

Board Report
Dennis Juneau- Assistant Superintendent
8/31/2022

Hello,

The 2022-2023 school year is off to a great start. I will provide an update 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: The writing assessment will be making a transition to a principal led assessment as it will be tied into their principal's goals and their building focus on writing. This a BPS assessment and it can get overlooked in the other assessments and data provided by BPS. The goal this year is to work with the principals and their SLT/SBE on developing a positive mindset for the assessment, develop ownership, and work with me on providing writing prompts. I will be looking to revamp the scoring staff and the scoring process. There will be a fall and spring assessment, or a pre and post assessment. Updates will be provided as we move forward.

Principal Evaluations: Principals have begun the evaluation process by completing their principal goals and having an initial baseline meeting with me to discuss their goals, the school's focus, and SLT action plan to start the process. An emphasis on whole child education is the requirement and the balance they develop between their Tier 1 instruction and MTSS in ensuring that every student is provided with a high-quality education and the help and support that they need will be component of their evaluation. I will also be working with Matthew on school climate and culture with the principals. In closing the principals have done a great job preparing for the school year and it shows in their buildings and with their staff. I will continue to provide updates as we move through the evaluation process throughout the school year. The BPS evaluation form and the EPAS model provide the overall framework for their evaluations.

Observations: I have begun observations in each school building, completing initial baseline walkthroughs with that feedback provided to the principals immediately after the walkthrough. I have also started observations in each building beginning the first day(s) of school. These observations are only observations and not walkthroughs to begin the school year so that principals feel comfortable in implementing their plans without constructive criticism. The walkthroughs with feedback provided will begin 1-2 weeks after school starts. There is a difference between my observations and walkthroughs. An observation is being present and interacting with students and staff and attempting to be a member of their staff. It is important that I be seen as a source of support as much as the person holding the accountability. The walkthrough system is when I have my iPad and I am looking at the learning environment, instruction, management and leadership of the building and provided constructive feedback. This feedback is immediately emailed to the principals after the walkthrough and it becomes a

component of our ongoing meetings. My goal is to complete a walkthrough in each building 2-4 times per month while also completing observations in between which will result in my presence in each building being at the Goldilocks level (hopefully).

Instruction: 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. There are great things going on in each building and we need to help our students showcase their learning while allowing teachers multiple avenues to present the successful completion of their learning outcomes.

504's for students: Our previous BPS 504 process prior to covid will be fully re-implemented this school year. Each building has a 504 coordinator and each principal and assistant principal, along with the counseling dept., have been doing a great job in forming each individual students 504 team to provide the help and support that those families need. The stand-alone remote learning option will be included in the various support options we have available for all students. Each plan is individualized and each building has their 504 system in place.

Emergency Response: The district has met with local and tribal safety officials to develop a community safety plan that allows all the interconnected agencies an avenue to remain in communication throughout the school year. I will be continuing this communication throughout the school year. We also met with each building's emergency response coordinators to plan our 8 safety drills. The first drill will be an evacuation drill practiced the second week of school. The drills will be implemented in a manner that they build on each student's and staff member's knowledge from drill to drill as opposed to random drills to be completed to check them off the checklist. I will be working closely with the district emergency response teams and Dee Ann Kipp to ensure that our emergency plan is fully implemented and that each student and staff member gains experience in completing drills that we hopefully don't ever have to actually use.

I will provide updates as we move further into the school year regarding the drills completed and the communication between all the local and tribal safety agencies.

Title 9: We have district wide leadership training scheduled for Title 9. There have been some updates to the laws and it is vital that our district leadership and the building Title 9 coordinators have this updated info. Each building has a designated Title 9 coordinator and has been provided the basic information provided in the staff handbook. I will continue to work with all buildings and staff throughout the school year in this area.

Attendance: Each building has completed and implemented into their handbook common attendance practices that are descriptive and informative to provide students and parents the information they need to support their students. Each handbook also has a rewards/incentives guideline for all students and families to support their work throughout each semester. I believe that providing this information in the handbook and making the attendance expectations clear and in writing will help improve attendance. I will also begin the process of communicating with family court and 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 a have rough patch, we're for them. Also, each staff member is expected to document all communication in Infinite Campus PLP so that each student's support system person can see the help and support that they have already been provided, or not provided. Improving our attendance practices and procedures has been ongoing and we are in a solid place now to help each and every student equally and equitably.

Wellness: We are tweaking the model that we had in place last school year as we are looking to add a newly created Wellness Coordinator position to support the district wellness coaches who will also be supported by the wellness committee. Each building principal will be working directly with me and the wellness coordinator to fully implement the wellness plan that was updated over the summer. We will also be working in direct conjunction with Matthew and school climate. The wellness plan has been updated to include more prescriptive and strategic SEL support for students and staff in addition to the physical, cultural, and emotional support provided last school year. The wellness committee has established working relationships with tribal programs and have already put on a fun run, basketball tourney, and community wellness days over the summer and we are all excited for the possibilities this school year. There will be a full wellness committee report provided at the second board meeting in September and we tentatively are looking at Native American Heritage Day as our first district wellness day.

Student Handbook: Each building has completed an updated student handbook. The goal of the handbook isn't to have every possible scenario that could happen, rather the goal was to have systems in place that will be fully implemented and be completed the right way with every student and family every time. Basically, if it is in the handbook I will be expecting to see it, or

participate within, that process as each incident occurs. The principal teams at each building are emphasizing to all students and staff report, report, report. The principal teams are ready and prepared to act on and address every single report using the handbook and their own valuable expertise and experience. Any and all issues, concerns, or problems must be reported immediately and each building principal team will act on each report using the student handbook as their guide to equally and equitably assign consequences and/or to provide the support needed to prevent escalation. I have also discussed the importance of chain of command as well and I will also be following and fulfilling my role within that chain of command. I also deal with all student complaints districtwide so I am involved on both sides of the concerns and I work with both sides to get to the correct decision. This allows me to evaluate the correct implementation of the handbook as well as build relationships between students and school and school and upper admin and upper admin and students. This cycle of communication and support is the foundation of our handbooks.

SpEd Support: I am working with Becky and Ginny in successfully implementing all IEP's and staffing at each building. I provide that bridge between the SpEd dept and the building principals in supporting all students and families. I will mainly be supporting the day to day implementation at each building and providing observational feedback.

Updates: Going forward I will also provide periodic updates on the PD I provide once per month to principals which will occur at an Administrators meeting and will be tied back into their walkthrough feedback and how they are implementing their SLT and SBE action plans. We will also be implementing student councils in each building and I will be providing framework options and support to building principals to help get this program off to a successful start. I will also be working with 21st Century on any tutoring support that they may need while also developing BPS tutoring that supports and transitions into Summer School. Thank you for your time.