

A decorative border surrounds the central text, featuring various school supplies. In the top left, there is a red and white alarm clock, a yellow ruler, a red pencil sharpener, and a green pencil. In the top right, a red ruler, a white rocket with red fins, a yellow coiled cord, and a yellow smartphone are visible. In the bottom left, a round-bottom flask with blue liquid, a yellow notepad, and a red ruler are shown. In the bottom right, a green protractor, a red pencil, a green pencil sharpener, and a yellow backpack are depicted. The background is a light blue grid with a white scalloped border at the top.

CSC MAY 22ND 2025

A Peek into NEXT Year!

AGENDA



- Response to Chronic Attendance Crisis
- Changes in Student Culture
 - PASS and Lunch Service Changes
- Grading update for next year
- Budget
- Hiring needs
- New name...who dis?



Some Roots of chronic....

- Instability at home and Lack of Access

- "Unstable housing, unreliable transportation, unsafe paths to school, lack of access to health care, and poor nutrition contribute to school absences and difficulty to concentrate and participate in class"

- Connection and belonging

- "Relationship building and evidence based interventions that help students feel connected to staff must share the responsibility of building relationships. Schools need to make peer connections and opportunities for students to interact with caring adults through mentoring, volunteering, and community organizations."

Red - Limited influence
Yellow - somewhat influence
Green - We can influence!

...offer resources if
...breakfast and
...nts

...ence, especially
...e know our
...connections.
...ure" Data will
...our **strengths** as a
...staff and **where we can grow** for
...our kids

● Physical and Emotional Safety

- "The need for physical and emotional safety at school is a key condition for learning."
- Especially post pandemic, families are much quicker to keep students home when they are sick in fear that they will not get better / pass onto others.

● Academic Challenge.

- "Students and families are more likely to show up for school when they believe that what is being taught is challenging, engaging, and relevant."

● Well Being

- "...student and staff well-being are the stresses of the pandemic, including traumatic events; the rocky, disrupted return to school; falling behind due to missed instruction; and increased violence on school campuses. Student anxiety and depression have skyrocketed". It is therefore more important than ever to equip schools to take a trauma-informed approach to learning that creates a sense of belonging, connection, and support. This approach includes such strategies as educators' greetings by the door, advisories, mentoring, clubs, and home visits.

- We sent out our "Safe and Secure" data. Sutherland met with students who reported back concerning data.
- Front office does their part by questioning with curiosity when a student is getting called out.
- We are going to CHALLENGE STUDENTS more with our new grading policy. We're getting staff on the same page with # of redos, missing work requirements, and # of graded assignments.
- It was a miss on my part to not emphasize trauma informed PD. Our new Psychologist, Jen Bruner, has agreed to partner with me on leading staff PD on these practices and how they show up in classrooms, hallways, restorative conversations, meetings with families, etc.

Safe and Secure Data '25

	I feel that the adults are safe and secure	I feel comfortable telling an adult at school about my concerns	I have concerns about my safety or the safety of others	I feel adults at school are not listening to my concerns	I feel that my concerns are not being taken seriously
Grade 6	88.68%	64.15%	26.42%	87.74%	91.51%
Grade 7	96.77%	54.84%	19.35%	90.32%	84.95%
Grade 8					
Overall					
Male					
Female					

3 min. SOLO - Look at data. Annotate your paper for positives and concerns

3 min - Partner chat about your annotations

Attendance team will do

more s

Deep c

into th

"why"

Student Absenteeism Worksheet

When identifying the causes for absenteeism for the students in your classroom or school, consider

Use these questions in the worksheet to help identify the likely causes of absenteeism. Understanding why students are missing too much school can help determine the best course of action. How are the reasons for absences aligned with the conditions for learning? Are there one or more conditions for learning that are not fully realized for the student(s) who are chronically absent?

