
F.C. Reed Middle School 2026 - 2027 Board of Education Report

October 2026

October is National Principals Month across the public education landscape. I'd like to extend a special thank-you to Principal Graves and Principal Heath for their dedication, leadership, and the many ways they support our students, staff, and community! I'd also like to express my appreciation to Superintendent Reed and the BPS Board of Education for their continued trust, support, and governance. I'm grateful for the opportunity to work alongside such dedicated educational leaders and for the strong partnerships that make our work possible!

Academics:

F.C. Reed Middle School concluded the first quarter of the 2026–2027 school year on October 16, with student report cards scheduled to be released to families on October 23. First-quarter academic performance reflects a strong start to the school year, with 178 of our 244 students (73.0%) earning a GPA of 3.0 or higher, placing them on track to receive Honor Roll recognition for the first semester. This represents nearly three out of every four RMS students demonstrating strong academic performance during the opening quarter.

Student attendance also remains a significant strength. RMS currently maintains an average daily attendance rate of 96.09%, reflecting consistent student participation in classroom instruction. For context, Michigan's statewide reported regular attendance rate is currently 91.5%. Maintaining strong attendance continues to be an important priority.

As part of our ongoing emphasis on preparing students for a successful transition to Bridgman High School, the RMS administration completed its first-quarter academic readiness review for Grade 8 students. Of the 65 eighth-grade students, 58 (89.2%) met our high school readiness expectations by successfully completing their first-quarter coursework and passing all four core academic courses (Math, ELA, SS, and Science). The remaining seven students have been identified for additional academic support. I will meet individually with these students' families during Parent-Teacher Conferences on November 3 and 5 to review academic barriers, discuss student progress, and collaboratively develop individualized plans to improve performance during the second quarter. This proactive approach is intended to address academic concerns early and ensure students enter high school with the foundational skills, habits, and confidence necessary for success.

Looking ahead, RMS will host Parent-Teacher Conferences on Tuesday, November 3, and Thursday, November 5, from 4:00–7:00 PM. Families of students in Grades 5 and 6 will schedule individual conference appointments with their teachers, while Grades 7 and 8 and

Encore/Elective teachers will be available through an open-house format on a first-come, first-served basis. These conferences provide an important opportunity to celebrate student achievements, strengthen home-school partnerships, and establish shared goals for continued academic growth as we continue the second quarter.

Behavior:

F.C. Reed Middle School continues to maintain a positive student behavior environment as we progress through the first quarter of the 2026–2027 school year. While documented behavior incidents have increased since the beginning of the school year, overall rates remain well below our established benchmark of 2.00 behavior logs per in-session day. RMS averaged 0.40 logs per day in August, 0.90 in September, and 1.23 in October (compared to 1.30 in October 2025). This gradual increase warrants continued monitoring but remains within a range we consider positive and typical for fall.

Through October 21, RMS has recorded 47 formal behavior discipline logs. Grade 7 accounts for the largest proportion of incidents (63.8%), followed by Grade 6 (17.0%), Grade 5 (12.8%), and Grade 8 (6.4%). Male students account for 93.6% of documented incidents. The most frequently recorded behavior subtypes include horseplay and issues involving substitute teachers (eight incidents each), followed by disrespect (seven), insubordination (six), and other behaviors (six). These findings suggest that student interactions, responsiveness to adult direction, and consistency of expectations during substitute-led instruction are areas deserving additional attention.

Classrooms continue to account for the majority of documented incidents, with 31 of the 47 logs (66.0%) occurring during instructional time. School transportation accounts for six incidents, followed by hallways (four), school grounds (three), bathrooms (two), and common areas (one). Incidents are relatively distributed throughout the school week, with Thursdays and Fridays each accounting for 25.5% of documented behaviors. The highest concentrations by time of day occur around 9:00 AM, 11:00 AM, and 1:00 PM, although no single period accounts for a disproportionate share of incidents.

Moving forward, the RMS administration will continue using behavior data to guide proactive supervision, reinforce consistent classroom expectations, and provide targeted interventions where emerging patterns are identified. Particular attention will be directed toward supporting Grade 7 students and strengthening behavioral expectations during substitute-led instruction. Our ongoing implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and individualized student interventions remains central to maintaining a safe, respectful, and supportive learning environment for all students.

