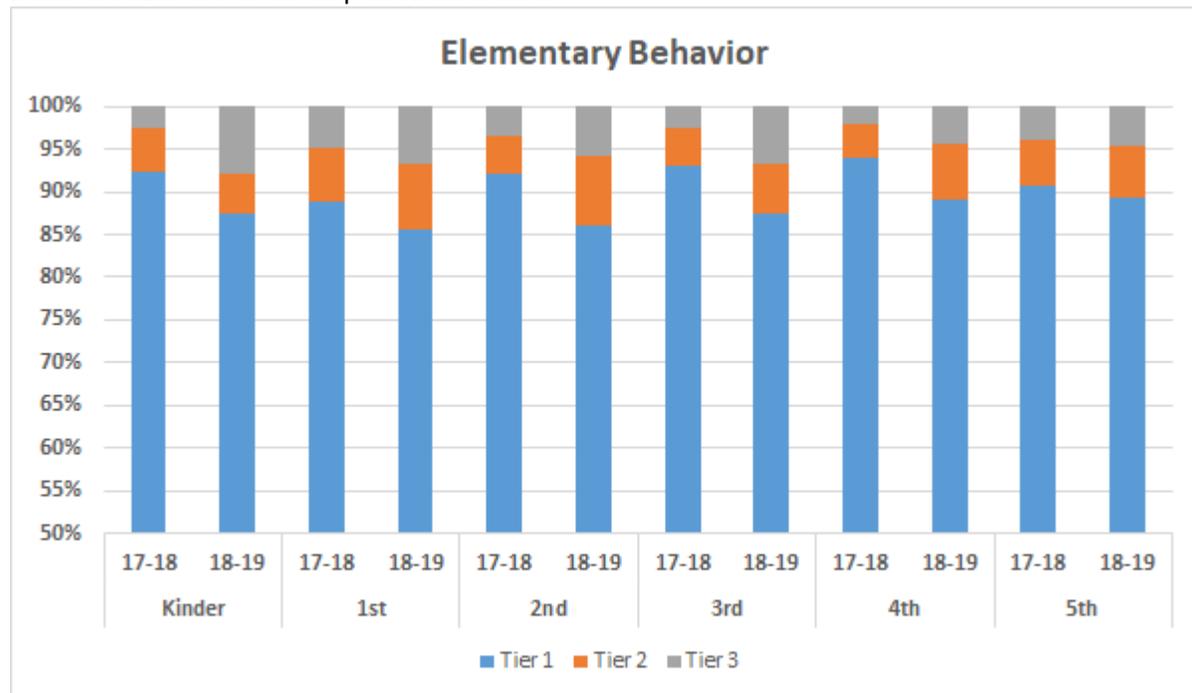
Moving forward, a comprehensive system with an emphasis on Teaching and Re-Teaching will be developed at all divisional levels to support students in learning strategies to deal with difficult situations and problem solving. This is an alternative to a strictly consequence-based process. Additionally, disproportionality data will be collected and shared through individual school dashboards within Learnbps. (See Figure 3: School Dashboard: Disproportionality Data)

