

BMS Board Report
9/10/2024

The first few weeks of school have gone very well for the students and staff at BMS. We spent the first three days of school building relationships, building the SEL foundation of students, and implementing the collective efficacy of the staff. On the fourth day of school curriculum instruction started in all classes including starting the grading of all assignments. We also had our first school assembly which is something that we want to implement this school year. We are also fully implementing athletic academic eligibility this school year per the athletic handbook. The eligibility will align and support the Sukapi Students system at BMS. Friday September 27th is our first big incentive activity, the activity will coincide with Native American Heritage day. We have grade level floats planned for the parade in addition to pod competitions for decorating.

Something we tried new this year was paying for all staff breakfast and lunch the first two days of school to support staff wellness. Our goal this year is to build community at BMS, this community is based upon having high expectations, trying new things, and implementing the collective efficacy components that we have identified for academics, behavior, attendance, and SEL. Staff are being challenged to focus only upon their role in the building and being a leader in that role. All staff members are viewed as leaders and are treated as such to build upon their positive professional identity. The first two weeks of school have seen minimal behavior issues or concerns from the general education population. In addition to the lack of negative behavior students are also working very hard at being to class on time and being nice to each other and all the adults in the building. Our new restorative behavior management plan supports this type of student population as the consequences and support for negative choices is based upon the classification of the student into high, average, low, and other tiers of support. Upon review of the OSS data from 23-24 we found that the majority of the OSS consequences were earned by a small number of students; the majority of the student body does not have negative behavior concerns, these students are our low students and we mainly work with restorative practices with these students. The students who earn the majority of the OSS consequences are classified as high students and we balance the consequences with restorative practices until we find the prescriptive combination of supports that are most effective, this is inclusive parent/guardian support throughout the process. We do have a population of students who need case by case support and a team to help with supports and these students are classified as Other students, these students receive support directly from the principal and from the parents/guardians as we all work together to encourage the student to make the choice to change their behavior as the school and family remain on the same page working together to support the student. Again, it's the balance of empathy, accountability, and cultural competence that provides the foundation for the support that is provided.

In closing, as a staff we are implementing our overall mission and vision which is that students are at school to learn, and if they are not ready to learn then they communicate that with us and we provide them the support needed until they are back and ready to learn. The collective efficacy is based upon the A-B-C's of the high quality education provided by BMS.

Accountability, Balance, and Choice are the A-B-C's and it is this formula and model that brings equality to every student along with the equitable support that they need. We are also at 403 students this school year which is roughly 30 more students than last school year, and we average around 320 students and more on a daily basis.

BMS by the Numbers:

Referrals:

Extreme- 0

Severe- 0

Classroom Removals (Behavior support)- 10

Restorative Meetings/Alternate to OSS consequences- 5

Bullying Reports- 7 and 7 completed with resolution

Student Attendance:

6th grade- 79%

7th grade- 78%

8th grade- 77%

Overall- 78%

403 total students

Staff Attendance:

Certified- 98%

Classified- 96%

Home visits are being scheduled for the students who have yet to register but have rolled over or students who have registered but have yet to show up. This is 54 students total and is included in our 403 students total. Since we do not have an attendance coordinator these students have gone through the process of advisory teacher contact attempts, counselor attempts, administration attempts, and now at home visit attempts with each attempt documented in the student's PLP in Infinite Campus. We had 107 students total with perfect attendance (no absences or tardies) for the first full week of school.