See below for full details:

Total behavior logs

47

Year to date

October daily average

1.23

Below 2.00 benchmark

Classroom incidents

66.0%

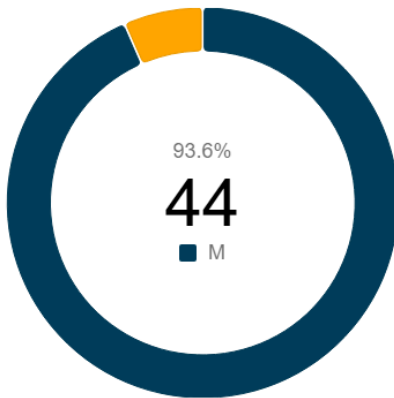
31 of 47 logs

Grade 7 incidents

63.8%

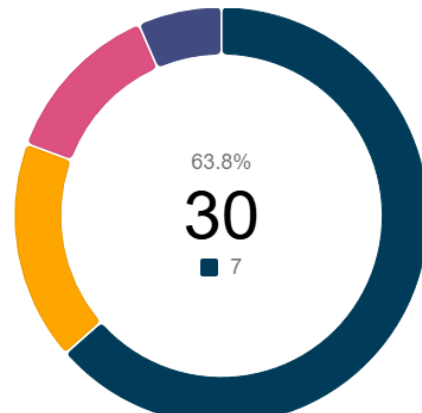
30 of 47 logs

Gender



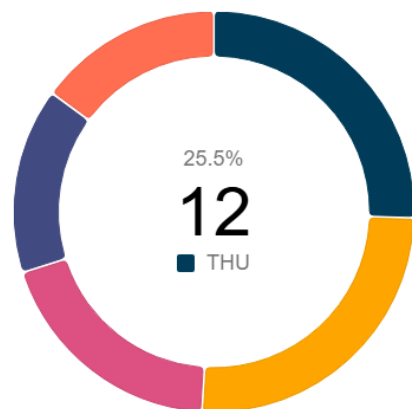
93.6% M 6.4% F

Current Grade



63.8% 7 17.0% 6 12.8% 5 6.4% 8

Count by Day of the Week



25.5% THU 25.5% FRI 19.1% TUE 14.9% WED 14.9% MON

Mental Health:

F.C. Reed Middle School continues to strengthen its comprehensive, tiered approach to student mental health and wellness through proactive prevention education, universal social-emotional learning (SEL), and targeted mental health interventions. As part of our proactive approach to student support, all RMS students in Grades 5 - 8 participated in a 45-minute meet-and-greet session with School Social Worker Angie Cooper and School Counselor Sarah Altieri. These sessions, occurring in students' Bonus period, provide learners with an opportunity to build relationships with both mental health professionals, better understand the services available at RMS, and learn how to report concerns or request assistance for themselves or their peers. Establishing these connections early in the school year is an important component of our efforts to reduce barriers to accessing mental health services and promote a school culture where asking for help is encouraged.

Our school counselor, Sarah Altieri, has begun delivering CharacterStrong SEL lessons to students in Grades 5 and 6, with an emphasis on emotional regulation, responsible decision-making, and developing healthy coping strategies. These lessons support students in building the skills necessary to navigate social situations, manage emotions, and make positive choices both inside and outside the classroom. CharacterStrong lessons will begin in Grades 7 and 8 in the upcoming weeks.

From October 19–22, RMS students also participated in personal safety and internet safety lessons facilitated by the Children's Advocacy Center (CAC). These developmentally appropriate lessons focus on recognizing unsafe situations, establishing healthy boundaries, navigating online interactions safely, and identifying trusted adults and resources when concerns arise. This partnership supports our broader commitment to student safety, prevention education, and community-based collaboration.

In addition to universal Tier 1 social-emotional learning lessons, RMS continues to provide targeted mental health interventions to a significant number of students. Mrs. Cooper, our School Social Worker, currently provides individualized Tier 3 mental health services to 22 students, while an additional 44 students participate in seven Tier 2 small-group interventions. These groups include Grade 7 Boys, Grade 8 Boys, Grade 6 Boys, Grade 6 TRAILS, Grade 5 Peer Connection, Grade 5 Girls TRAILS, and Grades 5–6 Banana Splits. 19 more students receive services through the Well of Grace H2O partnership, and five students receive grief counseling through Lory's Place.

