

Board Report
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Hello Board Members,

We have attempted as a leadership team to look at our school year in cycles, as opposed to a straight line with one beginning and one ending. Our collective cycles mindset will allow staff time and feedback to grow. The first cycle of the 2022-2023 school year is coming to a close on October 19 with our MEA break for students. It is important for our leadership teams to close out this first cycle according to their roll out plan and trust that the work that they have put in planning will be implemented successfully while also being high quality. If the first cycle is completed as planned then the instructional component in each building will have all the other components in place to allow the instruction in each building to really take off. It is this vital instructional component that will lead to significant academic gains to support the MTSS whole child gains already completed within the first cycle of the school year. I will continue to provide updates on the following: Principal evaluations, observations, instruction, 504's for students, emergency response, Title 9, BNAS overall, attendance, wellness, and the student handbooks. I will also be providing a quick snapshot of our current plan for working with tribal court, Principal PD once per month, student councils, tutoring, and the support provided to SpEd.

Principal Evaluations: UPDATE: The roll out plan at the district level is in alignment with the building level roll out plans where we are starting the school year focused on compliance rather than compliance and performance, or performance itself. This is the goal of this first cycle of the school year. This roll out plan beginning with compliance first accomplishes two major tasks: it takes a huge pressure off of staff (teachers) plates as they don't have to begin the school year in peak, mid-season form and have every support in place; and, it provides an opportunity to building trusting communication as staff members (teachers) are provided with the exact expectations that they are needed to meet in order to be compliance, or to provide evidence that they are doing their jobs. This transparent communication also allows for two-way communication as well. I will continue to provide an update on this roll out plan. It is this explicit communication that building leadership must have with their staff. This transparent communication is not only greatly appreciated but it allows each staff member know where they stand in relation the framework, plans, and supervision. It will also allow first cycle closure on 10/19 so that the staff can come back the following week celebrated and supported for successfully laying the foundation for instruction that they can immediately begin working on when school resumes.

Observations: UPDATE: I have continued my observations. I had to be patient and follow my own roll out plan by continuing with observations to provide feedback on the standards, leadership, curriculum, assessment, whole child learning, safe learning environment, communication home documented in the IC PLP, and the overall climate and culture of the building including BNAS culture. Walkthroughs will begin the week after the MEA break so that my district plan aligns with each building's leadership plan. Overall, district wide things are

positive and supporting the holistic child. Each building needs to take advantage of this first cycle ending to celebrate those positives while also acknowledging the needs for improvement as they have plenty to celebrate. Acknowledging the needs for improvement is the next steps in building leadership in how they complete that communication to their staff.

Instruction: UPDATE: I am in the process of making this transition to focusing on the performance of staff (teachers) in providing high quality instruction. I have not observed anything to this point that is going to delay this process. A more detailed update will be provided the next board report. We have spent the last couple years not only implementing new curriculum, we have also continued implementing the Gradual Release of Responsibility for instruction. In addition, we have also separated the elementary and secondary instructional systems to help each principal, SBE team, and district leadership provide prescriptive instructional support. We received PD on secondary engagement strategies while also continuing the work from last school year which was work on implementing questioning strategies to improve communication and the understanding of students via my walkthrough feedback with principals. The elementary grades will begin the first quarter maintaining the instructional improvements made last school in primary engagement strategies and questioning techniques as they implement their SBE plans. My goal is to help the principals implement the secondary engagement strategies. The secondary grades will be focused on implementing the GRR with bell-to-bell instruction in every class every day to begin the school year as they continue implementing primary engagement strategies. These starting points for this school year are based upon walkthrough feedback from last school year and in working with Becky and the principals. The overall instructional goal is to begin implementing Project Based Learning through GRR while using effective primary and secondary instructional strategies and strategic questioning strategies to allow students and teachers more options to showcase their final learning projects in methods that are more than a multiple choice final. UPDATE: I am still at this step in the instruction component process. I will provide a new update on the next board agenda.

504's for students: This area has now become our remote learning guidepost. We have added the following codes to IC: 504Y- yes student has a 504; 504N- no a student does not have a 504. This distinction will help support the iTutor teacher, grade level counselor, and building administrator in monitoring and supporting each student on remote learning. As we implement these two new codes we will also be implementing a full remote learning option for all students. There is a process for a 504N that is being implemented at the building level. 504N remote learning is being finalized to mirror as much as possible the 504Y process. We are also finalizing the recruiting of iTutor teachers, we are looking at adding a minimum of 3 to support 504Y and 504N students synchronously. I will provide an iTutor teacher update and process on the next board agenda.