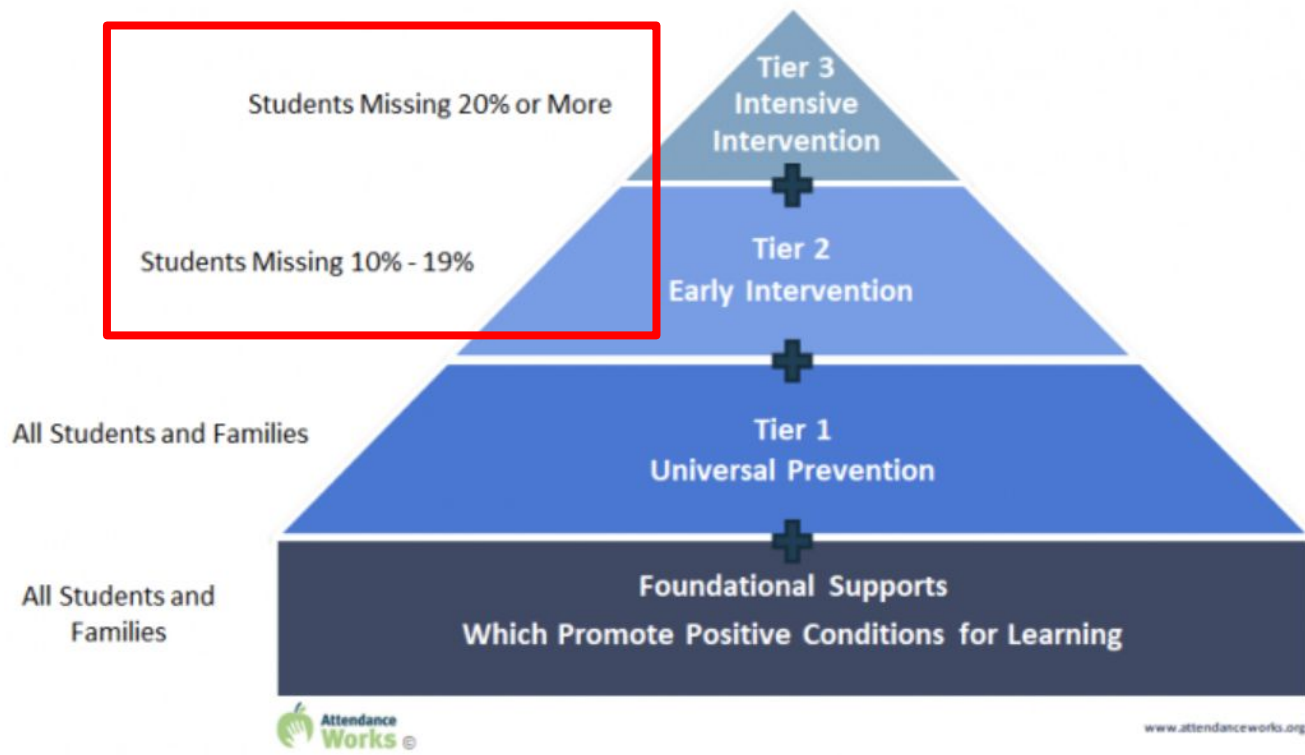
Are there barriers to studying at home?

Y / N

The Tiers of Intervention

- › **Foundational strategies** create positive conditions are in place for learning.
- › **Tier 1** strategies are aimed at preventing absenteeism before it affects achievement.
- › **Tier 2** interventions are for students at risk of chronic absenteeism, such as the strategies in the graphic below). These students and families need more support.
- › **Tier 3** interventions provide intensive support involving not just schools but other agencies such as social services, customized to individual students. These students benefit from the year benefit from the

What is the attendance team doing differently this year?



