

**BENNINGTON PUBLIC SCHOOLS
DOUGLAS COUNTY SCHOOL DISTRICT NO. 59
BOARD OF EDUCATION WORKSHOP
Monday, November 28, 2022 6:00 PM**

Mission Statement

"The mission of Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future."

- I. Call Workshop to Order
- II. Curriculum/Personnel Proposals 2023-2024
- III. High School Programming
- IV. Birth to Five Programming
- V. Summary
- VI. Adjourn

NOTICE: COPY OF OPEN MEETINGS ACT: The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the wall of the Board room.

INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM: Getting Started: When it is your turn to speak during the public forum portion of the agenda, please come forward to the table situated immediately in front of the Board, sign your name and address on the sign-in sheet and state your name to the Board of Education. Time Limit: You may speak only one time and must limit comments to 5 minutes or less. Personnel or Student Topic: If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members will generally not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at the Board meeting. General Rules: Please remember that this is a public meeting for the conduct of business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

BY: BENNINGTON PUBLIC SCHOOLS

ADMINISTRATOR PROPOSAL COMMENTS & RECOMMENDATIONS		
Chad Boyes	32	AP 1.0 FTE Grade 4 Teacher
		This is a grade that will start at 25 students per classroom. This group of students has high needs in behaviors and a high number of social emotional needs.
	64	Reserve Girls' Tennis Coach
		This is a program that could provide more girls with extra opportunities. The high numbers are speaking to this program needing support.
Danielle Robb	34	1.0 FTE Elementary Art Teacher
		To continue offering the same specials programming as we do currently, the elementary needs to add one more art teacher due to growth.
	49	1.0 FTE Early Childhood Coordinator
		This sounds like a much needed position in order to ensure the continued success of our Early Childhood program.
Alison Evangelisti	38	PC 0.5+10 FTE Elementary Counselor
		The .5 elementary counselor position would give the time for individual student support, in addition to classroom lessons and support of district curriculum. Small groups, one on one meets by parent requests, and individual student meetings due to in school concerns would all benefit from the addition of another .5 counselor.
	42	HE PAC Facilitator
		PAC or academic/behavior interventionist/facilitator would benefit each and every school in the district. The middle schools currently experience success in this position and consider it invaluable. Elementaries would also benefit from this position to help with de-escalation, reteaching, supervision and positive skills training for students on a one on one basis as well as in a co-teaching, integration model when available.
Molly O'Connor	36	SE 1.0 FTE KG Teacher
		Our kindergarten numbers will start the year at our "recommended" class size. This does not account for any new students throughout the year. Kindergarten is an important year to have smaller class sizes to help support our youngest learners. We are finding that many come without any school experience or with high needs both academically and behaviorally. With smaller class sizes in Kdg, they will get the support they need to set a strong foundation.
	26	BSMS 3.0 FTE Grades 6-8 Teachers
		The middle school looks for consistent numbers in teams so that they can support incoming middle school students and continue to offer programming consistent to Middle School North. With the supports we put in place at the elementary level, it is helpful for the middle schools to be able to start off with the possibility of offering the same. With too many students on teams, this is difficult to do.
Renee Rucker	24	BMS 2.0 FTE Grade 8 Teachers
		Without any additional teachers, class sizes would be 27.6 to 1. This is extremely high especially given the high number of students receiving special education services. In addition, with advanced math being taught at 8th grade, there would be less sections of grade level math. As a result, grade level math classes could reach a 30 to 1 student teacher ratio without additional staff members.

