BOE Policy	Proposed Indicator or Interpretation Changes	Next steps, follow-up
R-4 Collaborative and Responsible Citizens	**Remove:** R 4.2 (Indicator 1) Elementary and Intermediate Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. (Indicator 2) Middle School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. (Indicator 3) High School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient Add R 4.2 ~~(Indicator 1) 90% of 7th grade students will receive a C or higher in Spanish or German.~~ ~~(Indicator 2) 90% of students in Grades 9-12 will receive a C or higher in Spanish, German, FLS (Facilitated Language Study), Sociology and Social Awareness courses.~~ (Indicator 1) 80% of Grade 3 students demonstrate "Low Risk" status in the Social Behavior component of Fastbridge mySAEBRS by the Spring benchmark window. OR There will be an increase in third grade students who are identified as "low-risk" on the mySAEBRS from fall to spring. (Indicator 2) Decrease the number of students who receive a major discipline referral in grades K-12 in the area of "Harrassment/Bullying/Hate Speech"from the previous year. *Rationale: 1, 2 & 3 are a SEL competency grade book data point and has been discussed multiple times as being subjective because it is a student self-reflection at the upper levels and a subjective judgement from a teacher. Students will still learn about the SEL competencies and self reflect. A SEL curriculum being taught is an indicator addition in OE-11 (See below) The new indicators reflect the policy more closely by focusing on the student*	***NOTE: Directors worked on indicator changes at Wisdom Sharing on 9/26/26 and worked through these notes below (from August work session):* Board would like different indicators for 4.2 indicator 1 and 2. 4.2 Indicator 3 - Board approves with the change in the word 'maintain' Board would like learning on the Civil Discourse rubric but approve the indicator. Board approves the chronically absent indicators. Board would like to see if we could add grades 4-8 in the indicators on extracurricular activity participation, but otherwise approve. Board would like at least one of the above indicators to include an elementary level indicator. Board approves the removal of the indicators shared. R-4 Board Report Ideas from Leadership ***In 2027-28, add indicator for 7th grade Social Studies**

	results and experiences as it relates to "gaining perspective, developing empathy, and valuing diversity" (from the R4.2 Board Interpretation). Remove R 4.3 (Indicator 1) Elementary and Intermediate Behaviors that Promote Learning **Target:** 80% of students will be marked proficient (Indicator 2) Middle School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. (Indicator 3) High School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. Add R 4.3 (Indicator 1) ___% of students enrolled in Global Studies will earn a score of 'Meeting' or 'Exceeding' on the Civil Discourse Skill rubric. (Indicator 2) ___% of 6th grade students will earn a score of 'Meeting' or 'Exceeding' on the speaking and listening standard "Participates actively in discussions, expressing ideas clearly and building on others' contributions. (SL.6.1)". *Rationale: 1, 2 & 3 are a SEL competency grade book data point and has been discussed multiple times as being subjective because it is a student self-reflection at the upper levels and a subjective judgement from a teacher. Students will still learn about the SEL competencies and self reflect. A SEL curriculum being taught is an indicator addition in OE-11 (See below) The new indicator reflects the policy more closely by focusing on the student results of "Communicate effectively, listen actively to understand the perspectives of others, and develop respectful, mutually supportive, collaborative relationships."* Add R 4.4	

	(Indicator 4) DAHS will maintain a lower percentage of students that are chronically absent than state average. (Indicator 5) The percentage of DAHS students that are chronically absent by subgroup will be proportional to the student population within 5%. *Rationale: These indicators were part of (OE-10). This indicator is a result vs. an operational expectation and aligns to the policy in regards to showing responsibility.* Remove R 4.5 **(Indicator 3):** Elementary and Intermediate Behaviors that Promote Learning **Target:** 80% of students will be marked proficient **(Indicator 4):** Middle School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. **(Indicator 5):** High School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. Add R 4.5 Indicator 3: 80% or more of students in grades 9-12 are involved in at least one extracurricular activity. Indicator 4: 80% or more of 9th-12th grade students in each subgroup are involved in at least one extracurricular activity. *Rationale: 1, 2 & 3 are a SEL competency grade book data point and has been discussed multiple times as being subjective because it is a student self-reflection at the upper levels and a subjective judgement from a teacher. Students will still learn about the SEL competencies and self reflect. A SEL curriculum being taught is an indicator addition in OE-11 (See below)*	

	Indicators 3 and 4 that are being added are being moved from OE-10 as they are a result of our students feeling connected.	