

Board Report: Year End Report 2022-2023 school year
Dennis Juneau- Assistant Superintendent
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Hello Board Members,

The 22-23 school year was a very important year in the process of getting programs, systems, and campuses to a point of successful sustainability. Getting programs, systems, and campuses to a point of sustainability requires buy in, trust, consistent support, and listening on both sides of the leadership framework. Beginning in 20-21 I have been working diligently on the following programs, systems, and campuses: Babb Elementary principal, Wellness, Attendance, Remote Learning (RL), Principal evaluations, Title 9 investigations, student (family) complaints including investigations, 504 implementation and support, assigned staff complaints, emergency operations plan and support for Athletics as needed but primarily focusing on athletic program implementation from grades 4-12 by the high school varsity coaches and their staff. I have also worked on and implemented a Leadership Week framework for principals and assistant principals which takes place in August. After playing a supporting role last school year I will be a primary leader in developing and planning this week which allows building level admin time, guidance, support, and opportunity to get their systems to a place of sustainability via proper planning. In addition, I also support the BNAS district level staff with their employee requirements along with the staff at Babb and for RL, and if needed, assigned to work with staff who need specific support in meeting and complying with their work duty requirements and/or who may need an advocate to help them provide their own support. In the summer I have been responsible for two sessions of summer school for grades EK-12. This report will reflect the leadership and support I provide, but more importantly this report will highlight the district and building level staff who support myself in leading and supporting these programs, systems, and campuses in getting to a point of successful sustainability.

Babb Elementary Principal: The staff at Babb deserve and are provided a huge shout out and sincere thank you for the work that they did this past school year and the work that they have put in since 20-21 to get the school, students, families, and community successfully past covid. Per Rebecca the curriculum director, Babb students have finished this 22-23 school year recouping the learning loss that occurred during covid and the majority of the students are at grade level in reading and math in addition to the gains made in writing; also, our SpEd students are on the path to being moved out of the IEP that they have in place and becoming a grade level student. These gains and successes were made by our collective commitment to a Tier 1 education, implementing a prescriptive MTSS, emphasizing BNAS/Blackfeet culture in the building, and by a staff who works every day to work together towards reaching our mission and vision. The teachers are open to improving and they keep me very busy as they have very high expectations and you simply cannot reach those expectations without hard work and consistency. I have found that Babb is like any other school in the district as we have the same population of students who have the same issues and families who need the same level of support. The staff still has problems, concerns, complaints, and wants just as every staff has and this has required me to be resourceful, consistent, and present as much as possible. The key to

our success is the trust that we have developed, despite how things may look they trust that I will complete my portion of the plans and I trust them to work every day to meet the high expectations that I have for them in regards to their professionalism, unconditional positive regard, transparent communication, and probably most importantly, the feedback and questions that they have for me. It has been a process getting them to a point to where they can voice their displeasure if I have over promised and under delivered, or if they need me to repeat and clarify until they understand the leadership that I am providing. It is in these conversations where our relationships have grown and strengthened to the point where all of us are working together to support our students in recovering that learning loss and making gains to get to grade level, in addition to the growth of the SpEd students. I am so very proud of the staff at Babb, they have persevered, they have grown, they are so very committed to our plans and each other, and they are happy. I keep their plates balanced as well, their plates are full but never overflowing, they are only assigned what will support them in supporting our students. That time when instruction is planned during the day is sacred and I need the teachers laser focused on providing high quality, effective and efficient instruction as well as unconditional positive regard and they can only do that by me putting them in a position to succeed by providing the principal support that makes my plate overflowing but not theirs. Every opportunity I get I celebrate the staff I do but I also value and prioritize their wellness so that they remain balanced and comfortably uncomfortable as I challenge them to get better which will then allow our students the opportunity and choice to grow every day to the point to where they are on grade level and only wanting to keep working to get better. Our full time staff includes Lead Teacher Jo Ann Powell in the K-2 classroom, Suzanne Augare in the 3-6 classroom, Zoe Johnson and Bobbi Jo Powell TA's, Kim Walker the cook, Savannah Hannon-Fitzgerald our custodian. I also want to thank the supporting staff Andrea Sangrey the librarian, Jack Parrent our counselor, Shelly Flamand & Wayne Bull Calf the bus drivers, and Kyle, Loren, and Richard from Maintenance, and finally our SpEd iTutor teacher Sarah. Also, Rebecca has fulfilled her role quite well which keeps the teachers connected to the district in receiving curriculum support and assessment guidance. I cannot forget Lea and Robert at BNAS, they have been instrumental in our BNAS Specials class but also in providing the resources needed to allow our teachers to supplement or supplant curriculum in the science and social studies classes. It is the combination of the skills, talent, and drive of the staff along with the consistent, trusting, yet accountable support that I provide that makes the success at Babb Elementary sustainable. We completed SBE week and have added student wellness support in addition expanding our Tier 1 teaching and really identifying the Tier 2 supports that can be used daily to support all students in building upon their learning. We are also fully implementing the BNAS curriculum where applicable into science and social studies; we also recommitted to improving our support for student writing by adding disciplinary literacy writing. The staff was tired to finish the year but they were not burnt out and I will be implementing the support that they need to continue helping them maintain that balance of hard work with wellness support.