Renee Rucker	11	BPS Young Adult Program
		The addition of a Young Adult Program in our district allows us to meet the educational needs of our 18-21 year old students and allow them to stay in our community. In addition, the parents of students in our LIFE program who were surveyed are in favor of the Young Adult Program, and if added, it could potentially save the district money.
Shawn Hoppes	26	BSMS 3.0 FTE Grades 6-8 Teachers
		This will make sure we keep our class sizes under 25, and will help us to continuing honoring our middle school philosophy with teaming.
	48	1.0 FTE Elementary Behavior Interventionist
		I really like the idea of a K-12 Behavior Interventionist to support staff in and out of the classroom with challenging behaviors. I really think we need to take a deep dive into what the next step is though. Is it more SPED staffing in buildings? Is it admin interns at the elem level and deans of students at the high school level to provide more layers of support day to day in the buildings. Our SPED teachers are getting more and more kids on their caseloads with more diverse behavior needs as well. I feel we need to get the right people around the table to take the right next step to support all buildings with the continued challenging behaviors we continue to see in a growing district.
Greg Lamberty	68	1.0 FTE High School Vocal Music Accompanist
		Proposal 68 directly impacts 140+ students in the classroom. If an accompanist is not hired then the director/teacher is forced playing the music, teaching the music, and conducting the students in the classroom. The accompanist also influences the format of the concerts and performances throughout the school year along with the Spring Musical which typically involves 200 students during the months of January to March.
	21-46-47	7.0 FTE Elementary-Middle-High School SPED Teachers
		The three proposals I've listed are related to special education staffing throughout the district. I've recommended them because one of the major themes I recall from committee meeting is the increase in inappropriate behaviors students are exhibiting from PreK through grade 12. My other thought is to have a behavior committee examine SPED teachers, behavioral interventionists, or the idea of lead teachers (assistant principals) being implemented at the elementary level to assist classroom teachers (and families/parents) with behavior management strategies that keep the learning environment safe and positive for all students.
Whitney Fagan	11	BPS Young Adult Program
		I am recommending the BPS Young Adult Program for three main reasons: 1. The importance of growing into our own program and keeping our students within the community they live and would support after age 21 2. To discuss the costs, as it is outlined in the proposals as an additional \$146,016 dollars on our budget but it is just reallocating a portion of 1200's contracted services to 1200's special education instruction and we will actually save money approving this program 3. This position will require a special education teacher and two special education paraprofessionals, which are both high need positions with smaller pools of applicants, therefore the sooner we can start looking to hire the better

Whitney Fagan	51	1.0 FTE CIA Administrative Assistant
		This position is a necessity for the district growth and support of the CIA Department at the district office. This department oversees mentor mentee trainings, all staff development, TIP grants, attendance, reading and math specialists, moec early literacy, many state reports, and much more. Having an individual to complete administrative tasks, assist with organization, and creation of materials would free up a great deal of time for the department leaders and allow them to to utilize their time leading in an even greater capacity.
Jodie Green	49	1.0 FTE Early Childhood Coordinator
		Our programming in the birth-5 world has grown significantly the last few years. Due to the fact that birth-2 and 3-5 are seperate programs, I believe it's time to get an additional person to assist in the operation of the programs to ensure we are in compliance with the laws and to ensure students receiving services are of high quality.
	38	PC 0.5+10 FTE Elementary Counselor
		Student needs continue to evolve and change. So, too, do their mental health and emotional needs. Due to the size of Pine Creek, the addition of another part time (or full time) counselor would ensure classrooms get necessary instruction as aligned to curriculum, but individualized groups and supports can be put in place to ensure students' needs are adequately met.
Shannon Thoendel	51	1.0 FTE CIA Administrative Assistant
		This position could allow more time for the director and assistant director to directly impact the daily practices of teaching and learning. An assistant could manage data input, reporting, and record keeping that is currently conducted by administration. This utilization of time and distribution of tasks would be beneficial for our school system.
	48-27	1.0 FTE Elementary Behavior Interventionist - BSMS 0.5 FTE Academic & Behavior Interventionist
		This position at the middle school has proven data on the impact of the learning environment and student performance. We need to expand this position to the elementary school to address student behavior infractions at an early stage in their education career. Student behavior infarctions and need for SEL support is documented on the rise.



High School Information and Challenges

Board of Education Workshop
November 28, 2022





REQUIREMENTS TO OPERATE A HIGH SCHOOL

Required Curriculum & Instruction (400 Units)

- English, Mathematics, Science, Social Studies
- Multicultural Education
- Writing Across Curriculum
- Computer Science
- Personal Finance
- World Language
- Career & Technical Education
- Health & Physical Education
- Visual & Performing Arts
- Civics Education
- Character Education



Other Mandatory Requirements

- Accreditation
- Certified Teachers & Administrators
- Hours of Instruction - Minimum 1,080
- Pledge of Allegiance
- Minimum Graduation Requirements
- Minimum Course Offerings
- State Assessment - ACT
- Student Assistance Process - Interventions



High School Graduation Requirements

BHS - 50 credits to Graduate

Nebraska - 40 credits to Graduate



8 semesters of English

8 semesters of Social Studies

6 semesters of Math

6 semesters of Science

4 semesters of PE (includes 1 semester of Health)

