

Bear Creek SAC Meeting - 03/17/2021

via Google Meet

- Introductions
 - Introductions
 - *Attendance - Tanner Dayhoff, Kate Stricklan, Caroline Bruce, Leigh Gannan, Azedeh Bolhari, Robin Norton, Michelle Estrella, Michelle Hill, Rachel Walker*
 - Meeting Dates - Apr. 21, and May 19
 - Bear Creek SAC Membership
 - Committee Needs:
 - Co-Chairs - Renee Williams and Tanner Dayhoff
 - Recorder - Kate Stricklan
 - DAC Representative - Rachel Walker
 - Community Representative - OPEN
- Principal Report
 - Student Enrollment
 - Over 75% of students now attending in-person
 - Will see another increase after Spring Break
 - Planning for 325 students next year
 - Will receive FTE allocations on Friday
 - Optimistic that we'll keep FT teacher/librarian and counselor (350 is usually the magical number, but we're hoping for flexibility)
 - COVID-19 Vaccinations
 - Over 90% of staff will be fully vaccinated post Spring Break
 - Other 10% will be vaccinated before next school year
 - [Strategic Plan](#)
 - District Instructional Leadership Team (Kathy Hawk)--TD and KH attend twice monthly meetings
 - Prioritized Standards--new way to approach learning outcomes, should help teachers focus their efforts towards supporting students
 - Year at a Glance (YAAG)--will be standardized throughout BVSD; allows for greater collaboration among schools
 - Instructional Units--for new teachers, provides extra curriculum support
 - Balanced Assessment System--will standardize assessments across BVSD so schools can reach out to each other and share best practices
 - BVSD is changing district-wide COVID testing approach; will be testing at every school each week and will test 10% of the student body each week; this sounds lower than Bear Creek was achieving under the previous system, but since it is weekly, it should even out and it will better represent the total picture in terms of cases throughout the area

- Question: How is it decided which children get tested each week?
 - Answer: Randomized 10% of kids who have opted in
 - Question: Will each class have at least one student tested?
 - Answer: We'll see once it gets going
- DAC Report (Rachel Walker)
 - *Agendas and minutes can be found on the [BVSD WEBSITE](#)*
 - I can bring Bear Creek-specific concerns to DAC; not just a one-way flow of information
 - Advocated about the early start and late Wednesdays proposed for next Fall
 - Bear Creek parents gathered data on whether it is detrimental to learning and student well-being
 - Response was that they have received a lot of feedback across the district--perhaps they will change or remove the late start on Wednesday, but early start is likely to stay
 - Strategic Plan: want standardized testing to assess students more accurately, but district has asked for a reprieve from CMAS testing
 - Seems like they want to make the schools strive to achieve the same standards across the board
 - District is currently negotiating with the teachers' union (contract expires this summer) --union concerns shared through consensus-building emphasis on job retention, planning time
 - COVID catch-up plan: many questions on whether they will extend the school year (no;) Summer school numbers capped? Superintendent said no
 - Discussion on mental health
 - Are there points that we would like Rachel to bring to DAC from us? It is a great opportunity to elevate concerns directly to the superintendent.
 - Michelle: Thank you for attending the meetings! It was helpful in the past to talk with other parents at DAC meetings and get feelings validated. Is that possible via Zoom nowadays?
 - Rachel: there are active chat sidebars during the meeting! Anyone can attend, not just the school DAC reps. One topic that's off-limits: COVID health management
 - TD: read in an online educational magazine that Gov. Polis signed a bill yesterday to reduce CMAS testing significantly this year--that request now goes to the US Dept. of Education--not all that optimistic that it'll be granted, however
 - TD: Some schools will have to follow the Strategic Plan with no flexibility; some flexibility; lots of flexibility (BC probably in the final category)
 - TD: Regarding summer school and the COVID catch-up plan: you would have already been notified if your child should be included--funds for 1000 students, but perhaps tuition-based admission beyond that
- Equal School Day Update

- Eisenhower, Mesa, and Bear Creek will be most affected by the early start
 - TD feels that the district has heard the concerns voiced by the community; even a move to an 8 o'clock start would cost \$4.5 million in buses and driver salaries (equivalent to ca. 50 teachers)
 - Even though BC barely has buses, if we get exempted, it could cause other schools to ask for changes
 - Re late start Wednesday: considerations include an early release; late start on a different day of the week--more likely that this part of the proposal will change than the earlier start the other four days
 - Re 'soft start' option: 7:45 am and then a hard start 20-30 minutes later is being considered
 - TD is going to be asking for feedback on before/after school activities and how they will be impacted
 - Gathered and presented research to respond to some of the research in the BC petition; now on the Equal School Day web page (under 'FAQ')
- Literacy Data and Impacts of COVID-19
 - [Fall iReady 3yr Comparison](#)
 - Making quite a bit of growth--is it a blip or a sign of consistent progress?
 - [Winter iReady 3yr Comparison](#)
 - Important to keep a watch on the phonics scores specifically--there is more green in these winter results--so we are making steady improvement
 - Foundations curriculum introduced three years ago--perhaps making a positive impact on the grades who have been immersed in it the past three years?
 - We have had to be strategic on focusing on what within the curriculum goals is most important this year--possibly helped the bump up
 - We have zeroed in on students who need extra support
- Unified Improvement Plan--principal turns it into the state every two years; Bear Creek is achieving the highest possible rating currently
- Caveat: TD has to use certain language when building improvement plans--would rather not use such negative wording
 - Priority Performance Challenge
 - "Not all K-3 students are performing at/above ELA achievement expectations"
 - Root Causes
 - **"Ineffective use of classroom level data to inform instructional planning** - Data is not driving instruction in a timely manner. Bear Creek teachers need to better understand grade level priority standards, use an BVSD's Instructional Framework for lesson design, and monitor progress regularly to ensure student learning and growth."
 - TD believes, in reality, teachers are using data through iReady more efficiently than before, but it does reflect accurately certain goals that Bear Creek is working towards internally--there is still room for improvement regarding numbers of students who are falling behind
 - **"Ineffective Student Support Process to inform appropriate interventions** - Bear Creek needs to 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.”

- Montana Fels (counselor) and TD have done significant work to address this issue, but haven't been able to roll out to greater teacher community yet due to focus on COVID protocols and keeping kids safe and learning
- Question: What sort of steps are in place for parents who are concerned about their child's reading level?
- Answer: Tends to be addressed in parent-teacher conferences, particularly through iReady scores, then Taylor Appling, reading interventionist, begins working with students. Students who continue to struggle might need to be connected to special education services
 - Michelle Hill (teacher:) found it frustrating when teaching 3rd grade to support kids before they were included in literacy interventions--were falling through the cracks and teachers had to get creative to find solutions
 - Believes we have well-stocked, leveled books in the library
 - It is harder to correct literacy issues in later grades
 - Robin Norton (teacher:) tricky to identify in younger grades, as they still have room to grow. We will get back on track post-COVID. Taylor Appling is terrific with getting success out of students
 - TD has been in discussion with kindergarten teachers, Taylor Appling and have agreed to do minimal interventions at this age
 - Robin Norton: agrees that kids can be behind in ELA in kindergarten simply due to their age initially
- Next meeting we will discuss specifics on what strategies BC staff can use to support students who need it

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)