



CSC
3.12.2026

Agenda

- MIS Updates
- Staffing for next year
- Budget
- New Discriminatory language consequences
- ISS changes for next year

MIS 1

Attendance

Topic
Overall
Chronic

Student Name _____
Grade 6th 7th 8th (circle one)

Current attendance rate = _____ %
Chronically absent as of this year? YES or NO (circle one)

PY attendance rate = _____
PY Chronically absent? YES or NO (circle one)

Context:

Family connection

Who did you speak to? _____
Date contact made = _____

Meeting scheduled? YES or NO (circle one) _____

This Year

87.9%

(goal is 36%)

Did I have big

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Behavior

MIS 2

Topic	Last Year	This Year
ISS	~115	185 (66 students)
OSS	28	47 (52% same 6 students)
Current Reflections	<ul style="list-style-type: none">• None of this data is a surprise• What do we need? Parent support. (RCT had half of our students show for conferences last night. The ones who did not attend are getting rescheduled today)• What ELSE do we need? Next year, we need to have MTSS at BVMS. These are monthly meetings where we are discussing students of concern. We simply don't have time during grade level.• The amount of issues between kids and families outside of BV is deeply concerning this year. It trickles into school.• We can maybe look into different work happening in ISS. Jaz is holdin it down in ISS!!!	

MIS 3



- **Amazing work being done weekly in DDI:**
 - Kids are writing on topic and at a high level in a variety of styles
 - Teachers are sharing new strategies with each other and implementing them in their classrooms
 - Reteach data consistently shows improvement in student work
 - This is the strongest DDI we have seen at BV in a long time. Fantastic work teams!

MIS 3

Content Area	Ed Level	CMAS 2023-2024	CMAS 2024-2025	I2 M/E %	Difference I2 M/E and 24-25 CMAS
Literacy	Grade 6	27%	23%	27%	4%
Literacy	Grade 7	33%	38%	32%	-6%
Literacy	Grade 8	29%	34%	35%	0%
Literacy	Middle	29%	32%	31%	-1%
Math	Grade 6	13%	17%	26%	9%
Math	Grade 7	15%	19%	31%	12%
Math	Grade 8	20%	18%	26%	8%
Math	Middle	16%	18%	27%	9%
Science	Grade 8	15%	18%	26%	9%

- All content areas have analyzed standards of strength and areas of growth to build action plans to address IA2 data
- Students will be re-engaging in low performing standards now through the lead up to CMAS as part of our Bear Valley CMAS boot camp

ROAR : Antiracist and Inclusive


- I create a safe, welcoming space where everyone feels valued, heard, and included.
- I check my biases and seek to understand others' cultures and experiences.
- I challenge inequities and actively work to make our school more fair.

Discriminatory language is words or phrases that treat people unfairly or disrespectfully because of who they are, such as their race, gender, religion, disability, or where they come from.

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Does using discriminatory
language make everyone feel
safe and included at Bear
Valley Middle School?

What harm does discriminatory language cause?

- It can make people feel like they don't belong.
- It affects how people participate at school / work
- People who hear hurtful language may feel less comfortable speaking up, joining activities, or being themselves.
- It hurts people's feelings and self-confidence.
- It harms the BV community.





- Southwest Denver is proud of its diversity - it's celebrated, loved, and respected.
- BVMS should be no different.
- If we want better for our community, your friends, your family...

Do not use language that tears down the people and cultures that make our community strong, and be an upstander if you hear this language.

- Respectfully call the person out
- Support the person targeted
- Be. the. Bigger. Person.
- Tell an adult



New consequences – LISTEN UP.

1st time you are heard using discriminatory language:

- 1 day out of school suspension
- Mandatory reentry meeting with guardians.
- Student will not return to the class they caused harm in for 3 days. During those 3 days, the student is working on a project about why it's not ok to use discriminatory language. Students will be required to present to staff members.
- If you are heard using in hallway or at lunch, you have 3 days of lunch detention + project creation.

2nd time – 2 days OSS (and all of the above)

3rd time – 3 days OSS (and all of the above + home visit)



ISS Idea for Next Year

- Parents / guardians attend ISS with their student
- Read the **LETTER**
- Many things to consider....
 - Parents being appropriate
 - Their role
 - Half day? One hour?

Dear BVMS Families,

At Bear Valley Middle School, we believe that student behavior is best addressed when schools and families work together. When a student is assigned In-School Suspension (ISS), our goal is not simply to remove them from class, but to help them reflect on their choices, understand the impact of their behavior, and make better decisions moving forward.

To support this process, parents or guardians may be asked to sit in the ISS room with their student during their assigned suspension time. Your presence can reinforce the importance of accountability and reflection.

If you attend ISS with your student, please be aware of the following expectations:

- Parents/guardians must remain calm, respectful, and professional at all times.
- Parents/guardians may only interact with their own student. Please do not speak to or engage with other students in the room.
- Parents should follow all directions given by school staff supervising ISS.
- This is a quiet working environment, and students are expected to complete academic work and reflection activities.

The purpose of ISS is for students to take time to think about their behavior, understand why they were assigned ISS, and make a commitment not to return to the ISS room again. We want every student at Bear Valley Middle School to be successful, remain on track, and demonstrate our ROAR values in their daily choices.

We appreciate your partnership in helping your student learn from mistakes and grow.

If you have questions about the ISS process, please contact the main office.

Thank you for your support.

Sincerely,

Administration Team

Bear Valley Middle School