1 semester of Info Tech and 1 semester of Personal Finance

16 semesters of electives

8 semesters of English

6 semesters of Social Studies

6 semesters of Math

6 semesters of Science

0 semesters of PE

1 semester of Info Tech and 1 semester of Personal Finance

12 semesters of electives

High School Schedule

Teacher Schedule

- 7 periods with students / plan period
- 6 periods / study hall or support / plan period
- Part-time: 3 periods / plan period
- Average number of students per teacher
 - Math - Average 132 students
 - Science - 120 students
 - Social Studies - 140 students
 - English - 127 students

Student Schedule

- 7 classes and 1 study hall
- 4 core classes plus electives comprise the 7 period schedule.
- 4 period minimum to be a full-time student
- Freshman & Sophomores are on campus for the full school day
- Juniors & Seniors are eligible for a free period.
- 277 students have a shortened schedule
- Student Schedules drive the Class Schedule

<u>Category</u>	<u>Careers</u>	<u>2022 Seniors</u>	<u>2021 Seniors</u>	<u>2020 Seniors</u>	<u>2019 Seniors</u>	<u>2018 Seniors</u>	<u>Tot</u>
Legal	Lawyers		8	16	15	11	50
Life, Physical, & Social Sciences	Counseling Psychologists	12	10	9	7	11	49
Counseling, Community & Social Services	Child, Family, and School Social Workers	12	11	9	8		40
Arts, Design, Entertainment, Sports, & Media	Graphic Designers	10	11	8	9		38
Arts, Design, Entertainment, Sports, & Media	Actors	13	15		7		35
Education, Training, & Library	Elementary School Teachers, Except Special Education	12		9	7	7	35
Personal Care & Hospitality	Childcare Workers	13	11	10			34
Healthcare Practitioners & Technical	Registered Nurses	13	8	10			31
Healthcare Practitioners & Technical	Physical Therapists	11		9	10		30
Arts, Design, Entertainment, Sports, & Media	Interior Designers	11	9		9		29
Arts, Design, Entertainment, Sports, & Media	Photographers	9	7		13		29
Life, Physical, & Social Sciences	Clinical Psychologists		10	9		9	28
Personal Care & Hospitality	Fitness Trainers and Aerobics Instructors		8	10	9		27
Arts, Design, Entertainment, Sports, & Media	Musicians and Singers		9		7	9	25
Computer & Mathematical	Computer Programmers		7	9	8		24
Arts, Design, Entertainment, Sports, & Media	Fashion Designers	7		7	9		23
Education, Training, & Library	Preschool Teachers, Except Special Education	9	7			7	23
Arts, Design, Entertainment, Sports, & Media	Athletes and Sports Competitors	7	7		7		21
Computer & Mathematical	Video Game Designers	12	7				19
Arts, Design, Entertainment, Sports, & Media	Multimedia Artists and Animators	9	8				17
Counseling, Community & Social Services	Marriage and Family Therapists	10	7				17
Management	Construction Managers			7	10		17

Student Interest - What Students are Taking

What We Know - Postsecondary Majors - 2015-2020

- BUSINESS - business administration, finance, accounting, agribusiness
- EDUCATION - elementary ed, education, special education
- MEDICAL - nursing, med tech, rehabilitation, community health, kinesiology, paramedic
- STS - welding, HVAC, automotives, motors, diesel, civil engineering, architecture, construction management
- COMPUTERS - computer science, cybersecurity
- OTHERS - communication, journalism, political science, math, psychology, lab science, cognitive science, general studies, chemistry/physics, food science, life science, criminal justice, photography, fire management

SPECIAL PROGRAMMING

Special Programming

- Advanced Placement Courses
(11 Courses - 3-24 Students in 21 Sections)
- Specialized/Advanced Courses (1-9 Students in 32 sections - Physics, Video Journalism, Building Construction, Accounting, Music Theory, Applied Design Art, Teacher Cadets, EL, etc.)
- Dual Enrollment Courses
(6 Courses - 8 Sections)