Wellness: I cannot be prouder of the Wellness team, their commitment to our staff and students is something that needs to be bottled up and shared with the entire district, and that is exactly what we are trying to do. Bobby Miller has been our quarterback, our point guard, our

guiding light of hope and optimism and he has not once wavered in his leadership. Throughout this report I will continually go back to the work put in by these BPS staff members that inspire me to be better and to challenge myself to get better every day just so that I can stay one step ahead of them with my leadership. However, we usually end up working side by side and they are empowered to provide leadership and guidance to me which makes systems sustainable, when the staff within the system are providing the leadership in addition to putting in the incredible amount of work that they put in systems become sustainable. The Wellness Coaches also have been very important to the success that has been attained thus far. It takes a leap of faith and trust to take a pie in the sky dream and make it a reality, the wellness coaches had to trust that their work within the campuses and with staff will make a positive difference, and for the most part it has. We also have committee members who have participated and provided their guidance and expertise. Cinnamon Salway has been our co-leader and we couldn't keep the ball rolling without her and the dedication that she has for staff and students. I just cannot reiterate how inspiring these people are to me and to each other, and hopefully we can get that out to the entire district staff. The system that we have implemented this school year can become a sustainable practice, however, that 3rd year usually is a make-or-break year when it comes to sustainability and that is where we are at going into 23-24. We have had: two all-district all day wellness days for all staff, we have had bi-monthly in building wellness days for half a day, we have used this as a practice and experiment time to implement a remote learning framework for students that can also be used for weather days as well and the final two half day wellness days this school year implemented this PBL RL model, there have been activities- both lifetime and competitive- for all staff along with prizes, principal ownership has also grown greatly and that is a tip of the cap to the principals for also trusting and implementing the expectations that were provided to them. Our Wellness program is also reservation and community wide with partnerships being developed with multiple programs across the supporting spectrum. The practices that we implemented thus far are sustainable, but this upcoming school year will determine this outcome. Bobby will be providing a verbal report as well at this upcoming board meeting which will provide greater detail but more importantly, he will showcase the positive impact that this program has had and the excitement in place to keep it going. Our wellness has gone from a want to a need and we are fully capable of making this program successfully sustainable, however, we do need support which Bobby and Cinnamon will explain in their verbal and/or written reports. I want to again thank the Wellness Team, principals and directors, and the board for your support this school year, we could not get anywhere without your leadership and buy in. The Wellness system has been updated based upon the feedback from staff and leadership and this updated planning will be on the Leadership Week agenda to support sustainable implementation at each campus along with a calendar of wellness days and continued support in PBL planning for students during remote learning days. Our goal, we're not there yet, is to train staff to provide students with wellness activities for half of the wellness day as opposed to having the half day be remote learning. Currently we have provided resources for PBL remote learning as that is a need regardless due to the weather, and we want to begin this school year in supporting staff support student wellness in the same model and framework that we are supporting staff.