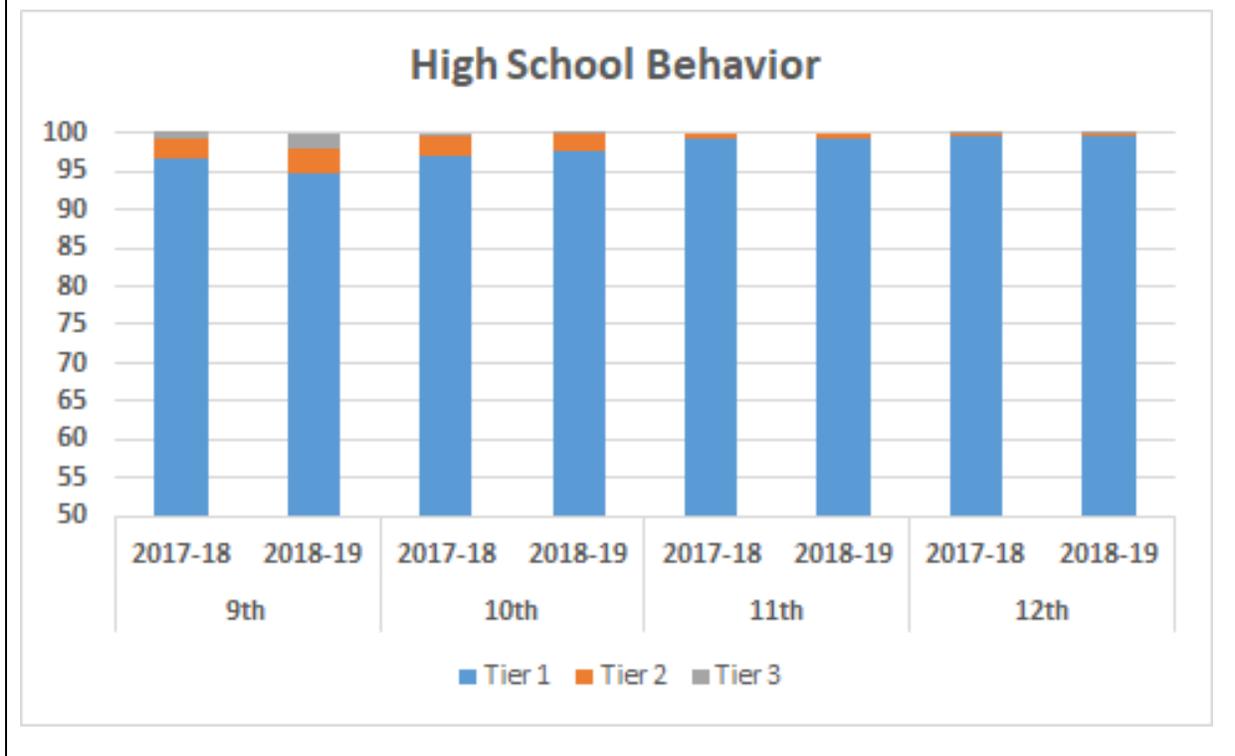
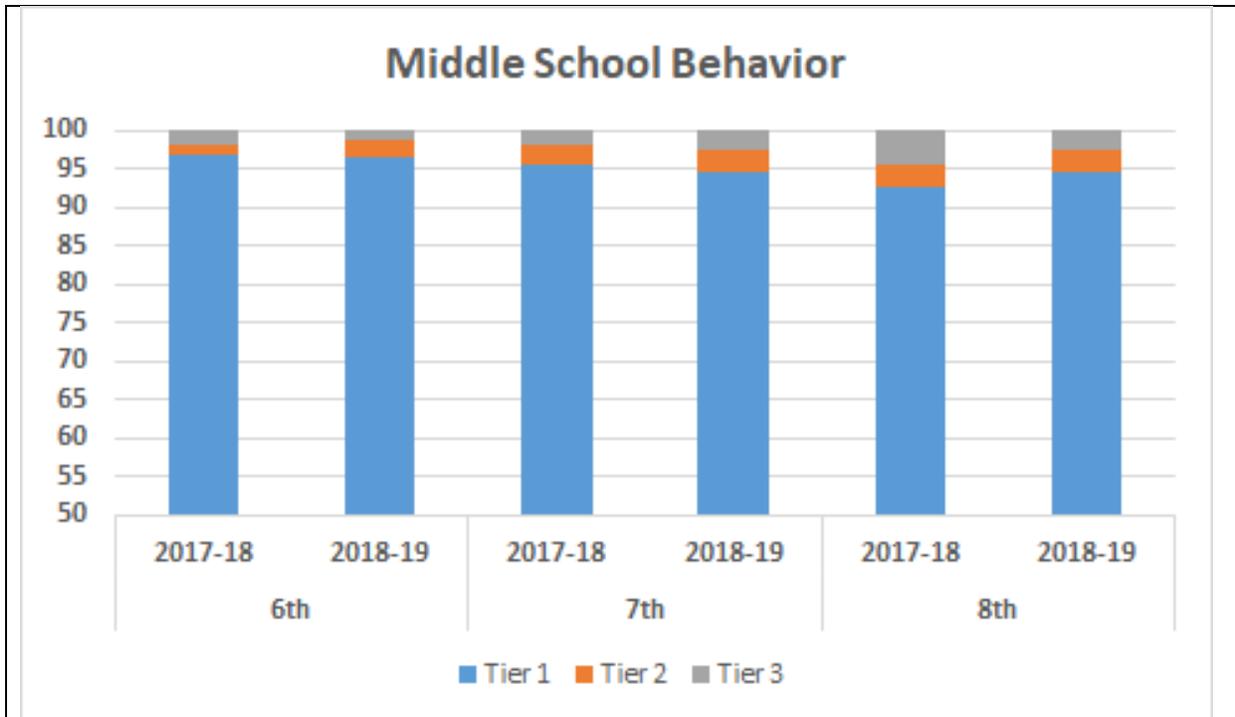
<p>Indicator 2: Each schools’ students will show continuous improvement toward, or attainment of, a target so that at most 15-20% of students are considered at the Tier II/III level for behavior in each grade level.</p>	<p>Baseline</p>
<p>Evidence: Major data was pulled from PowerSchool indicating the percentages of students who have displayed Tier 1, Tier 2, and Tier 3 level Major behavior within all categories. Tiered behavior is based on the following criteria. Tier 1 = 0 to 1 Major Tier 2 = 2 to 3 Majors Tier 3 = 4 and above Majors</p> <p>Within the elementary division, all levels reflect attainment of the target of 15-20% falling within the Tier 2 and Tier 3 level criteria for behavior.</p>	