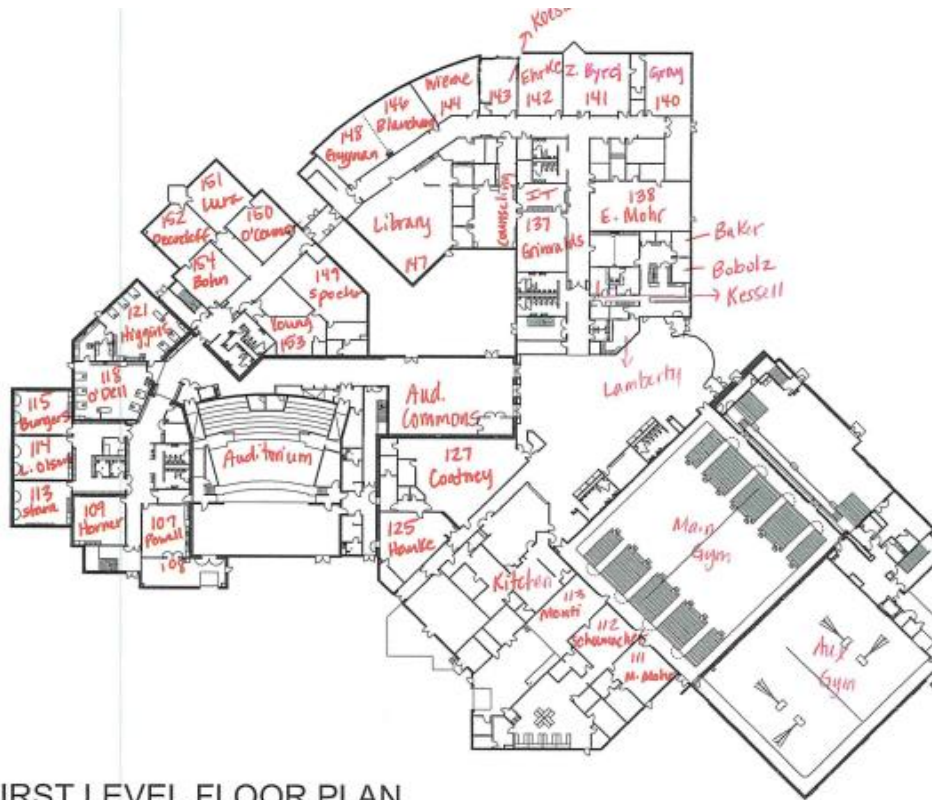
Interventions

- Foundations of Math
(8:1 Student:Teacher Ratio - 6 Sections)
- Guided Study Halls (1-7 Students - 8 Sections)
- 9th Grade Study Hall (9-27 Students - 10 Sections)
- Credit Recovery (1-20 Students - 6 Sections)
- Co-Taught Courses - SPED-General Education Teachers in English & Math (23 Sections)