These targeted interventions provide structured, supportive environments where students can develop healthy coping strategies, strengthen peer relationships, build emotional regulation skills, and address specific social-emotional challenges. Collectively, 90 student intervention placements across Tiers 2 and 3 reflect the breadth of RMS's school-based mental health

services and our ongoing commitment to providing accessible, proactive, and individualized support that helps students succeed socially, emotionally, and academically.

Finally, RMS looks forward to hosting our annual Trunk or Treat event on Thursday, October 29, from 6:00–7:00 PM. This family-friendly event provides an additional opportunity to strengthen relationships among students, families, staff, and community partners while promoting a positive sense of belonging and connection to our school community.

Student Voice Report:

Student voice continues to play an important role in shaping the student experience at F.C. Reed Middle School. Through our ongoing Student Voice initiative, students are encouraged to share feedback about their learning environment, school culture, and overall well-being. Administration and teachers review this feedback to identify opportunities for meaningful improvements and ensure students have an active role in shaping their school community.

Historical student feedback highlighted a desire for additional opportunities for outdoor recreation and autonomous play. In response, RMS has added an additional 10 minute recess period for Grade 5 students and expanded opportunities for upper grade level students to earn supervised, self-directed outdoor time during Friday Bonus periods by completing and submitting their assigned academic work. These practices reflect our commitment to balancing academic expectations with students' developmental needs, while also reinforcing responsibility and positive decision-making.

The additional outdoor opportunities also align with the American Academy of Pediatrics' updated May 2026 policy statement, The Crucial Role of Recess in School. The AAP emphasizes that regular, self-directed breaks support students' cognitive functioning, emotional regulation, social development, physical health, and readiness to learn. Its recommendations specifically recognize the importance of recess for adolescents, reinforcing RMS's commitment to supporting the whole child through developmentally appropriate opportunities for recreation, independence, and peer connection at the secondary level.

Student feedback has also informed smaller, practical improvements to our school environment. For example, students shared that the complimentary feminine hygiene pads available in RMS restrooms were too thin and that additional size options were needed. This feedback was shared with our school social worker to guide future purchasing decisions, ensuring that the personal care products we provide better meet students' needs and preferences.

Looking ahead, RMS is excited to provide students with an additional opportunity to influence districtwide decision-making. On October 27, a diverse group of student representatives will

participate in a focus group with Mr. Reed as part of his efforts to better understand Bridgman Public Schools in preparation for the district's upcoming strategic planning process. Representatives will include students from all four grade levels, along with student leadership, special education, athletics, visual and performing arts, mental health, school culture and climate, and principal-selected representatives. This opportunity will provide district leadership with valuable firsthand perspectives while reinforcing the importance of student voice in our continuous improvement efforts.

Extracurricular Activities:

F.C. Reed Middle School continues to expand extracurricular opportunities for students during the 2026–2027 school year. We are excited to welcome Sideline Cheer to our extracurricular offerings, with Coach Doyle returning to lead the program. Several Appendix C clubs and activities are currently active, including the BPS Drama Club (Ammerman), RMS Yearbook Club (Korson), RMS Student Council (Milligan), RMS Garden Club (Smiertelny), RMS Chess Club (Smiertelny), RMS Kagan Coaches (M. Foxworthy and K. Yauchstetter), and RMS Choir Club (Ammerman). Together, these opportunities encourage student involvement, foster positive peer and staff relationships, develop leadership skills, and provide meaningful ways for students to explore their interests and talents beyond the classroom. These programs also support our continued emphasis on student belonging, engagement, and connection to the school community.

Athletics:

Congratulations to the RMS Boys and Girls Middle School cross country teams on their victories at the 10/21 MS Regional Meet in Bangor, MI! This is the second year in a row both teams won their Regional Meet. Winter sports are also starting up! The first grade check for Boys' Basketball and Sideline Cheerleading will be November 3, 2026.



RMS Weekly Bulletin:

[October 19, 2026 Edition](#)

[October 12, 2026 Edition](#)

[October 5, 2026 Edition](#)

[September 28, 2026 Edition](#)