Attendance: A theme throughout this report is giving credit to those staff who have made the commitment to make a positive difference in our district. The district Attendance Committee (AC) deserves a huge shout out as they have helped implement a framework that clearly supports our district attendance policy in fair but firm and equitable manner. Pre covid there ended up being a two foot stack of truancy court referrals that are still at the courts. Basically, we were at a standstill due to the immense amount of truancy court referrals along with being covid friendly in regards to our attendance expectations. It is difficult to get moving from a standstill if you don't have motivation and the ability to do so and the AC definitely has both. The AC has made the following additions to our district to support for all students and families in an equal and equitable, transparent and supportive manner: each campus has developed an in building attendance committee who meets once every other week to review student attendance concerns, develop incentive plans, and do a gap analysis to identify where we as a district are lacking in support for families, this in building AC makes recommendations to the building principal for all truancy court referrals, the principal then approves or doesn't approve the recommendation, if not approved the file goes back to the in building AC- if it is approved then the in building AC member brings the file to the district AC meeting which is twice per month opposite the in building committee meetings, the file is then turned into the district level AC chairperson who makes the final decision and approval, currently I am the district AC chairperson. Once final approval is provided at the district level the referral is made to truancy court. We finished the school year with 21 truancy court referrals from KW/Vina, Napi, and BMS with BMS having the majority of the referrals. Currently I am working with the judge at family court to move past the pre covid truancy court referrals and focus on the 21 that will be submitted. The goal is to require these students to register for school and begin the school year on an attendance contract that is agreed to by the family, court and BPS. I have attached a copy of the truancy court checklist that must be completed at the building level prior to any truancy court referral. This checklist identifies that every resource available to the family from the district has been offered and not accepted. This checklist was developed by pain staking work of the district AC. These AC members have a combined over 100 years experience working with our students and families and this experience has been a guiding force in our AC development. Each campus is supported and represented on the AC. The system that has been developed is fully sustainable and it will be a different experience having this system in place now. This allows the building level leadership to plan during Leadership Week their building specific plan and implementation roll out. The use of PLP in IC as a way for common information sharing has been a huge adjustment made that needs some work to get to a sustainable point but with the opportunity to start the next school year with this framework in place this practice will also become sustainable. The following is a roll out plan to support our students and families to begin 23-24: the first group of students referred to truancy court will be students who are dropped due to 10 consecutive absences per state law, these students will still require documentation that within that 10 days the building has completed the checklist, or as much of it as possible; the next focus once we get into the school year will be students with over 10 unexcused absences per district policy; the next group as we get further into the semester will be students with over 10 absences per the policy- this is where the in building AC is vital as they need to determine the classification of absences that has caused the student to go over 10 absences and if a referral to truancy court is necessary. For example, by the end of November a

student may be over 10 absences with all the absences excused absences due to a variety of reasons but each absence has been excused, in addition the student has also been requesting and completing homework for the absences versus a student who may have over 10 absences with the majority excused but there has been no homework completed. Another example are students who miss 9 consecutive days then show up on the 10th day to reset the clock, the in-building AC can make a recommendation on these students in addition to verifying the support provided. The in building AC can access all the information and communicate with the family and then make a recommendation. A piece to the puzzle as well is the communication tree for families which is at or before 3 days absence a teacher has attempted to call the family; at 5 absences the counselor has been made aware and they make a contact attempt; at 7 absences the building level administration has been notified and they make a contact attempt and/or attempt a home visit; at 10 absences the family is notified of the truancy court referral and if they want to choose to work with BPS or if they would rather move forward with truancy court. Throughout this process the in-building AC is meeting twice a month to determine the level of support needed and all of this communication and attempts are documented in the PLP in addition to letters, calls, emails, or messenger. At this point the update is that I am meeting with the judge, making the court aware of our attendance support system, how it supports their work at the courts, and moving forward into 23-24 with a common message from families to show our connection and common support for every student and family. The 21 truancy court referrals will be submitted and will stress test the systems to identify the areas of improvement. On the flip side, we had a number of students, in particular at the KW/Vina campuses who came back to school prior to the end of the year rather than face the accountability of this plan. I would dare to say that when it comes to attendance that our number one mission and vision for the district is preventing absences, and this clear cut system can be shared with all to help with implementing successful absence prevention. Again, thank you AC members, you all are truly role models for BPS in your dedication to helping every student and family to just show up, as they say at BHA half of life is showing up and if they do that then BPS can fulfill the other half with an education that is high quality, trauma informed, and provides authentic, disciplinary, and civic literacy. I will continue to provide updates and will have this on the Leadership Week agenda.