Tier 1 at BVIS

Tier 1 Universal Supports

- › Clear, concise and consistent communication about schedules and expectations
- › Routines, rituals and celebrations related to attendance
- › Personalized positive communication to families with concerns
- › Recognition of good and improved attendance
- › Impact of attendance on whole child widely understood
- › Connection to a caring adult in the school
- › Every child and their family encouraged to develop positive attendance habits

- Attendance Posters / shout outs in announcements
- Attendance awards at Monthly Grade Level Assemblies emphasizing 92% and up - Taking more time in assemblies to stamp this award.
- Postcards (calendar them during the year each quarter)
- Attendance Team highlights improved attendance and awarding / recognizing those students

Tier 2 at BVIS

Tier 2 Examples

- > Common community and school barriers identified and addressed
- > Individualized student success plan that includes attendance goals
- > Attendance strategies added to IEP
- > Family visit
- > Mentors
 - Success Mentors
 - Peer Group Connections
- > Intensive tutoring
- > Check-In/Check-Out (CICO)
- > Expanded learning opportunities
- > Small group interventions and supports for students
- > Restorative alternatives to discipline and suspension

- Look at students with chronic in 24-25 and do following...
 - Contact Lifeline (organization that helps kids who need guidance in school and outside of school) and have them do home visits over the summer (program sign up if possible)
 - and / or BVIS home visits at beginning of the year
- Home visits with BVIS staff when students slip into chronic as the year starts
- Parent meetings with students who slip into chronic
 - what can we do to help you get your kid here??
- 8th grade Parent meetings
 - Emphasize the need for them to be on track at 92%
 - present them with documentation for why attendance matters - student and family sign on on their commitments.

LET'S TALK **ON** **TRACK** FROM THE GET GO!!!

- “Are you on track” with attendance??
 - 92% needs to be on the list of THINGS that we hold kids accountable for.



8th Grade Continuation Contract 25-26

Student Name: _____ Date: _____

Dear Middle School Student, Parent / guardian,

We want to remind you that participation in continuation activities, including the ceremony where students "walk the stage," is a privilege that must be earned by our 8th-grade students at Bear Valley International Middle School. To be eligible for continuation, students must be on track in all four of the following categories:

1. Attendance: Students must have 92% or higher (unofficial) attendance
2. Grades: Students must have a C- or better in all classes including LC
3. ICAP (Individual Career and Academic Plan): Students must complete all required ICAP activities from 6-8th grade.
4. Behavior: Students must follow our Bear Valley expectations with behavior. Students who have ISS / PASS (equal to or greater than 5 hours) or OSS will be marked off track until they restore harm done to the community. This will include meeting with administration and the 8th grade team in quarter 4 for any off track students.

Right now, _____ is off track in the following category(ies):

1. _____
2. _____
3. _____
4. _____

Attendance Team Protocol *Draft*

- Starting the year with home visits with kids in **RED 24-25 school year (20% or more absent)**
- Calendar out interventions starting ASAP based on attendance Tiers
 - **Red (20% + absent)**
 - **Yellow (10%- 19%)**
 - **Green**
- 2 week into school
 - Attendance team call home on **red** and **yellow**
- 1 month into school
 - Parent meetings on **red**.
 - **Give parents data on why attendance matters.**
 - Call home on **yellow**
 - Postcards on **yellow**
- 2 months
 - Home visits on **red**

Home Visits (HV)

Why home visits?

What is

- Positive co
- 30-40 min
- Voluntary
- Hosted so
- park, libro
- Proven to
- Based arc

hopes a

“Sounds good, but am I paid????”

- **Teachers & SSPs - \$38.58**
- **Other BVIS Staff \$28.58**

ch
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What are next steps?

- Staff training for those who are interested
 - 3 hours (and good for 3 years) during a BoY training day (not after school)
- 2 people per visit
 - 1 primary teacher; 1 partner
- You log your home visit into a Google form for payment and IC for data collection
- We are going to partner with Lifeline on home visits for our students who need the most support outside of BVIS as well
- Attendance team will determine who needs home visits → We met with HV team to determine who is going

Student Culture WINS...

This building feels positive and supportive. While middle schoolers always be middle schoolers, I really love seeing so many positive relationships across the school. No matter the grade level, they are strong, supportive, and loving friendships everywhere. Conflicts are quickly handled, and environments feel good. They are quieter than they used to be. Kids are brought in to after school activities and awards, to celebrate a place kids want to be, and excitement above trickles down to excitement about learning.

We are very clear across the board about expectations. RCT has been able to pull students and the restorative things they have students doing are unique and specific. I think the rewards systems like yeti bucks and houses have been super impactful for positive reinforcement and the support into it.