Emergency Response: We have scheduled CERT training during the MEA schedule at BHS. We are looking to have up to 20 staff members signed up and hopefully complete the training. The staff members can be certified or classified which allows us a great opportunity to get as many different types of staff members trained in emergency response. This diversity will help each

building successfully fill out their building level emergency response team. We have the great earthquake Shake Out scheduled for 10/19 at 10:10am districtwide. We will also continue to communicate and build positive relations with our reservation wide non BPS emergency response teams.

Title 9: We had district wide Title 9 training with the school lawyer. It was attended by each building and department Title 9 coordinator. We were provided the latest updates but mainly we discussed how we currently manage Title 9 reports and if that it is alignment with current policies, laws, and practices. This was very beneficial as we got to discuss each scenario in depth and really got to review how we managed those situations. We also clarified our chain of command and the difference between investigator and decision maker at the building level and district level. We are also updating our BPS Title 9 handbook with the new laws and ways of operating, per the school lawyer. The next steps are to ensure that this handbook is in the hands of coordinator and that they are aware of, and following with fidelity, the checklist provided within the handbook. I will be reviewing this process with the coordinators once our handbook has been updated, or until I have received and added the updates. UPDATE: I am still in the process of completing these final next steps for our staff. I will be following up and making this a high priority to get completed. I will provide an update at the next board agenda.

Attendance: We continue to have our meetings twice per month. We have finalized remote learning attendance coding and have begun a new process for verifying student absence support. We have added, or are attempting to add, another step in our BPS attendance plan by having students with extreme attendance issues reported to me. These extreme students are where the student shows up to school 1-2 times per every 10 days of school meaning that they show up just enough to avoid the 10 consecutive day drop. I will be providing another layer of support for these students and families. Each school building has reached out to each student on the missing list and has brought that student back into BPS if they are not in any school, or they have located where the student is attending school. We continue to review policy, handbooks, and SOP's to determine where we can provide more support. Next steps include finalizing relations with the tribe and homeschool to review curricular needs of students and the support being provided. We believe that BPS can provide the best education possible so we will continue trying to do all that we can to locate and support all students.

Wellness: We have completed the process of advertising for the wellness coordinator and the wellness 7 coaches. We did have to take a step back from planning a wellness day on homecoming day so that we could showcase our student athletes in front of the entire district and community. We will still provide a tail gate prior to the last home football game and we feel as though it was awesome. We gave out shirts, bags, drawings, hamburgers and hot dogs. We also opened the event up to the community. Our first district wellness day is scheduled for 10/28. Also, the wellness Board report provided by the wellness coordinator scheduled for this board meeting will be postponed until the first November board meeting. Going forward I will be providing an update on the support I am providing this team and a report in conjunction with the wellness coordinator. I am very proud of the work this committee has completed in less than a year's time: framework, logo, mission, vision, all inclusive, lifetime activities, and the

development of a team to name a few of the accomplishments. The wellness coordinator will provide the details.

Student Handbook: Each building is implementing their student handbook. Any reports that I have received thus far from students or families have been handled by using the handbooks, following the chain of command, and by verifying that the building administrators have done it by the book. This will continue to be an emphasis going forward. I have also created an "In Take" form for any reports regarding any student or family concerns. This form is located at the front office of the admin and it allows for reporting to be completed when needed and it provides me an avenue to begin looking into the report. It also has allowed the administrators to provide me with handbook language to verify that the process was completed correctly and that the administrator worked with the student and families in completing the concern. I will continue providing an update on this reporting process. UPDATE: This will continue to be updated once we get more data to report. This remains our goal however we also need data to justify if we have had successful outcomes.

SpEd Support: I am working with the building principals ensure that each teacher has received and has signed off on the IEP accommodations paperwork for each of their students. I will also include the SpEd classrooms in my walkthrough feedback.

Updates: Overall the observed direction of the school district is remains positive, although, I will continue to work with leadership to continue to emphasize that everything is a process and just how I watch out for what I put on their plates, I am expecting them to do the same with their staff. In roll out plans things are completed in a process without everything for the entire school year thrown at the staff all at once at the beginning of the school year and expecting them to not be overwhelmed and positive which is a tall ask of any staff member. It is this climate and culture of things being organized and structured at the top with a roll out plan for leadership so they can in turn provide the same leadership and management to their staff. This will be a major focus once walkthroughs begin so that BPS gets to that balance of being empowered to make the choice to be hardworking, self-motivated, positive role models for themselves and each other as they provide students with high quality instruction. This balance requires focus and focused support which is what I am providing to the building leadership. I am observing this process being implemented across the district to varying degrees and I will be working with each building principal on informing me what they need from me to help them continue to grow upon the outstanding leaders that they already are. Shout Out to those teachers who are being positive mentors and role models for their colleagues, it takes great leaders like you all to truly make the wheels of change turn. Thank you very much for all that you do.