Remote Learning; I am so very proud of the RL program, it had a lot of stigma to work through post covid. Our commitment was to provide students with a learning environment that was as close to being in the classroom as possible. RL was available to all students. I have attached the updated RL checklist which must be completed prior to being assigned to the RL classroom. That was our first step in rebuilding RL in BPS which was to view RL as another classroom in the building as opposed to a separate program. We attempted to accomplish this by implementing some non-negotiables for every campus. Our top priority was to keep students and families connected to the building so that any transition back and forth would be as seamless as possible, similar to a parent/guardian requesting a different classroom within the building. This was accomplished by the non-negotiable of each campus having an RL contact person, this contact person was the link in the connection that kept campus, RL, student, and family all connected. To summarize a common example, but far from the only example, a family requests RL to the classroom teacher or counselor or administrator- once this request is made the

building RL contact person is notified of the referral and begins completing the RL checklist (see checklist). Once the checklist is completed at the building the RL building contact person contacts the RL contact person who is Robin Bear Child (initially Robin was only a RL teacher, however, due to attempting to provide a quick, seamless transition she is also the RL contact person) and these contacts set up a transition meeting with the family and the transition to RL is completed, ideally within 1 day. The student begins RL as soon as they are transitioned. RL consists of the Edgenuity program, daily google meets, daily email communications, and daily assignments. The RL teacher like any other classroom teacher is responsible grading and attendance tracking. The same attendance notification is followed regarding 3-5-7-10 absences to families, however, this notification is completed by the RL teacher who is responsible for requesting support from myself as the administrator, or from the building contact or from the building counselor. The RL program is K-12. I have attached the final data for RL in addition to our updates for this school year to make the RL program successfully sustainable. Our goal is get RL to pay for itself meaning that we have enough students within RL full time to pay for the salaries of the teachers, who are currently Robin (in a program level leadership role as well) and Ms. Carruthers an iTutor teacher. Attached is our final student numbers which will grow due to the reaction to truancy court referrals and via an adjustment to our RL attendance system including our Exit process. A key factor that will help the campuses immensely is that we will be starting the school year with this system. This system will be a part of Leadership Week and each campus will all start from the same starting point and will have in building contacts identified. Even though the RL checklist is standard K-12, each building's accompanying plan will be different based upon their personnel and resources available. They will get to develop their in building plan which will then be shared with their staff and families so that RL is seen as a vital and important classroom for each building and the district overall. The goal is to use the attendance system and RL as a way to bring students back to the district. The RL program can be grown as the general education iTutor contracts have been approved. In lieu of a verbal report from Robin she has provided a report to further document the importance and the support RL can provide when implemented correctly and prescriptively for our population of students and families. We have also added a SpEd component in which we work directly with the SpEd dept and follow their lead in the plan that needs to be developed and followed per the student IEP. We will also be keeping in the 504 process as a gateway to gathering information and as an already developed process to identify student needs. As we continue to grow RL we will continue to evaluate the efficacy of using the 504 referral process as the starting point for RL.

Principal Evaluations: I would consider my support for principal evaluations a failure because I did not meet the goal that was set. In my leadership matrix and framework I work by the following principle: If we fail I will take full responsibility as the leader, I should have done a better job at providing my leadership and in guiding the group, however, when we experience success the group receives all the credit as they made it happen. I hope I am doing that in this report. The failure comes from the fact that I had promised to the principals a certain process and procedure that was to be followed and I did not follow that process completely. The process was to complete walkthroughs and provide feedback at each building and provide the support that the principal requested based upon that walkthrough feedback. I was to