For the most part, kids don't want to be in PASS. Great that we don't have chromebooks in there now!AQ

The number of 6th grade fights That is definitely a first for me. Consistent and predictable adult presence and accountability measures has made a giant impact.

I love the immediate response dial 0 and support form.

Bear Valley has been stricter with reinforcing expectations or rules and consequences among students. I love the student council because students participate in decision-making processes. Staff members and students have more meaningful relationships.

Strong and consistent norms around Yeti In/Yeti Out means students KNOW what is expected regardless of the class or teacher.

We have an incredible RCT. Tay works so damn hard. Tristan has been such a positive presence in 8th grade hallways. Dress code seems to be a little less of an issue. Working lunch for 8th grade has been mostly a success.

Student culture - MIS #2

- Decrease the number of resolutions resulting in 1 or more days OSS by 30%, from 93 to 51.
- 100% of support form entries are followed up on
 - *A couple things here....*
 - *A member of RCT responded to every entry*
 - *Some confusion with lunch repair - kids making it to rooms.*

- MET!
- MET!

ISS this time last year: 56

OSS this time last year: 82

Support form # this time last year: 4,630

ISS current: 60

OSS current: 39

Support form # current: 2,056

PASS – Positive Alternative to School Suspension Tay

- This intervention has been at BVIS since 2022.
- It was created in response to the 21-22 school year which was a challenge
- Objective: The objective was to create a space where students are repairing harm for full day or half day.
- As per DPS discipline matrix, students can be given a full day of PASS (coded as in school suspension). In house, we have chosen to do ½ PASS as an option.
- Students go to room 103 for half the day, full day, or single class PASS (if they get a 1 on their YETI WATCH the day before

GAPS noted in Needs Assessment Data:

- What they are working on is unclear
- The method in which teachers get work back isn't strong
- The effectiveness depends on who is running. We need a consistent "hold the line bad a\$\$"
- Is the Restorative project working or doable when RCT has to manage ½ day PASS kids and full day PASS kids? Hard for projects to be effective if there isn't a strong leader in there to run it.
- It cannot, in any way shape or form, be enjoyable.

Rebranding of PASS

- While PASS has improved a lot, there is more work to be done.
- Students need to start the year and know from the get go that **PASS is not the same**. We need to send a message to returning students that PASS is different AND to new students that PASS is not a place they want to go.
- Function of PASS is the same next year...
 - **There is a still a restorative component**
 - **The restorative component will be more effective.**

PASS Large Changes...

The Challenge: 1/2 Day PASS has been a challenge to manage.

- Tricky sometimes to know what half of the day the student has PASS
- AM Pass hasn't been enough of a consequence.
- Students who have PASS sometimes show up to LC in a mood bc they have PASS...this ruins LC vibe; they get to be with friends vs. starting PASS right away.
- Hard for RCT to juggle three "types" of PASS - 1/2 day, full day, and single class

The Plan 2025:

- Only FULL Day PASS (no more 1/2 days)

Why?

Our approach is 2 prong...

- 1 - Restore through **a lesson** and project (1/2 day didn't provide this time)
- 2 - It needs to be UNDESIRABLE TO BE IN THERE

Draft Daily Schedule For ISS

Period	Agenda... *DRAFT* NO Chromebooks; everything is on Paper
LC / SEL	Run SEL Slides in 103
P2	<ul style="list-style-type: none">• Goal setting for the day<ul style="list-style-type: none">◦ Goal setting document to be completed◦ Paper: Write a letter to someone in your life who holds you accountable<ul style="list-style-type: none">• Plan for writing (as per LA guidelines)• Sentence stems provided• At least 4 paragraphs
P3	<ul style="list-style-type: none">• Restorative Project Introduced by RCT (heavy writing based)• Lesson provided by RCT (to target the function of the behavior)• Begin planning project
P4	<ul style="list-style-type: none">• Restorative Project• Planning on how they will present to class (if classroom disruption) or Admin / family for incidents like substance abuse, plagiarism, harming community (bathroom graffiti, ie)
Lunch	<ul style="list-style-type: none">• PASS students only in Cafe.<ul style="list-style-type: none">◦ They clean the cafe afterwards / arrange seats◦ Thank the lunch service staff for their hard work
P5	<ul style="list-style-type: none">• Finish RP (restorative project and plan for presentation)
P6-P8	<ul style="list-style-type: none">• Academic work

Rach

Classwork in PASS



Doing work they are missing in your class
that day has proposed many challenges....

