

Board Report

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Hello Board Members,

The 2022-2023 school year continues its great start. We are now beginning to settle into the routines and data collection methods that will help provide evidence of the awesome start that we are having. I have been completing multiple observations at each school building, and beginning the final week of September, I will begin completing walkthroughs with that feedback provided directly to the principals. This walkthrough feedback will be combined with their own walkthrough feedback, their principal goals, and their attendance at meetings to determine the principal's level of performance at the quarterly review. I will continue to provide updates on the following: District Writing Assessment, 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.

District Writing Assessment: As the writing assessment makes its transition to a principal led assessment, the principals have set their building level focus on writing. This will be done within a standalone program such as Step Up To Writing or No Red Ink as well as across the curriculum. A goal to begin implementing is to have students complete 2 multipage essays per subject area per quarter in preparation for the writing assessment and to use as data to determine the level of success as a result of the focus placed upon writing. This goal will become a part of the planning and discussion process. I will also be working on getting our scoring team in place. The testing window will also be reviewed at a Monday administrator meeting.

Principal Evaluations: UPDATE: After multiple observations to begin the school year I have observed school buildings that are laser focused, that are engaging, with staff building positive relationships and working positively together. Observing this to begin the school year is such a huge accomplishment, as it tells me that staff and students want to be here and that they want to be learning and working together. It is extremely difficult to say the least to improve instruction, teaching, learning, and improve academic data without first having the positive learning environment supports in place. A positive learning environment is also no guarantee of instructional improvement either, however, we have put ourselves in position to really make academic gains in all areas this school year which is very exciting. 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. Performance is how well are they doing their jobs. 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.

Observations: UPDATE: I have completed multiple observations in each school building. My roll out plan goal is to be seen as a “member” of the school building, or as a colleague when I make my observations. I want to be in the buildings to the point to where I am approachable, the students know me, and the staff trust that I am there to support first and foremost. These observations will continue throughout the school year to support the documented walkthrough feedback forms provided to principals. I will also begin classroom walkthroughs as well to provide further feedback on instructional improvements. Once I begin the classroom walkthroughs I will also be evaluating the building’s instructional framework effectiveness and discussing this feedback with principals.

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.

504’s for students: We have begun the process of creating, developing, and supporting student 504’s. We have developed a list of options for each student to support them in completing their academic expectations while also working through the reason for their 504 request. We are currently in the process of providing a primary grade student with stand alone remote learning. This is the first student working through this process and it is a learning experience for me as well. Becky has provided guidance in connecting with iTutor, John and Toni have helped support locating an iTutor teacher (we still look for high quality teachers), Bill working with all within the building level, Andrea (KW/Vina Coach) is working on providing the curriculum (BPS

provides the curriculum) and we are all working with the parent and family. In between finding an iTutor teacher and starting the iTutor process, we are supplying the student with KW/Vina homework to ensure that the student is still connected to school and has the opportunity to grow academically. We are able to provide other academic supports that do not include remote learning, however, this is a snapshot of the remote learning process. My next board report will provide an update on the non-remote learning supports being provided.

Emergency Response: We completed our initial BPS Admin PD on Emergency Response. We have made the commitment to communicating in the simplest form possible, within our paper copies of the BPS Emergency Operations Plan (EOP). This is an important decision as it attempts to solve the problem of providing all emergency updates asap in the most efficient way possible. Electronic forms are dependent upon internet connection and not all emails are always read, followed, and complied with. In this system each administrator will make their updates within their own paper copy of the EOP handbook which will ensure that they know what the updates are and where to locate them. We will also continue with these PD's throughout the school year. There have been lockdowns announced this school year and our consistent response to these emergency situations continues to be an ongoing discussion. A BPS checklist is being developed to support the emergency checklists located with the emergency response handbook. The question of when to call for a lockdown was further clarified but there is also a need for a response that keeps people where they are at but that is not managed as a lockdown when there is an emergency but not an immediate threat to oneself or another person. My suggestion will be to provide the option of "Class Hold". These discussions are ongoing with Dee Ann and the administrators and they will continue to do so. I will provide a further update at the next board report which will have the BPS checklist and an update on when to call a lockdown.

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.

Attendance: We have started our committee meetings. We will start the school year with 2 meetings per month, the second and fourth week of the month. These meetings will be a combination of information sharing, meeting with outside entities, and discussing case by case students who have been dropped due to 10 consecutive absences and those students who are not in compliance with our BPS attendance policy. I have begun the process of communicating with family court and Matthew is supporting with communicating with Manpower to provide

awareness and information. The goal is to provide transparent communication to the community on the BPS attendance policy, the support provided at each building, the contact people at each building, and the rewards/incentives available. I think that our consistent and common communication with each of these agencies will also help families hear and understand that we want them in school and that we have a lot of resources available to support them, even if they get off to a slow start or have a rough patch, we're for them. The first meeting was focused on coding and ensuring that the handbook expectations are being implemented. Our next meeting will be focused upon those students who are on the home school list and those that have been dropped or that are already at 10 absences or more. A review of the building's supports and practices will be completed to ensure that every resource at BPS has been exhausted. It will be decided what next steps will be taken and if a referral to truancy court is needed the building will make that recommendation and I will approve or deny the recommendation. If it is denied it is because there is more that we can do or we didn't do our part correctly and we must do so. If it is approved I will be the staff member working with truancy court and completing the referral process. This system is being tentatively implemented to provide us some form of checks and balances and separation of powers in providing support equally and equitably. My next board report will be focused on the success (or lack of success) of this initial plan.

Wellness: We have advertised and completed the process of advertising for the wellness coordinator and the wellness coaches. These staff members will be recommended to the Board for hire. We may need to revamp the wellness coaches portion, however, that is still in discussion. We had more interest than we expected so we may need to request more than the already approved 6 coaches positions. 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 be providing a tail gate prior to the game. Our first district wellness day is scheduled for 10/28. Although, we may have something before then based upon how quickly we can plan a building level wellness day to kick off our new wellness support team. Also, the wellness Board report provided by the wellness coordinator scheduled for this board meeting will be postponed until the first October 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.

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 positive, and very business like in the sense that the staff seems to be ready to work and the students seem to be ready to learn. I will begin collecting the data and the evidence to prove the positive direction of the district but at this point in time I could not be prouder of where we are at in regards to relationship building with students, staff to staff communications improvements, and the always improving leadership of the administration teams. Shout Out to all the Shout Outs provided by leadership and staff. Until next time, good day.