

# Bear Creek SAC Agenda/Notes - 11/18/2020

## MEETING LINK

- Introductions
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    - *Attendance - Jeff Harvey, Rachel Walker, Kate Stricklan, Renee Williams, Grace Wickersham, Elixia Kingsford, Michelle Estrella, Michelle Hill, Caroline Bruce, Azadeh Bolhari, Robin Norton, Tanner Dayhoff*
  - Meeting Dates - Nov. 18, Dec. 16, Jan. 20, Feb. 17, Mar. 17, Apr. 21, and May 19
  - Bear Creek SAC Membership
  - Committee Needs:
    - Co-Chairs - Renee Williams and Tanner Dayhoff
    - Recorder - OPEN
    - DAC Representative - Rachel Walker
    - Community Representative - OPEN
- Principal Report
  - [BVSD SAC Manual](#) and purpose
    - see below for summaries
  - [SAC during COVID-19](#) (from CDE)
  - [Strategic Plan](#) and Strategic School Support Meetings (S3M)
    - How might we strengthen our Student Support Process (identifying appropriate interventions for students, facilitating those interventions, and monitoring the effectiveness of those interventions) to involve all staff members in a meaningful way so that all students' needs are being met over time?
    - How might we improve School Climate (student to student interactions, conflict management, and prevention of/responding to bullying) by systematically implementing research-based curriculum for SEL and Bully Proofing?
- DAC Report (Rachel Walker)
  - *Agendas and minutes can be found online*
  - *Recent discussions:*
    - *Phase 2+ learning*
    - *School Resource Officers - DAC advised Board to eliminate program*
    - *Enrollment numbers are down, creates budget concerns*
- School Finances
  - School Staff (FTE)
  - School Resource Allocation ([SRA](#))
    - Impact of reduced enrollment is ~\$2,500
  - Revolving Accounts (mainly [PTO funded](#))
- District Finances
  - Development starts now, is finalized in June
  - DAC Budget Survey (to be completed by Tanner and Renee)

- Guiding Question - as a parent, where do you want to see the District (and school) spend money?
    - Leigh (via email) - *small class sizes, literacy interventions, and anything to individualize learning for kids as there are likely so many kids who have fallen behind during the pandemic. After that, I'd say teacher compensation, community resources, and mental health resources would be a close second--all to get people back to some sort of normal.*
    - Caroline - *to keep students learning through the pandemic, take care of the staff (how can BVSD support teachers more?)*
    - Kate - *more paraprofessionals to create more opportunities for differentiation, high quality literacy and mathematics curricula, emphasis on music and art, robust support for Gifted and Talented*
    - Jeff - *(no COVID) class size and making-up for learning shortfalls that occurred during pandemic, (COVID) continued remote learning training for teachers*
    - Eliza - *"back to basics" approach to solidifying learning foundation (collective and individual), providing opportunity to continue growth and learning that has impacted by pandemic, teacher compensation and class size, "back to basics"*
    - Grace - *support for teachers, ability to continue to fund paraeducators so teachers can support the class, wants to emphasize BCE community advocacy and coordination between SAC/PTO.*
    - Michelle - *a budget that addresses equity issues (Community Resources), mental health resources, literacy interventions that are not supported by IEPs*
    - Michelle Hill (teacher) - *intervention support/resources, technology resources*
    - Robin Norton (teacher) - *mental health support (for both kids and parents)*
    - Renee - *better math curriculum (including Scope and Sequence), mental health support*
    - Tanner - *appreciates the feedback regarding the concern about the impact COVID has had on learning and mental health.*
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SAC Responsibilities: Colorado State Statute [22-11-402](#) established SAC powers and duties. SAC responsibilities include the following:

- Recommending to the principal of the school priorities for spending school moneys, including federal funds, where applicable;
- Making recommendations to the principal of the school and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required;
- Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the public school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the public school's accreditation contract;

- Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and evaluations;
- Publicizing opportunities to serve and soliciting parents to serve on the SAC
- Assisting the district in implementing at the school level the district's family engagement policy; and
- Assisting school personnel to increase family engagement with teachers, including family engagement in creating READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.

SAC Membership: Each school is responsible for establishing a School Accountability Committee (SAC). Colorado State Statute [22-11-401](#) and BVSD policy ([AE-R](#)) determine membership requirements. Each SAC should consist of at least the following seven members:

- The principal of the school or the principal's designee;
- At least one teacher who provides instruction in the school;
- At least three parents of students enrolled in the school
- At least one adult member of an organization of parents, teachers, and students recognized by the school; and
- At least one person from the community
- *Note: A person may not be appointed or elected to fill more than one of these required member positions in a single term. The number of parents must exceed the number of representatives from the group with the next highest representation. Finally, SACs must select one of their parent representatives to serve as chair or co-chair of the committee.*
- *Note: To the extent practicable, parents serving on accountability committees should reflect the student populations that are significantly represented within the school. Such student populations may include, but not be limited to, students who are members of non-Caucasian races, those who are eligible for free or reduced-cost lunch, those who are Emerging Bilingual students, migrant children, students who are identified as having a disability and students who are identified as gifted.*
- *Note: Generally, a parent who is an employee of the school or who is a spouse, son, daughter, sister, brother, mother or father of a person who is an employee of the school is not eligible to serve on a SAC. However, if, after making good-faith efforts, a principal or organization of parents, teachers and students are unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternative membership plan for the SAC that reflects the membership specified above as much as possible.*

Excerpts taken from the Colorado Department of Education - District Accountability Handbook, (Fall 2018)