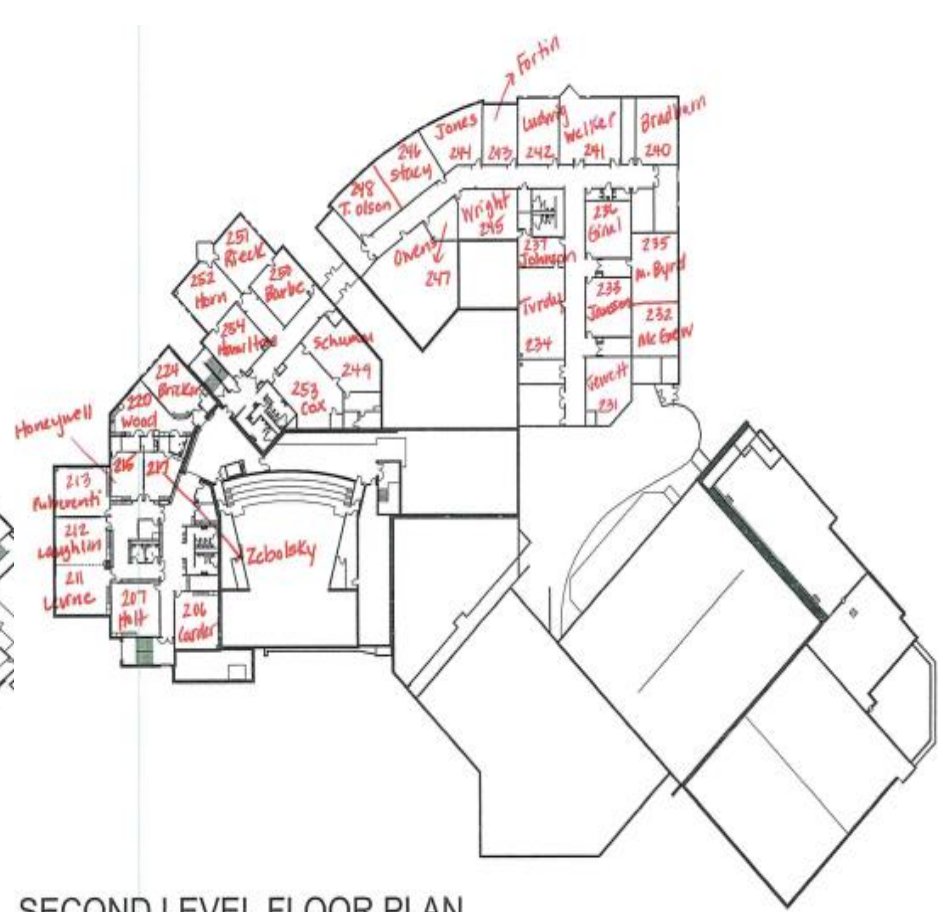
ACADEMIC RESULTS

STATE ACT 2022	ELA SCORE	ELA %	MATH SCORE	MATH %	SCIENCE SCORE	SCIENCE %
BENNINGTON CLASS OF 2023	20.8	73%	21.5	73%	21.4	73%
NEBRASKA CLASS OF 2023	16.7	46%	17.7	44%	18.1	48%

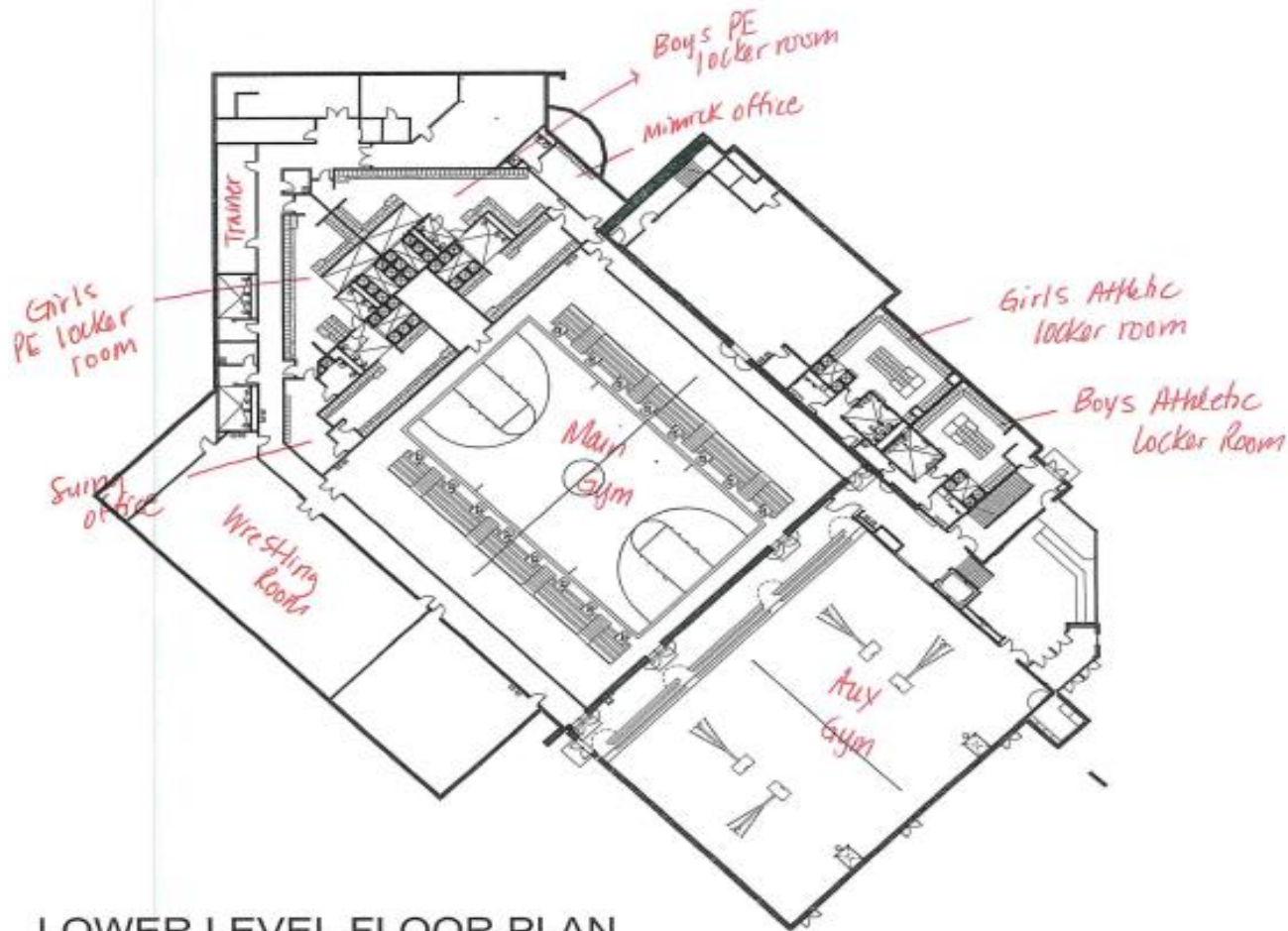
ADVANCED PLACEMENT COURSE SCORES 2022	BHS MEAN SCORE	NE MEAN SCORE	GLOBAL MEAN SCORE	BHS SCORES 3+	NE SCORES 3+	GLOBAL SCORES 3+
BIOLOGY (25)	3.16	3.20	3.11	80.0%	74.7%	67.9%
CALCULUS AB (24)	4.63	2.65	2.91	95.8%	48.5%	55.6%
CHEMISTRY (12)	1.83	2.73	2.73	25.0%	58.6%	53.9%
COMP SCIENCE (7)	3.86	3.33	3.20	85.7%	73.1%	67.6%
ENG. LANGUAGE (46)	3.33	2.93	2.83	82.6%	60.6%	55.7%
ENG. LITERATURE (35)	3.74	3.36	3.31	94.3%	81.4%	77.9%
FRENCH (12)	2.42	2.35	3.16	41.7%	41.3%	71.7%
H. GEOGRAPHY (19)	3.37	3.15	2.70	78.9%	68.3%	53.2%
SPANISH (2)	5.00	3.35	3.54	100%	82.1%	81.9%
STATISTICS (3)	3.00	2.92	2.89	66.7%	62.2%	60.4%
US HISTORY (43)	2.51	2.93	2.57	53.5%	62.0%	48.2%