There has been an increase from 2017-18 to 2018-19 in most elementary grade levels. This can be attributed to an increase in fidelity of documentation of Major behavior. An increasing focus has been put on developing structures for MTSS-B and using PowerSchool to enter data. School teams have increased fidelity to data entry and use of reports. The data during 2018-19 is more accurate due to increased fidelity to interventions, documentation, and data collection.

At the secondary level, all levels reflect attainment of the target of 15-20% falling within Tier 2 and Tier 3 level criteria for behavior.

All schools across the district are working to improve implementation of ISF/PBIS structures that includes tier 1 support including school-wide expectations, core social-emotional learning, celebrations, tier 2 supports such as check in/check out, group intervention in order to help students build the skills that result in positive behavior.





<p>Indicator 3: Students will resolve interpersonal conflict in healthy ways as indicated through student survey question taken from the new BPS Student and Staff Survey. Future Survey Question: “I solve problems with others and interact with others in safe ways.”</p>	<p>Baseline</p>
<p>Evidence: Moving forward a third indicator will be added to gather information regarding students handling Interpersonal Conflict. This information will be gathered through student self-report taken</p>	

from the new BPS Student and Staff Survey. Future Survey Question: "I solve problems with others and interact with others in safe ways."

The Superintendent Shall:

3.3 Take responsible risk.	Baseline
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Superintendent Interpretation: Students demonstrate reasonable academic risk by enrolling in Advanced Placement Courses, Dual Credit, and Upper Level Classes.

- **Reasonable Academic Risk (High School):** Students enrolled in Advanced Placement Courses, Dual Credit, and Upper Level Classes.
- **High School Upper Level Courses:**
 - Math: completion of one of these math courses with state course code of
 - ELA: completion of one of these ELA courses with state course of
 - Science: student earned more than graduation requirement of 4 credit hours in area of science
 - Social Studies: student earned more than graduation requirement of 4 credit hours in area of social studies
 - AP: completed any advanced placement course
 - DC: completed any course earning dual-credit
 - CTE: completed CTE Capstone course

Indicator 1: The percentage of students enrolled and active last days of advanced placement courses, upper level courses, and dual credit courses will increase to show continuous improvement toward, or attainment of, a target so that at least 70% of high school students enroll.	Baseline
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Evidence: Total Enrollment of Senior Students that completed CORE Academic Areas, Advance Placement, Dual Credit, and CTE Pathway Completers. During the 18-19 school year, 72.3% of students were enrolled in Core Academic Areas, Advanced Placement and Dual Credit classes. The percentage increases to 72.5% when CTE Pathway Completers are included.

Year	CORE/AP/DC	CTE	CORE/AP/DC/CTE	Enrollment
18-19	72.3%	< 1%	72.5%	884
17-18	74.5%	< 1%	74.9%	858
16-17	73.1%		73.1%	854

* each column is a distinct student count, percentages should not be added together

Indicator 2: Students will show continuous improvement toward, or attainment of, a target so that at least 90% of students self-report completing challenging work in at least half of their classes based on the annual Student Learning Inventory.	Baseline
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Evidence: Data was collected by administering an eProve™ Student Engagement Survey to students in grades 3-12 in the fall of 2017. This survey is designed to collect students' responses to items about their learning experiences. The number of respondents compared to total student enrollment results in 69% of all 3rd-5th graders and 62% of all 6-12th graders who completed the survey. The 2017-2018 school year was the first year of administering the Student Learning Inventory to students, therefore

making the above percentages a baseline for the next survey administration scheduled for February 2020. Future years will outline comparative results beyond this baseline year.