Challenge: The student is missing your class. There will be some element of catch up / reteach you will have to do go get them back into the game.

- They put in minimal effort / don't do it because they don't know how and need your guidance
- They don't do it because it's a group project and they need to be with peers
- They want to put in the effort but some chromebook based lessons are weird / not effective just on paper (ie: need the internet)
- Some teachers have been going to PASS to help and this isn't sustainable
- RCT are not classroom teachers. Rach

Work in PASS will be...

- Content Based and Paper Based Worksheets in filing cabinet in 103
 - LA, SS, Science, Math, IAs each have a folder / drawer
 - Folder / drawer is divided into grade level
- Student walks into 103....
 - Follow the agenda for the day starting with LC in 103
 - Academic Work (P6-8 *draft*)
 - ISS lead gets one grade level worksheet for each period the student has. RCT staples into a "PASS Daily Packet"
 - ISS lead puts the "PASS Daily Packet" into the GLS mailbox end of day.
 - GLS distributes to teammates mailboxes next morning.

How to **assess** the PASS Daily Packet

- The PASS Daily Packet / Worksheet is their **engagement grade for the day (10% next year)** ←will learn more about grading
- You deem, as the teacher, what grade they get based on their effort on the PASS Daily Worksheet
- The student is allowed, and encouraged, to make up what they missed that day in class.


Remember: The student is already getting penalized / impacted by missing instruction for the day that will eventually impact assessment grades. We don't want the packet to be something that is never ending - ie: "You need to take this home now and finish it". They get credit based on what they turned in that day. **Rach**

Single Class PASS (due to Yeti Watch)

- Scaled down version of the Full Day PASS
 - Restorative Work
 - Academic Work is the **PASS Content Worksheet**
 - RCT puts in the mailbox of the classroom teacher (whatever class they got the low Yeti Watch score in)
 - Teacher grades worksheet.
 - Grade goes in **as engagement**

Tay

Bear Valley International
School: YETI Watch



Directions: Teachers will fill out whether they agree or disagree with the student's self rating.
Teachers, you can lower points if the student does NOT meet your basic classroom rules (even if not directly tied to a goal). Students arguing about points earned may result in PASS class.

Student: _____ **Date:** 11/6 **Point Person:** _____

My Goals Expected behaviors that teachers are looking for			
Class	Performance	Comments	Teacher Agreement
Advisement	<input type="checkbox"/> 3 points <input type="checkbox"/> 2 points <input type="checkbox"/> 1 points		<input type="checkbox"/> Agree: _____ <input type="checkbox"/> Disagree: _____ (score)
Social Studies	<input type="checkbox"/> 3 points <input type="checkbox"/> 2 points <input type="checkbox"/> 1 points		<input type="checkbox"/> Agree: _____ <input type="checkbox"/> Disagree: _____ (score)
PE	<input type="checkbox"/> 3 points <input type="checkbox"/> 2 points <input type="checkbox"/> 1 points		<input type="checkbox"/> Agree: _____ <input type="checkbox"/> Disagree: _____ (score)
Language Arts	<input type="checkbox"/> 3 points <input type="checkbox"/> 2 points <input type="checkbox"/> 1 points		<input type="checkbox"/> Agree: _____ <input type="checkbox"/> Disagree: _____ (score)
Science	<input type="checkbox"/> 3 points <input type="checkbox"/> 2 points <input type="checkbox"/> 1 points		<input type="checkbox"/> Agree: _____ <input type="checkbox"/> Disagree: _____ (score)
Drama	<input type="checkbox"/> 3 points <input type="checkbox"/> 2 points <input type="checkbox"/> 1 points		<input type="checkbox"/> Agree: _____ <input type="checkbox"/> Disagree: _____ (score)
Math	<input type="checkbox"/> 3 points <input type="checkbox"/> 2 points <input type="checkbox"/> 1 points		<input type="checkbox"/> Agree: _____ <input type="checkbox"/> Disagree: _____ (score)

Proposal to change the name...

