

SAC for Bennett Elementary meeting 4/12/21

Held on Meet, 6-7pm MST

Those in attendance:

Amy Smythe, Principal
Angie Noden, Assistant Principal
Wini Hunt - Interventionist
Alissa V – parent, Secretary for BOCO
Mandy Casteel-Denney - Parent
Michael Brake
Teri Mayeda

Agenda items:

- **Budgeting:** Need to find out what to prioritize and get parent feedback. Spanish is required for IB. Had to reduce special positions to 80% because of 3 tracks instead of 4 tracks. Still can see each class once a week. Saves one whole person. Looking to add an interventionist, like Wini, she is really trained in reading. She is not working directly with kids instead is doing para planning and testing. Hope to add in a second interventionist, so they can share the planning. Looking at lumping the gifted and talented program into the intervention piece. Started calling the program GT Intervention. That is one proposal for the money saving from specials. Another combing IB coordinator with the IT specialist. 60% media, with teaching kids, then add IB on.
- Questions: There will be an art program next year. Not sure what it will look like yet.
- Specials teachers were expecting this, it is not a surprise to them. We are looking at how to give them other things at Bennett that could get them up to 100%. One option could be that together they would teach art as part of their programs. Would keep them at 100%. Could get something outside of Bennett, and piece it together.
- Want to be at 3% reserve in budget, but \$20,000 short. Think that more kids will come back. Left open 3 kindergarten, even though only 30 kids registered total. Pretty confident kids will register in Fall. Think it is COVID related, low on feeder system across the board. Have done very proactive marketing for kinders in community. Reserve is even with funding those 3 teachers. Could save money. Starting with no paras in kindergarten currently. Will add as needed.
- Current plans: Trying to make end of year special. Tentative are to recreate a whole Eco week at school. Walking field trips to the Gardens at Spring Creek, checked out kits from CPW, Sue Schaefer is setting up rotations for trips, culminate Friday with a rock wall at school. Cleared insurance. 5th grade promotion ceremony this year. Learned best

practices from other schools. Most schools are doing a student only ceremony, families can watch. Thursday, May 20th, exhibition in morning, afternoon ceremony. Theme is "Future is so Bright, Get Sunglasses." Inviting co-enrolled students.

- Summer programming: all schools will be offering some variations: camp soul (additional support, invite only, full day); Connect and engage skill-based intervention tutoring, 20 hours tutoring with students; incoming kinder/1st graders, school readiness. Book access over the summer; Bennett book bus, led by staff.

Parent added agenda items:

DEI: Mandy presented on what she has learned through the #DoTheWork course offered through the school district. During the course participants were encouraged to look at data for their schools at the following website:

<https://ocrdata.ed.gov/profile/9/school/225935/disciplinereport> It was noticed that within

Bennett, in 2017 (the last year the data reflected) the below statistics:

- Enrolled 485 students: White 77%, Hispanic 12.6%, Asian 3.5%, Black .4%, 2+ 5.2%
- In school suspension: 100% White
- Out of school suspension: 56% White, 37% Hispanic, 2+ 6.2% (these seem to be out of proportion)

The next section showed the IDEA students:

- School enrollment: Non-IDEA 92%, IDEA 7.8%
- In school suspension: Non-IDEA 50%, IDEA 50%
- Out of school suspensions: Non-IDEA 68%, IDEA 31%

Lastly, the IDEA students by ethnicity and disciplinary actions:

- Enrollment: White 63%, Hispanic 26%, 2+ 8%, Black 2.6%
- In school suspensions: 100% White
- Out of School suspensions: 40% White, 40% Hispanic, 20% 2+

It was noted that these statistics did not show the number of students receiving the disciplinary actions, or if they were the same kid multiple times. Staff only enter suspensions in synergy system, not the other forms of discipline. Yes, sometimes those suspended are in the SED program which is mostly males. Sometimes it is hard to tell with a Hispanic student if it is a learning disability or a language issue. Looking into ways for this to be checked. It is hard to know how to handle all behaviors, hence all the different types of interventions being tried. If we can catch ourselves and intervene early would be better for the kids. Is there a pattern of

when these referrals are happening? Add the location to the data as well. Getting calibrated for whole school referrals. What should it be, what should they deal with in schools?

Need to dissect the numbers which means we need more data. Before covid, district had started working on it, all schools would enter all info into system. District wide would be the same. Each site has a different leadership style. One school might be doing better, maybe other schools can learn best practices from them. District was looking at schools maybe for something else. But now, the topics have become harsh, and really need it now, but don't have it yet.

Overall, the conversation was meant to bring the topic up, and realize that it would be good to look further into it.

CMAS: Parents are frustrated around CMAS testing. Tool for educators/districts to support what teachers are doing. It does show the baseline for each student and the school. Seems like Poudre District was anti testing, but it does not look good for teachers when media says this. Trying to hide something is the perception. Teacher in service days seem to class when we want our students to just focus on academics. State testing was never intended for individual student success, it was meant to measure school districts and compare across the state for equality. Now it is a tool for teachers and provides them with a needed baseline. Most parents do not agree with testing. With CMAS you don't get results until next year. The other tests get immediate results.