Elementary (2230 Respondents)	Middle & High School (4298 respondents)
<i>87% complete challenging work in more than half their classes.</i>	<i>88% complete challenging work in more than half their classes.</i>

Indicator 3: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students self-report they push themselves in their learning by exceeding expectations and never giving up on the Student Engagement Survey.		Baseline
Evidence: Data was collected by administering an eProve™ Student Engagement Survey to students in grades 3-12 in the fall of 2017. This survey is designed to collect students’ responses to items about their learning experiences. There are no right or wrong answers; instead the instrument is designed to categorize responses as “disengaged, compliant, or committed” in terms of quality of engagement through leveled/weighted questions aligned to those descriptors. Below outlines the degree to which each division has met the high standard BPS has set for itself in reaching the targeted “committed” responses in the baseline collection year 2017-2018.		
Elementary (2942 Respondents)	Middle (2947 Respondents)	High (2896 Respondents)
<p><i>“What makes you feel good as a student?”</i></p> <p>46% “I feel good when I finish my work</p> <p>21% “I feel good when my teacher says nice things to me.”</p> <p>67% of elementary student responses demonstrated a “Committed” quality of engagement.</p>	<p><i>“Success to me is...”</i></p> <p>36% “when I have met the requirements of the class”</p> <p>28% “Never giving up”</p> <p>64% of middle school student responses demonstrated a “Committed” quality of engagement.</p>	<p><i>“School success to me is...”</i></p> <p>41% “when I have completed class requirements</p> <p>23% “When my work exceeds my teacher’s expectations”</p> <p>64% of high school student responses demonstrated a “Committed” quality of engagement.</p>

Each Student Will:

3.4 Take initiative, set goals, self-evaluate, and strive to continuously improve.	Baseline
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Superintendent Interpretation: Students who take an active role in their learning will be more invested in, and have a better understanding of, their responsibility in the learning process. An active role would be defined as students having an understanding of the goal, taking initiative to evaluate where they are at, and setting goals of where they want to be.

Elementary Responsibility

- **Behavior Standard Self-Management** is defined as the ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress,

controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

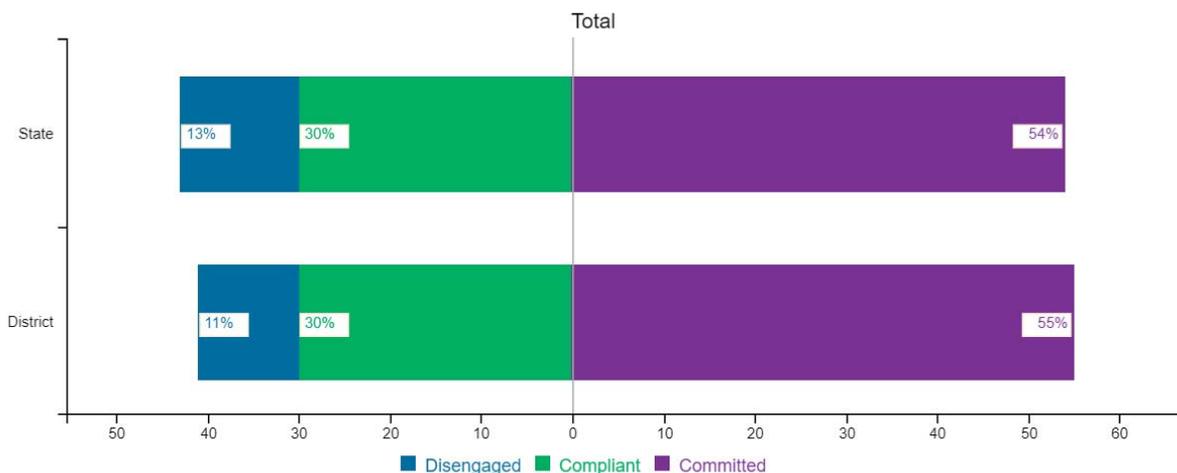
Middle School Responsibility

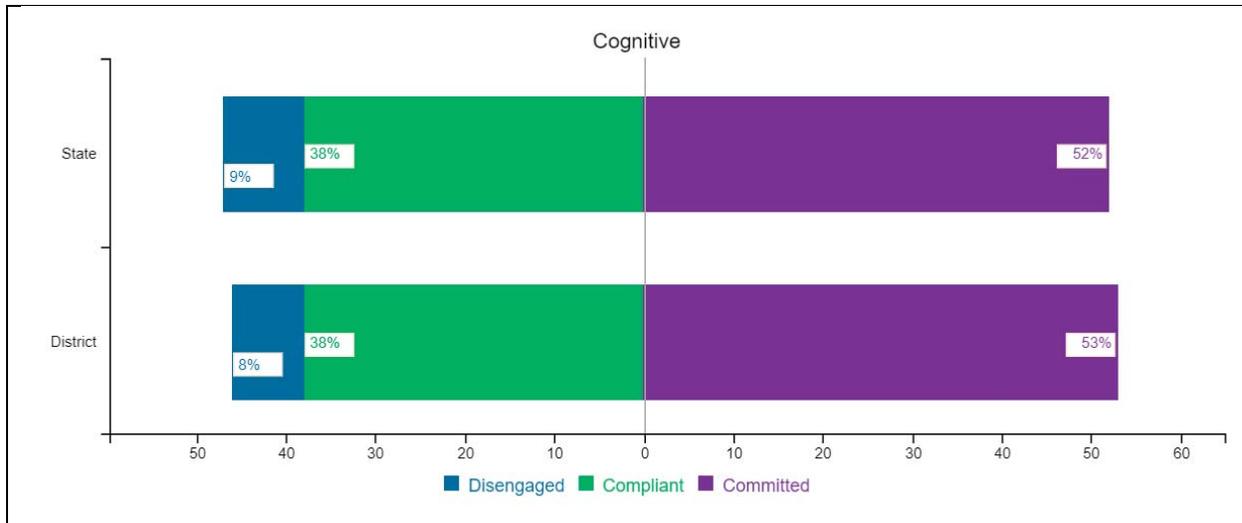
- Be Responsible Standard.

Indicator 1: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students report that learning goals help them be cognitively engaged at the committed engagement level on the ND Student Engagement Survey.	Baseline
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Evidence: Post-Secondary Enrollment - Part of the ND ESSA plan is to incorporate student engagement survey results. Data was collected by administering an eProve™ Student Engagement Survey to students in grades 3-12 in the fall of 2017. This survey is designed to collect students’ responses to items about their learning experiences. During the 2017 – 2018 school year, Bismarck Public Schools had 55% of students determined to be at an overall “committed engagement” level and 53% of students determined to be at a committed level for “cognitive engagement,” both of these were above the North Dakota state average. Additionally, BPS students overall were determined to be at a “Committed Engagement” level above the state average in the subcategories for Behavior, Cognitive, and Emotional Engagement.

	Target	State	17-18
Overall “Committed Engagement”	80%	54%	55%
Cognitive Engagement	80%	52%	53%





Indicator 2: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students are considered proficient in each grade level assessed on the progress report in the areas of Responsibility.

Baseline

Evidence: During the 2019-20 school year, the elementary behavior standards changed to the CASEL Competencies. CASEL is the Collaborative for Academic, Social, and Emotional Learning. This is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. CASEL has identified 5 competency areas which lead to positive outcomes for students (represented in Figure 1).



Figure 1: <https://casel.org/what-is-sel/>

Training was provided to all Elementary Teaching Staff during August and September of 2019. This training was inclusive of the CASEL’s Core Competencies, the scoring rubric (supported by the North Dakota Multi-Tiered System of Support group), and how to enter scores in PowerSchool. Additionally, training was provided regarding how the scoring of the competencies link to a report within PowerSchool which provides decision rules for identifying students in need of Tier 2 and Tier 3 interventions. This training was a collaboration between BPS Technology Department and BPS Student Support Services.

All elementary classroom teachers of kindergarten through 5th grade enter scores for the competency of self-management on a weekly basis. All other competencies are scored at a minimum of three times a trimester. Data pulled for “Responsibility” will come from the competency of Self-Management: “The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.”

Self-Awareness	Social Awareness	Responsible Decision Making	Self-Management	Relationship Skills
Identifies Emotions	Perspective-Taking	Identifying Problems	Impulse Control	Communication
Accurate self-perception	Empathy	Analyzing Situations	Stress Management	Social Engagement
Recognizes Strengths	Appreciating Diversity	Solving Problems	Self-Discipline	Relationship Building
Displays Self-Confidence	Respect for Others	Evaluating	Self-Motivation	Teamwork
Displays Self-Efficacy Skills		Reflecting	Goal Setting	
		Ethical Responsibility	Organizational Skills	

Figure 2: Competency Definitions

These new behavior standards are supported by the core Social Emotional curriculum, Second Step, which is taught to all elementary K-5 students by all classroom teachers. This change in behavior standards has created a shared definition amongst all elementary staff and has brought consistency across the division from the building to the district level regarding how “Responsibility” is defined and documented. With this initiative being new the data is not available for the 2018-19 school year. Moving forward, this data will be obtained through PowerSchool and will be shared out as Self-Management: Showing Responsibility.