FIRST LEVEL FLOOR PLAN



SECOND LEVEL FLOOR PLAN



LOWER LEVEL FLOOR PLAN

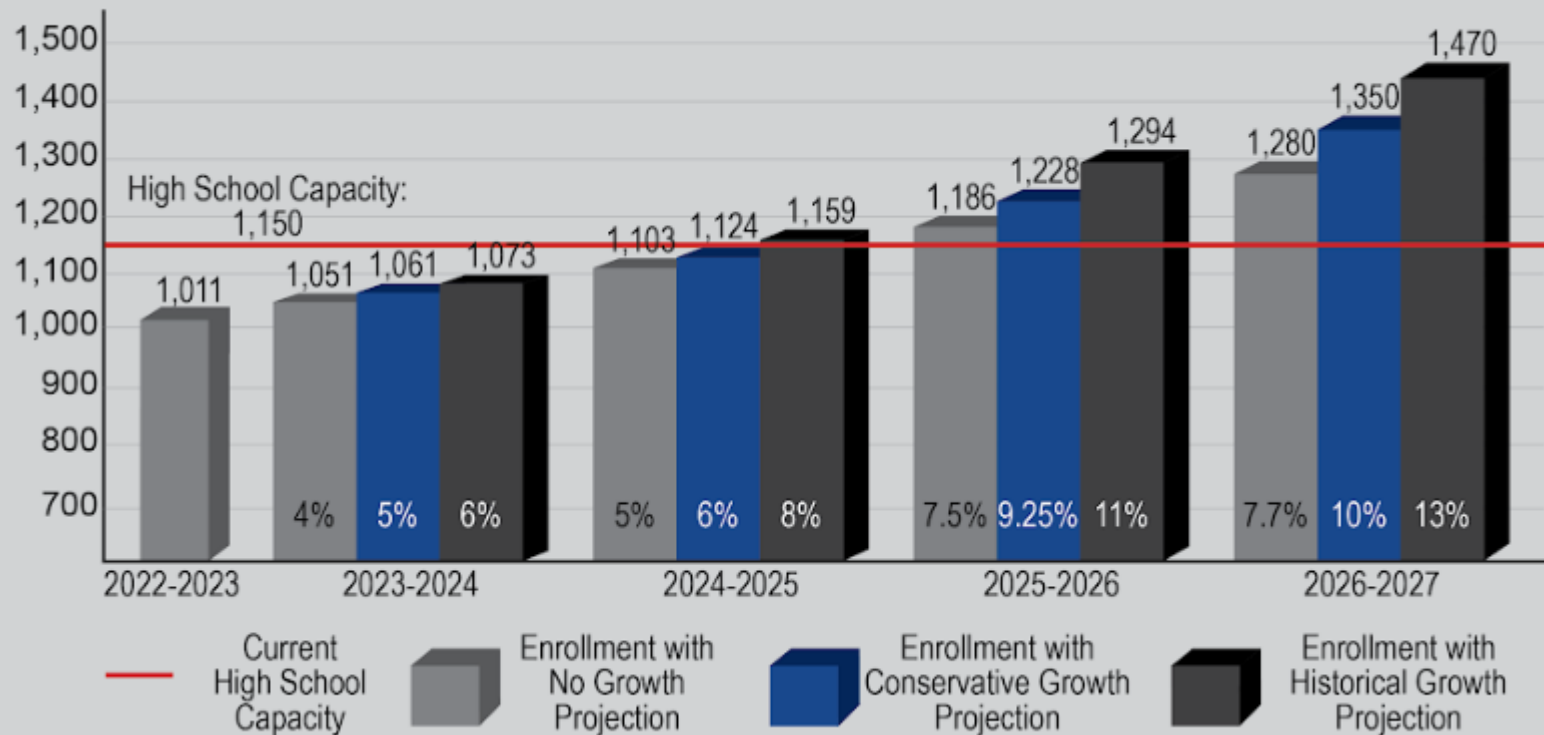
CLASSROOM AVAILABILITY

- 40 Classrooms - 31 Core (Regular) Classrooms and 9 Science Classrooms
- 7 Special Education Classrooms - 2 full-size, 3, small, 1 medium, and 1 Life Skills Room
- 2 Art Rooms
- Band Room / Choir Room
- 2 Gyms, Stadium, Weight Room, Dynamic Room, and Old Weight Room (currently unoccupied)
- 5 Speciality Rooms - Wood Shop, Drafting, Instructional Lab, Kitchen, FCS

OTHER AVAILABLE SPACE(S)

- Auditorium Balcony / Mezzanine
- Special Education Kitchen
- Auditorium (for Study Hall)
- Activity Entrance
- Administrative Conference Room
- Library

High School Enrollment Continues to Increase



Classroom Availability

Year	Percentage of Student Growth	Projected Enrollment	Teachers on Staff	Classrooms Available During the Day
22-23			61	61
23-24	5%	1061	64.25	57.75
24-25	6.00%	1124	68	54
25-26	9.25%	1228	74.25	46.75
26-27	10%	1350	81.75	40.25

BHS ACTIVITIES & ATHLETICS

- Athletic Programs currently utilizing team selection (cuts):
 - Volleyball: 2022: 37 (47) / 2021: 36 (41) / 2020: 37 (54)
 - Baseball: 2022: 2021: 2020:
 - Boys' Basketball: 2022-23 - 43 (50) / 21-22 - 42 (51) / 20-21 - 41 (49).
- Continued growth in numbers will bring pressure to cut athletes in Football, Softball, Soccer, Track, and Golf.
- Fine Arts programming will be challenged with Musical casting, Concert Formats & Performance times, and Summer Lesson / Individual Development opportunities.
- Summer Workouts could be modified from the current 4-day workout format to a 3-day plan to accommodate the number of athletes in the facility.

Possible Impact of Overcrowding

Teachers Lose Common Plan Time

Elective Courses Suspended or Eliminated

Loss of Activity Choice

Credit Recovery

Foundations

Guided Study Halls

Traveling Teachers

Lunch Schedule

Freshman Success

Parking Lot Lottery



Questions?

Birth - Five Programming

2022-2023 and Beyond

- Kristin Bender - Speech Language Pathologist
- Stacy Gutz - Early Childhood Special Education Teacher
- Gabby Catterson - ESU #3 Services Coordinator
- CJ Harding - ESU #3 Services Coordinator
- Contract with Just for Kids for an Occupational Therapist and Physical Therapist
- .5 School Psychologist

Current Birth - Five Staff Supervised by BPS

District Staff = 12.5 FTE

Contracted Staff / DHHS Staff = 4.0 FTE

- Chris Tomjack - 1.0 Speech Language Pathologist
- Kathryn Sindelar - 0.5 Speech Language Pathologist
- Rachel Emary - Early Childhood Special Education Teacher
- Taylor Niles - Early Childhood Special Education Teacher
- Kelly Sund - Early Childhood Special Education Teacher
- 6 Paraprofessionals - 2 per preschool room
- Contract with Just for Kids for an Occupational Therapist and Physical Therapist
- .5 School Psychologist

Birth to Three Services

Home Based Services

- Primary Service Provider Model (PSP)
- Getting Ready Approach (coaching parents)
- Weekly, bi-weekly, monthly

Who is served?

- Any students in Foster Care
- Any students with Doctor Notes
- Students who meet qualification under NDE Rule 52, Part C

Why do we serve?