implement the EPAS Principal evaluation system which includes principal goals, observations, and the evaluation format. The failure stems from the information placed within the evaluations provided to principals as it was not all my observation notes and feedback, I allowed feedback other than my own to make it into the evaluations which resulted in an evaluation that was based upon a process that I did not follow as was promised. I did meet with each principal and went over each evaluation and I did so individually as I had committed too, however, it was at that point that it was confirmed to me that I failed in my duties in providing them an evaluation that was not based completely upon my observations. I believe that this decision on my part caused undue trauma to some of the principals, and for that I do apologize, I should have followed the process completely as we had agreed to. This was a major learning experience for me and it has provided me motivation to be better and to get better. I only hope that we can all move forward on to a new school year with a commitment to rebuild the trust that I caused the principals to lose in me. I discuss with principals regarding the importance of process and following the process as it is stated and not switching it up halfway through and I simply did not follow the process as we had agreed to and I accept that responsibility. I would consider my support overall a success as most buildings did improve based upon the feedback that I provided to the principals from the walkthroughs, we did have conversations on what they felt as though I needed to support them with and I was in each building as much as possible. Despite the issue with not completely following the process of only including my observation notes, I did make it clear to each principal that I will support them in their final decision making as long as they followed the process correctly and I did this with fidelity. This is the most difficult process in the district in my opinion, which is how do we get leaders to reflect upon their leadership to make those difficult self-directed observations to help them get better while they are also spinning a hundred plates, herding cats, being talked to disrespectfully, and building the airplane as they are being told how to fly it? I would consider my failure this school year as an opportunity for growth and a way for me to model that honest self-reflection and acknowledge that failure so that we can support each other in getting better. I look forward to continuing this journey with the principals and in the 3 years that I have worked with them each of them has improved and grown in their own way and that is commendable and feather in their cap. I look to repair the trust that was lost and hopefully use it to strengthen our relationship and provide them safe space and supportive room to grow and improve in addition to helping them identify where they have systems and processes that are sustainable. The principals deserve that credit for successfully implementing systems that have made our triangles of data go from mostly red to mostly green, that takes tremendous leadership and luckily we have that here at BPS.

Title 9 Investigations: The leadership team started the 22-23 school year with a listening/training session with the school lawyer which was focused upon us getting on the same page regarding the Title 9 updates. The major area of concern was identifying the roles and responsibilities of our BPS system. In the Title 9 system there are investigators and decision makers, I was assigned the role of district Title 9 coordinator and investigator. Each building also identified their Title 9 person for the staff who would be the intake person for any reports. Any possible Title 9 infractions ended up with me and I would investigate, interview, complete the multi-page investigation report and make recommendations regarding the possible

violation of the Title 9 policy. I then submit this report to the decision makers. Each investigation was done as directed by the Title 9 law and our district policy for both students and staff. I completed multiple investigations throughout the school year and I am very proud of my confidentiality and for my respect and support I provided to both the target and aggressor. These investigations pop up at any time and I always prioritized my investigations in order to be in compliance with deadlines that are applied via policy or law to help expedite the decision that was eventually made. This is another aspect that I take pride in which is the ability to multi task and complete these investigations in a timely manner as these are people's lives and livelihoods and I do not take that lightly; I apply the appropriate seriousness that these investigations require. Going into Leadership Week this process and system will be further clarified and leaders will be supported in providing staff Title 9 training during orientation. The goal is to educate in order to prevent any possible violations from occurring. This also allows time to review the Professional Conduct policy and the Bullying, Intimidation, and Harassment policy and how these policies are separate yet intertwined when it comes the complications of working with people.