Secondary data is pulled from the standard of “Be Responsible”. The grade is based on the following:

RESPONSIBILITY

Score	Description
4.0	<ul style="list-style-type: none"> • Student manages individual learning by completing assigned tasks (homework, assignments, projects) on time and according to classroom procedures. • Completed work provides evidence of student’s new learning, pride in work, and best effort. Tasks/assignments may be completed above the classroom expectation for proficiency. • Student offers help and supports others to meet this expectation. • Student manages learning and uses time efficiently. • Student follows classroom procedures independently. • Student role models and encourages others to meet these expectations.

	<ul style="list-style-type: none"> • Student arrives to class on time with the materials described in classroom expectations and is ready to learn. • Materials are well-organized with evidence of pre-planning and personalization.
3.0	<ul style="list-style-type: none"> • Student manages individual learning by completing assigned tasks (homework, assignments, projects) on time and according to classroom procedures. • Completed work provides evidence of student's new learning, pride in work, and best effort. • Student manages learning and uses time efficiently. • Non-productive moments are self-corrected or require infrequent redirection. • Student follows classroom procedures independently. • Student typically arrives to class on time with the materials described in classroom expectations and is ready to learn. • Student may occasionally offer support and strategies to other students in this area.
2.0	<ul style="list-style-type: none"> • Student attempts to manage individual learning by partially completing assigned tasks (homework, assignments, projects) and is missing multiple assignments. • Completed work provides some evidence of student's new learning but does not consistently demonstrate pride in work or best effort. • Student inconsistently manages learning and use of time. • Student corrects behavior only after redirection. • Student requires some reminders or assistance to follow classroom procedures. • Student is not consistently on time and has a few tardies. • Student arrives with some of the materials described in classroom expectations and frequently needs reminders to bring items to class. • Student requires from the teacher to become ready to learn.
1.0	<ul style="list-style-type: none"> • Student does not manage learning independently and requires frequent reminders and support to complete tasks • Student requires significant number of reminders and support to demonstrate evidence of learning. • Completed work does not demonstrate pride in work or best effort. • Student does not manage learning or use time efficiently. • Student only follows classroom procedures with assistance and requires frequent reminders to correct behavior. • Student does not arrive on time and has several tardies. • Student does not bring materials as described in classroom expectations despite multiple attempts at interventions. • Student is not ready to learn and typically does not respond to redirection from the teacher.

Middle School data is pulled from the standard of Be Responsible. During the 2018-2019 school year 66.4% of sixth grade students, 66.3% of seventh grades students and 61.4% of eighth grade students were proficient in the area of Responsibility. There is not enough data to determine accurate trend

analysis. Middle Schools have been working to ensure consistent reporting of the data in order to ensure accurate results.

Grade	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
K	80%	475	63.2	560	65.5	718	69.8	1,065	62.8
1	80%	505	73.7	524	69.8	672	66.5	1,033	65.9
2	80%	508	74.4	601	63.7	719	63.3	1,023	66.8
3	80%	483	64.2	587	70.7	682	69.9	908	63.5
4	80%	523	70.7	540	78.0	722	79.8	1,042	73.6
5	80%	436	76.4	587	76.5	686	71.3	1,055	66.1
6	80%					1,059	91.5	1,087	66.4
7	80%					1,001	83.8	1,075	66.3
8	80%					975	86.6	1,015	61.4

Work at the Elementary and Middle School Division will also encompass alignment of Second Step to CASEL and ongoing staff training will occur to deepen teacher understanding to make connections with academic content areas.

Indicator 3: Students will engage in learning strategies for managing emotions, problem solving, accepting differences, and resiliency skills as evidenced by 100% of students receiving the core Social Emotional Curriculum.	Baseline
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Evidence: The Core Social-Emotional Learning (SEL) Curriculum at the Elementary Division is Second Step. Second Step is rooted in (SEL) which helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive. This curriculum is taught to all K-5 students by all classroom teachers. This curriculum focuses on teaching Skills for Learning, Empathy, Emotion Management, and Problem Solving. Second Step provides a platform for the teaching of the elementary behavior standards, CASEL’s Core Competencies. This holistic approach helps create an empathetic environment by providing students with tools and skills which foster emotional wellbeing. During the 2018-19 school year all K-5 teachers were provided Second Step training.

During 2018-19 the Second Step program course was developed in the LearnBPS platform for grades 3-5 by BPS staff. Using this course, teachers have the ability to teach the lessons through technology supports, allowing for higher levels of student engagement. This course gathers evidence of student learning and indicates who might need an opportunity for re-teach strategies. During 2019-20 all 3rd-5th grade teachers received training from the BPS Technology Department on the LearnBPS Second Step Course. Furthermore, the BPS technology department supported the roll-out of the course in all 3rd-5th grade classrooms ensuring all students were able to access and engage in the course activities. The LearnBPS course has brought consistency and fidelity to the teaching of SEL across the elementary division.