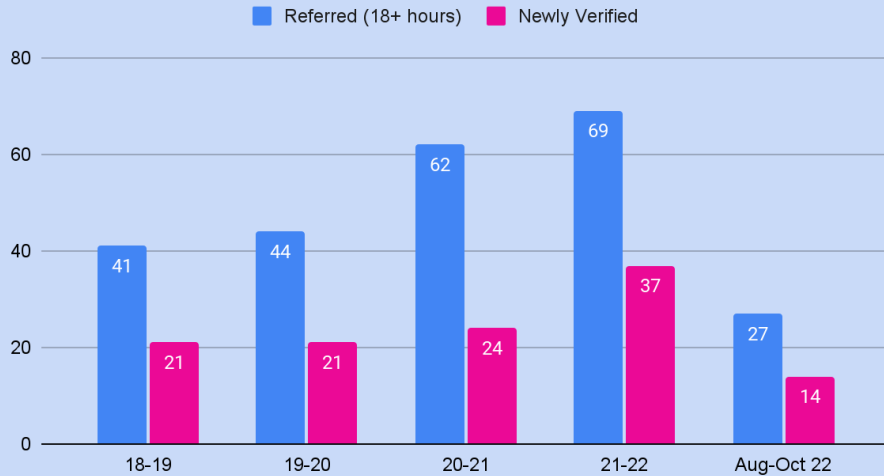
- Federal and State Requirements

0-3 Nuances

- Family Service Plans
- Greater # of Meetings (2 times that of school age)
- Qualification Criteria
- Staffing
- Evaluation Process (18 hours per student)
 - In 21-22, the team had over
--- 180 meetings with families

Birth - Three Numbers

Trends



This year we expect >80 referrals; which is similar to that of districts 30-40% larger than us, showing we can expect continued growth in this area

- 10% of our students are also considered English Learners (ELL)
- 12% of our students served in this program have an Autism Diagnosis
- 24% of our students served in this program have significant developmental delays
- Last year we served over 60 students on our Birth-Three Caseload

Three to Five Service Continuum

Preschool Services
Itinerant Services
Drop-In Services
Home Based Services
Community Based Services

Sample Preschool Schedule

Readiness & Writing

Calendar & Check-In

Small Groups

Center Time

Literacy Time

Snack

Large Group Lesson (Math, Science,
Social Studies)

Recess

Music & Movement

Table Time

The 34 students with IEPs that we do not serve in the preschool are served on a weekly basis with location determined by the team

Three - Five Numbers / Needs

- Preschool age special education referrals are coming to us at a 2:1 ratio compared to the 2021-2022 school year
- We are seeing growth in higher needs, our preschool eligible students with disabilities current makeup is as follows:
 - 43% verified with Autism
 - 47% verified with Developmental Delays
 - 10% verified with other disabilities; including, Vision Impairments, Speech Language Impairments, Hearing Impaired
 - 28 of our current preschool students have disabilities that require more intensive support
- Preschool Programming is a 1:1 Peer to Identified Student Ratio, in which we continuously have more peers apply than we can serve
 - At this time, we have had 78 peers apply for the 2023-2024 school year and will most likely accept 21-25 in total

Future Preschool Planning

#'s based on Service Targets for Early Childhood Education in Bennington

Year	KG Projection	10% of KG Age	# of Rooms	15% of KG Age	# of Rooms	All 3-4 y.o. SpEd	# of Rooms
2022-2023	335	34	3	51	4	64	10-11
2023-2024	379	38	3	57	4-5	72	12
2024-2025	401	40	3	60	5	76	12
2025-2026	425	43	4	64	5	81	13
2026-2027	451	45	4	68	5-6	86	14

Currently we have 34 students with IEPs we do not serve in our preschool setting, but serve through a different model

2022-2023 Proposals that Impact Early Childhood

Move from 1.5 to 2.0 Speech Language Pathologist at the preschool age level

Rationale: Currently we have 64 students on the caseload and one SLP rotates between the 3 preschool classrooms in the morning and afternoon, which serves 34 of the caseload. Currently, 30 students are served outside of the preschool at child care centers, homes, or other schools.

Add an Early Childhood Coordinator

Rationale: Birth to Five is an entire program needing an expert to oversee and ensure continued compliance with Rule 11 and 52. This individual would also provide expertise in teaching and learning to ensure high quality educational experiences are delivered to all students which is vastly different from school age programming, Rule 51, and Rule 10. Staff and Students have increased by 100% over the past year and NDE states that the state average for special education eligibility is trending upward with an increase of 6% of the total population.

Future Consideration: Adding an Early Childhood Wing onto the next Elementary School

QUESTIONS

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