- From **PASS to ISS**
 - Restorative is STILL a component *and even better*
 - Our thought is that a new name gives it a new vibe all together for returning students especially!
 - ISS is how it's coded in IC so this provides consistency with DPS verbiage

Lunch Repair & Lunch Service

As it stands now...

- Lunch Repair these infractions
 - In class

-
-
-
-

As it stands now...

- Lunch Service
 - Tardies
 - Cell phones (example).
 - Dial zeros/Support form entries

Full Day PASS for...

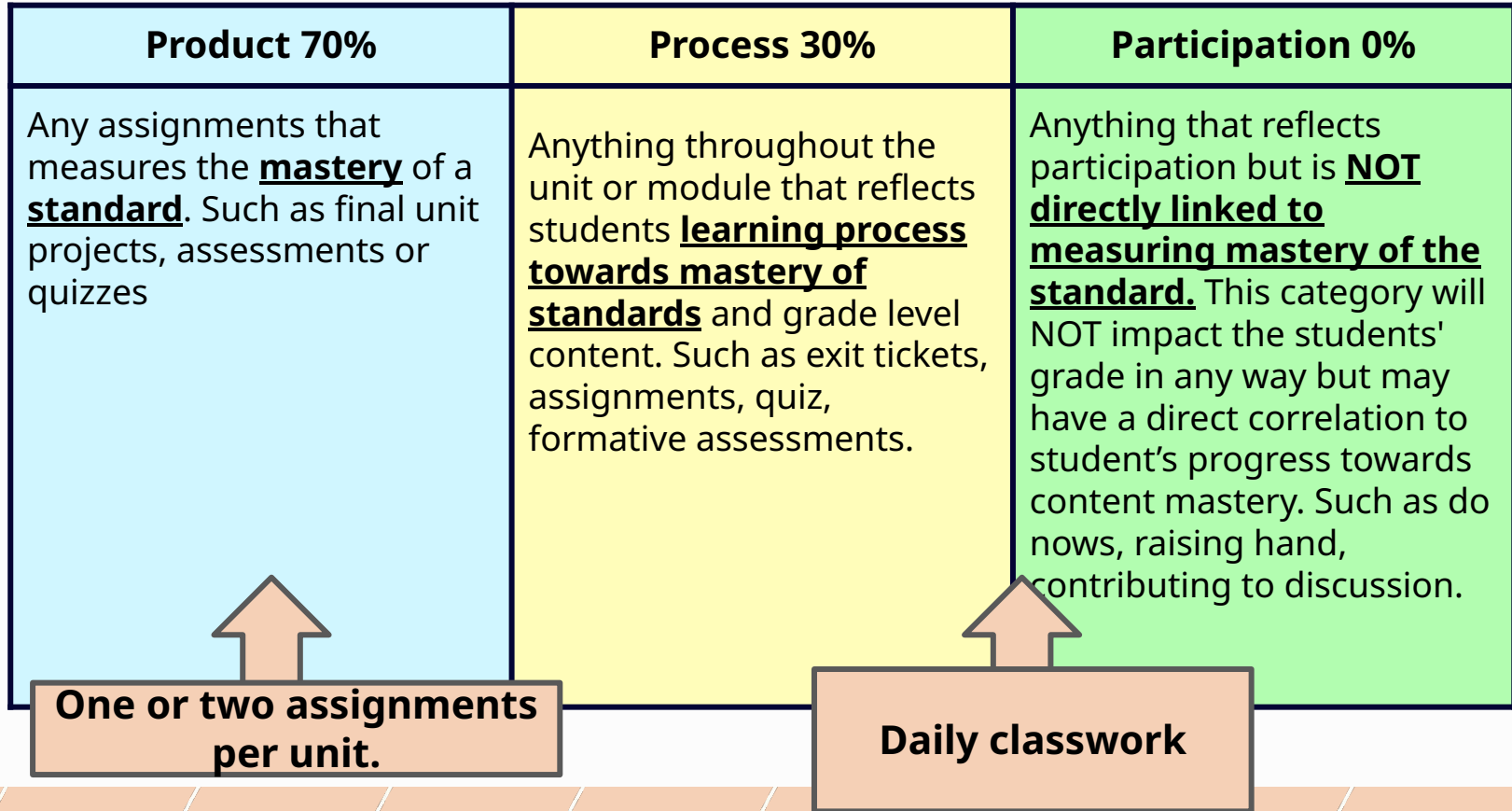
- 3 Tardies in a quarter in a single class (reliant on teacher to put in form data)
- 3 Dress code in a quarter (reliant on teachers and any staff member putting in the form. Teachers are not expected to address / solve the problem in class).
- 3 Cell phones (has tech on them)
- 3 Dial zeros/Support form entries