Moving forward, in 2020-21 all 3rd-5th grade teachers will use the Second Step LearnBPS as a platform for teaching the curriculum. All students will complete the Launch, Wrap-Up, and Summative Assessment activities. Data collected will be used to identify which students might need opportunities for re-teaching. Summative Assessment data will be obtained for Kindergarten-2nd grade students. This will be collected through the assessment included in the Second Step Curriculum.

Middle School Students receive Second Step Lessons provided by classroom teachers. Implementation started during late Spring of the 18-19 school year. Moving forward, evidence is collected through the

Second Step Principal Tool Kit which tracks lessons taught by School, Grade Level and each teacher assigned to provide instruction. Middle Schools developed a Scope and Sequence of lessons for the 2019-2020 School year. Second Step lessons are divided into four units. Each student will complete all four units by the end of the school year. End of unit Summary Evaluations were built into Learn BPS and will be completed by each student as they complete the unit.

High School Students receive the Resilience for Youth Curriculum. Each High School has completed a scope and sequence for delivery to all students. PE teachers and Counselors provide instruction at CHS and BHS. At LHS, it is provided through the Advisory Program.

Each Student Will:

3.5 Identify passions and find joy in learning.	Baseline
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Superintendent Interpretation: When students find their work relevant and meaningful, the learning is deeper and more personalized. Students should be able to explore and identify personal passions to contextualize their learning. Students should have choice in their learning and explore, create, and demonstrate their knowledge in a variety of ways. Students try out their own ideas, refine, analyze, evaluate their own ideas in order to improve and maximize creative efforts.

- **Clubs:** Extension of the school curriculum, extends learning of the school curriculum into its activities
- **Fine Arts:** Band, Choir, Debate, Drama, Orchestra, Student Congress, Speech
- **Co-Curricular Activities:** Activities, programs, and learning experiences that complement, in some way, what students are learning in school (i.e., experiences that are connected to or mirror the academic curriculum)
- **Extra-Curricular Activities:** State-Sponsored Athletic Activities (22 activities in total)

Indicator 1: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students self-report they will feel like their work has meaning and purpose.	Baseline
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Evidence: Data was collected by administering an eProve™ Student Engagement Survey to students in grades 3-12 in the fall of 2017. This survey is designed to collect students’ responses to items about their learning experiences. The survey instrument is designed to categorize responses as “disengaged, compliant, or committed” in terms of quality of engagement through leveled/weighted questions aligned to those descriptors. Below outlines the degree to which each division has met the high standard BPS has set for itself in reaching the targeted “committed” responses in the baseline collection year 2017-2018.

Elementary (2942 Respondents)	Middle (2947 Respondents)	High (2896 Respondents)
<p><i>“I feel my school work is...”</i> 57% “important” 22% “something that makes me proud”</p> <p>79% of elementary student responses expressed feeling</p>	<p><i>“When I think about my school work...”</i> 18% “I feel that it has meaning and purpose.” 40% “I am proud of the work I do”</p>	<p><i>“When thinking about my school work...”</i> 30% “I recognize the meaning and purpose it has for my future” 19% “I think of how proud I am of the work I do”</p>

<p>like their work has meaning and purpose.</p>	<p>58% of middle school student responses expressed feeling like their work has meaning and purpose.</p>	<p>49% of high school student responses expressed feeling like their work has meaning and purpose.</p>	
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<p>Indicator 2: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students self-report they solve real world problems and complete assignments that meet their personal learning needs in at least half of their classes.</p>	<p>Baseline</p>
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Evidence: Data was collected by administering an eProve™ Student Engagement Inventory to students in grades 3-12 in the fall of 2017. This survey is designed to collect students’ responses to items about their learning experiences. The number of respondents compared to total student enrollment results in approximately 74% of all 3rd-5th graders and 65% of all 6-12th graders who completed the survey. The 2017-2018 school year was the first year of administering the Student Learning Inventory to students, therefore making the above percentages a baseline for the next survey administration scheduled for February 2020. Future years will outline comparative results beyond this baseline year.