Student (Family) Complaints: I was responsible for all student (family) complaints. My main focus was on the processes as defined in the student handbook. Each leadership team takes a good amount of time updating the student handbook and my outcome was to ensure that each incident was handled as it was designed to be handle as stated in the handbook. I also emphasized chain of command in this complaint process. For example: A parent/guardian calling me directly on the phone to make a complaint regarding the process used or the final decision made by the campus administration. I would first listen to their complaint and hear them out, once completed I would ask if they had talked with the building principal, my next response was dependent upon their response. If they had not talked with the principal (or director) then I would redirect them to the principal with the following disclaimer: If the principal (or director) does not meet with you or does not contact you within 24 hours or if you don't like the response and/or support provided then immediately contact me back and I will begin investigating what is going on; that I have to allow the principal an opportunity to do their job, however, it is my job to make sure that they are doing their job correctly and if they feel as though the principal (or director) is not then they can always contact me back. If they physically stopped in at the admin I have a complaint form developed which they can fill out and which I get to work on immediately once I get it (see attached). My next step was to email the principal (for documentation purposes) and provide them either a verbatim report or a summary of the report in the email and let them know that I am in the information gathering phase and that I need their response before I can take any next steps. I also provided the principal with what I informed the parent about regarding the timeline for an expected response from the principal and the option for the principal to keep me included or allow them to take care of the report themselves. I also at the end of the 21-22 school year, along with emphasizing chain of command and handbook processes, emphasized reporting. I made the recommendation to campus level teams to emphasize report, report, report in their communications with all stakeholders. It was this combination of the process and chain of command that minimized to a very few the reports by parents who either were not supported or didn't agree with the support provided at the campus level, in other words, once the report was redirected to the

building it was handled there. This system has the opportunity to become sustainable as well and it will be a part of Leadership Week. The experience gained in implementing a consistent process and system is invaluable and the experience gained was that these complaints come down to two things: disagreement with the process used or the final decision made. I feel completely comfortable in working within this system as it provides me another avenue to work with principals (and directors) in a problem solving manner as opposed to second guessing via a non-participating Monday morning quarterback. This system also provides an opportunity to always be reviewing the support that BPS provides and if all of our resources are being utilized. In this vein an opportunity for restorative practices can be implemented. I would still like to be involved if the complaint is regarding the process as I have developed our current system that we have in place, however, if the complaint is regarding the final decision made then restorative practices or solutions can be implemented by a district level or building level support system or staff member. We will always have student complaints, they will be minimized but never done away with unless you begin practicing being an ostrich with your head in the sand, so it's vital that all campuses are following this same system of emphasizing reporting, chain of command and following the process with fidelity as outlined in the student handbook. It is also the discussion that will happen during Leadership Week around this topic that will only strengthen our district as we all commit to providing the same type of support. It will still be incumbent upon the building to provide a certain level of support which hopefully will be at a high level due to their buy in and collective commitment.

504's for students: This system will continue to be our remote learning guidepost. We will continue to have 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 implemented these two new codes it also supported the 504 system in each building overall. Each building has a 504 staff person and the 504 process is a standardized system which brings equality to all students including RL students. Currently students can be in RL with or without a 504, that is at the building's discretion when it comes to approving RL. The 504 process in each building has been strengthened due to RL. This will be an area of review during Leadership Week during the Area of Review sections. There is also an accompanying flyer that is available at the front office of each building and elsewhere supporting 504 for students and families and who they can contact at each building. This flyer will be updated at Leadership Week and made available immediately to all.

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.

Assigned Staff Complaints: Throughout the past 3 years I have not been assigned staff complaints, my role is student (family) complaints. However, the occasional staff complaint reaches a point to where a mediator, communicator, and sometimes a referee is needed to help get the staff complaint resolved informally without proceeding through the Universal Complaint Policy. In these instances, I work with all parties involved and I listen to each person and hopefully can get to a point to where these people can be in the same room to take care of the issue informally. These instances are highly confidential but similar to Title 9 investigations I do want to acknowledge that I am requested in these situations where the conflict is near the point of no return and the communication attempts have ended up in confrontation. I rely on my wisdom (which I define as experience doing things the wrong way), emotional intelligence, their emotional bank account and the trust that I have developed over my 15+ years in the district. I not only support the successful conclusion to these conflicts I also provide all parties involved with tools, skills, and support that will help them navigate their world and hopefully prevent as many of these conflicts from happening again. During Leadership Week I plan on providing a couple case studies for the group to help them develop the same tools, skills, and support that I provide after the conflict has gone too far in the hope that this discussion will prevent the conflict from escalating. Again, there will always be conflict and confrontation but that does not have to be escalated, and that is the key when communicating in a manner that allows people to work together after the conflict in a positive manner.