Next Year *SAME*

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Current Policy Overview



Current Policy Overview

What's Working

- Students know the power of a product grade
- Students have the ability to revise work for a higher grade
- Improving from a 50% is more doable than improving from a 0%
- Grading for participation often meant that students' grades were tied to behavior - this does not show mastery of content

What's Not Working

- Misunderstand the importance of daily classwork
- Students wait until the last week of quarter to complete or redo work
- Lack of urgency
- Kids who show effort but struggle academically and kids who did not engage with learning were earning the same grades
- Students not prioritizing best first effort

New Policy

Deadlines

All assignments within a Unit are due at the end of a Unit (day of test)

*****Students **can** submit test corrections after a unit has ended***

New Policy

Points Back

1 letter grade

(process and product)

Hard and Fast Rule

0 - 50% = 60%

51 - 90 % and above = + 10%

Original Grade	New Grade
23% F	60% D
42% F	60% D
50% F	60% D
72% C	82% B
53% F	63% D

New Policy

Points Back

1 letter grade

(process and product)

Hard and Fast Rule

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51 - 90% = + 10%

Original Grade	New Grade
23% F	60% D
42% F	60% D
50% F	60% D
72% C	82% B
53% F	63% D

New Policy

Engagement (10%)

Q1 - Do Now

50% - Attendance

On time = FULL POINTS

Late?

Green Pass = Excused = FULL POINTS

White Pass / No Pass = NOT Excused = NO POINTS

Absent = EXEMPT

50% - Engagement

More guidelines to come in the Fall, but...

Should BE quick, easy wins

Should NOT be punitive



New Policy

Engagement (10%)

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50% - Engagement

More guidelines to come in the Fall, but...

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Budget Update

- Carry forward (extra \$\$\$ from 24-25) looking strong as we finish the year under budget
- Extra funds will cushion any enrollment drop (unlikely), provide a reserve against last big tiered supports drop (probable), and/or allow for additional staff (possible)
- Likely operating expenses will be similar to past years without big cuts needed
- Enrollment looking to be at or over projection currently

Staffing

- 0.5 Psych already extended to 1.0 Psych for 25-26
- Multiple 1:1 paraprofessionals / dedicated adult supports funded centrally
- Next priority position would likely be a member of the Restorative Culture Team
- If we come in over projection we may be able to consider bringing back teaching positions

Hiring

- New ELD Teacher - Chelsea Light. She came to us midyear (as a long term sub).
- New Band teacher - Jordan Romo. She flew here for our Needs Assessment Day and met the staff :)
- ***CURRENT POSTS***
 - Paraprofessionals for Special Education

New School Name!

Without requiring a Board vote, our request to update our name to Bear Valley Middle School aka BVMS has been approved to start in July

- New logo
 - Ideas for design?
- New handle on Insta/Facebook and YouTube
 - Will try and shorten to BVMS, but might have to spell more out on the name if that is already taken
- Event ideas to help promote the new name?