<p>Elementary (2287 Respondents) <i>71% complete assignments that meet my personal learning needs.</i></p>	<p>Middle & High (4326 Respondents) <i>78% complete assignments that meet my personal learning needs.</i></p>
<p>(2375 Respondents) <i>55% work on real-life problems</i></p>	<p>(4412 Respondents) <i>52% work on real-life problems.</i></p>

<p>Indicator 3: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students self-report they choose their own topic at least 3-5 times per year.</p>	<p>Baseline</p>
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Evidence: Data was collected by administering an eProve™ Student Engagement Inventory to students in grades 3-12 in the fall of 2017. This survey is designed to collect students’ responses to items about their learning experiences. The number of respondents compared to total student enrollment results in approximately 78% of all 3rd-5th graders and 67% of all 6-12th graders who completed the survey. The 2017-2018 school year was the first year of administering the Student Learning Inventory to students, therefore making the above percentages a baseline for the next survey administration scheduled for February 2020. Future years will outline comparative results beyond this baseline year.

<p>Elementary (2428 Respondents)</p>	<p>Middle & High (4442 Respondents)</p>
<p><i>60% choose topics for their projects.</i></p>	<p><i>71% investigate and choose a topic for their projects.</i></p>

<p>Indicator 4: Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students self-report completion for the ND Choice Ready Essential Skills indicator of completing a “Work-based Learning Experience.”</p>	<p>Baseline</p>
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Evidence: ND Choice Ready data indicate that in 2017-2018 just 2% of 12th graders had a documented “Work-based Learning Experience.” This increased to 21.62% of 12th graders in 2018-2019. This increase is attributed to increased efforts to involve students in work-based learning and to document information on student work-based learning.

Bismarck Public Schools offers several courses where work-based learning is included in the criteria. Other pathways to qualifying work-based learning included job shadowing, career fairs, and on-the-job training. Experiences are verified through the high school counselors and career advisors.

Indicator 5: Students will show continuous improvement toward, or attainment of, a target so that at least 60% of all high school students are reported to actively participate in a co-curricular activity, extra-curricular activity, or club that is connected with the school.	Baseline
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Evidence: Data collected for the 18-19 school year was broken up into Athletics and Fine Arts. 40.9% of students participated in Athletics. 26.8% of students participated in Fine Arts. Data for the 19-20 school year will be collected to include the number of students participating in co-curricular, extra-curricular and clubs connected with school in a combined format. Students participating in multiple activities will be counted one time in the overall number of students.

Athletics

Grade	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
BHS	60%	523/ 1,319	39.7%	465/ 1,212	38.3%	479/ 1,143	41.9%	486/ 1,206	40.3%
CHS	60%	607/ 1,347	45.1%	615/ 1,229	50.5%	636/ 1,257	50.6%	592/ 1,267	46.7%
LHS	60%	376/ 808	46.5%	451/ 1,115	40.4%	431/ 1,197	36.0%	446/ 1,249	35.7%
Total	60%	1,506/ 3,474	43.4%	1,531/ 3,556	43.1%	1,546/ 3,597	43.0%	1,524/ 3,722	40.9%

Fine Arts (Band, Choir, Debate, Drama, Orchestra, Student Congress, Speech)

Grade	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
BHS	60%	n/a	n/a	313/ 1,212	25.8%	316/ 1,143	27.6%	312/ 1,206	25.9%
CHS	60%	n/a	n/a	405/ 1,229	33.0%	406/ 1,257	32.3%	352/ 1,267	27.8%
LHS	60%	n/a	n/a	343/ 1,115	30.8%	367/ 1,197	30.7%	335/ 1,249	26.8%
Total	60%	n/a	n/a	1,061/ 3,556	29.8%	1,089/ 3,597	30.3%	999/ 3,722	26.8%

Indicator 6: Students will show continuous improvement toward, or attainment of, a target so that at least 60% of all middle school students are reported to actively participate in a co-curricular activity, an extra-curricular activity, or club that is connected with the school.	Baseline
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Evidence: Data is collected through participation rosters. Participation rosters are not available for middle school for the 2018-2019 school year. Moving forward, Evidence for the 19-20 school year will

be collected from participation rosters and will define the percentage of student participation in clubs, fine arts and co-curricular activities connected with school

<p>Indicator 7: Students will show continuous improvement toward, or attainment of, a target so that at least 70% of high school students and 75% of middle school students self-report to participate in after-school activities, both school sponsored and non-school sponsored.</p>	<p>Baseline</p>
<p>Evidence: The Middle and High School Inventory Survey was completed in the 17-18 school year and resulted in 83% of Middle and High School students self-reporting that they participated in, before or after, school activities such as sports, clubs, tutoring, etc. We currently do not have a survey question that differentiates between Middle and High School student participation. Moving forward data will be collected through student self-report on the BPS Student and Staff Survey.</p>	

Capacity Building

Input by Administration

This report contains first-time data. Although there is data from previous years and BPS marked progress using the following chart, it is for reference only as some systems have changed over the past 18 months. The November 2021 monitoring report will include future capacity building.