Emergency Response: I worked with Dee Ann Kipp at the beginning of the 22-23 school year discussing emergency plan updates. I would consider this section always forever evolving that it is tough to keep up. The support that I could provide is ensuring that each campus got 8 emergency drills completed, participated in the implementation of the metal detectors at BHS, work directly with Assistant Principals as needed with any safety concerns, participated in the lockdown communication tree in addition to meeting with Dee Ann. Going into Leadership Week this will be reviewed and we will get to a common point district wide with the foundational safety environment that we provide; we will also discuss the safety concerns that came up this past school year in order to have prescriptive drills for each building in addition to gathering their feedback on needed district level drills that need to be provided. Also, a safety review of student safety will be conducted at each building. Once staff returns there will be a system developed to gather their feedback as their feedback is vitally important as well as getting their buy in.

Athletics Support- I have committed to supporting Tony in implementing athletic programs 4-12. Each varsity athletic coach and their staff will need to complete and provide their coaches handbook to each 4-8 grade coach in their sport along with an opportunity to participate in the district coaches clinic to train the skills within the handbook. This includes attending practices to provide coaches feedback year round at the 4-8 grade levels. It is important to me that we start capitalizing on the empowerment that can come from athletics. Athletics can build many skills within student/athletes that they can then apply in school and in life. It is this

empowerment of coaches at the 4-8 level that I will be monitoring and supporting. Also, many of the athletic programs have a 4th coach for this very reason and we need to ensure that all district resources are being used properly. This is a big task but it is also long overdue and I look forward to working with Tony and all the coaches on their program building. I envision some growing pains but our students deserve better than what they are getting now. Long term this can allow EK-3 grades to implement activities within their buildings to have a jamboree for their grade levels which again not only supports the development of state champions in athletics but also state champions in life. This will also include a review of activities implementation as well.

Summer School: I continue to be the administrator for summer school. We have two sessions one in June and one in July. Every year the summer school system improves and that is continuing this school year. I want to thank John, Charmaine, Sandy, and Rebecca for their support in getting summer school rolling, yet within a sustainable budget. K-8 summer school is at BES and this year we are working together with Eekahkimaht during the day, this had some early growing pains as it was new to all be in one location and we were short staffed due to SBE. However, we are now rolling along. High school summer school at BHS has been well attended, we have a variety of options and students are taking advantage of each option. We have a list of credit deficient students and they are called to come in so that we can help them and once they learn that they can recover that one 1/2 credit that they need they show up and end up staying and coming back. I am so very grateful for the staff at each location, each teacher and TA works very hard every day and I can't express the joy I have when there is a classroom of students having fun learning, and another group having fun learning via a walking field lab and another group being safe and having fun in the gym, and there all safe. I will provide a more detailed report at the conclusion of summer school.

Instruction: I continue to take the lead on developing PBL in the district, primarily at this point in summer school and our wellness remote learning days. During Leadership Week I will be gathering feedback on the next steps to take. For so many years we have had systems, programs, curricula, and other tools provided to us along with the implementation plan and we were failures if we didn't reach an ideal that someone else had for us. I want to use PBL as a program, curricula, and tool that we plan for, that we implement, and that we determine our own outcomes for success. Since 20-21 my main focus has been GRR lesson cycle and that will continue, however, the next step is using GRR to implement PBL so that we are building upon what we have built as opposed to starting over or worse yet tearing down and then starting over. I have developed a Leadership Framework specifically for our district leadership that will be rolled during our during Leadership Week that brings this system into focus and allows our leadership to exercise their leadership skills in developing this framework that will be based upon BPS and who we are. This will also be presented and brought to the board once the leadership makes it ours.

This has been my report for the 22-23 school year. There is more but these are the highlights, and I look forward to the challenge of adding BMS Principal to my duties as I feel as though that I can help BMS continue the improvement that already took place in the 22-23 school year. Thank you for your time. For the sake of time and space I will provide all attachments in paper

form at the board meeting, that will help with keeping things separated and will help develop any questions or concerns that you may have. Thank you again for your time.