

Agenda
Annual and Regular School Board Meeting
Bay School District
Bay, Arkansas 72411
Bay Cafeteria
September 23rd, 2019, 5:30 p.m.

Call to Order
Invocation
Pledge of Allegiance

I Roll Call

Public Meeting

Technology Report by Aaron Redman
Pre-K report by Sandy Davis
GT report by Hilda Wilcox
Security report by Tommy Cole and Eddie Weems
Special Ed. report by Nikki Campbell
Federal Programs report by Nikki Campbell
Elementary report by Braden Watson
High School report by Jodi Cobb
District report by Bobby Hutchison
Question or Comments

Regular Meeting

- II. Consider August 26th board minutes**
- III. Consider Current Bills**
- IV. Communication to board**
- V. Unfinished Business**
- VII. New Business**
 - Consider 2019-2020 budget
 - Consider 5% variance
 - Consider Statement of Assurance
 - Consider student transfer
- VIII. Personnel**
 - Consider termination of aide
 - Consider SPED teacher resignation
 - Consider long-term substitute applicant
 - Consider Drama/Musical assistant applicant
- IX. Adjourn**

Next Regular Board Meeting will be held October 21st, 2019 at 6:00 p.m.in the Cafeteria.

Bay School District Technology Plan 2019-2023
Aaron Redmond

Goals:

- Update website.
- Install a smart board display in the classroom that either don't have a Smart 4K display or a Smart interactive whiteboard.
- Replace student Lenovo N22 Laptops with iPads (6th Gen or newer).
- Replace AXIS Security Cameras with HIKVISION Security Cameras and install additional NVRs.
- Replace the existing Smart Interactive Whiteboards.
- Upgrades to network infrastructure.

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|--|---|---|
| Develop New Website | Replace Student Devices for Grades 7-9 | Replace Student Devices for Grades 10-12 | Replace Student Devices for Grades 2-4 |
| Start replacing outdoor AXIS Security Cameras | Install 3 4K Smart Displays in High School | Install 6 4K Smart Displays across Elementary and High School | Install 6 4K Smart Displays across Elementary and High School |
| Elementary iPads 15 iPads for K & 50 iPad for First Grade | Finish replacing outdoor AXIS Security Cameras | Start replacing indoor AXIS Security Cameras and install additional NVRs | Finish replacing indoor AXIS Security Cameras |
| Update network backbone from 1GB to 10GB | Update wireless to the baseball concessions and the bus shop | Install additional access points for the iPads across High Schools and Agri | Implement VLANs throughout the wired and wireless networks. |

- The warranty on the High School devices expire at the end of the 2019-20 school year.
- The Lenovo N22 student devices from grades 7-9 will be used as replacements and parts for the devices in grades 10-12 for the 2020-21 school year.
- The warranty on the Elementary devices expire at the end of the 2020-21 school year.
- Throughout Elementary and High School there is a total of 19 Smart whiteboards and 1 Smart Display.
- We have a total of 3 classrooms missing smart boards in High School.
- For the iPads we have setup a Mobile Device Management System with Mosyle.
- Upgrading the network between admin, baseball concessions, and the bus shop will enable us to have a faster connection while using high resolution security cameras.

Bay ASU Preschool

- There are 3 classes of preschool students. One classroom is located across from the elementary gym while the other two are located in the administration building.
- In two of the classrooms there is a teacher and an aide. There is only a teacher in the third classroom with 10 students due to the fact that an aide retired and Bay ASU Preschool is only allotted 50 openings for the 2019-2020 school year.
- The classes are composed of students ages 3 (20 students) and 4 (26 students) years old.
- There are 48 students with 43 being ABC students and 5 being paid students. Two parents were notified that there was an opening and they have until Wednesday to return their paper work if they are interested in bringing their child to preschool. If they decide not to bring their child then it will be offered to the next child on the list.
- All students are served breakfast, lunch, and an afternoon snack.
- The students arrive at 7:45 and are dismissed at 2:45
- A new drop off/ pick up area was implemented last year for the parents to park so that all guardians and students have access to the sidewalks when going to class. This has greatly helped with the safety of our preschool students.

Security

1

New gates between high school and gym

Mirrors put in hallways to covers blind spots

New flower bed in front of high school as well as upcoming projects to improve the school appearance.

Security film on windows and grant to cover cost

How new parking for students was working as well as new speed bumps in parking lot in front of gym and student parking lot

New cameras in blind spots in front and north side of high school



2019
2020

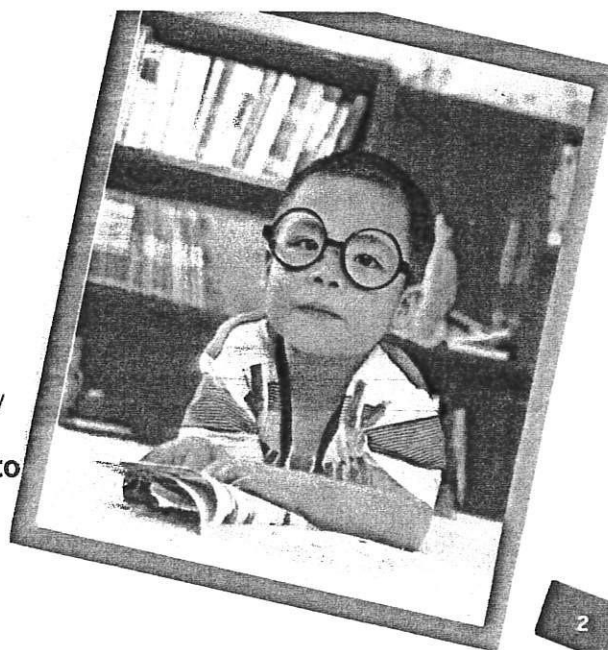
Bay Public School

Special Education
Updates

Child Find Regulations

3.01 GENERAL RESPONSIBILITY TO CONDUCT CHILD FIND

3.01.1 Each local educational agency is responsible for ensuring that all children with disabilities from **birth to twenty-one (21) years** within its jurisdiction and in need of **special education and related services** are **identified, located and evaluated**, regardless of the severity of their disability.



Child Count

Calculated using the number of students receiving services on Dec. 1st. Count is based on previous year's data.

* Child count for CRESC EC includes all districts served.

| | Early Childhood* | School Age | District % SPED |
|-----------|------------------|------------|-----------------|
| 2014-2015 | 396 | 75 | 12% |
| 2015-2016 | 529 | 80 | 13% |
| 2016-2017 | 571 | 84 | 13% |
| 2017-2018 | 646 | 111 | 18% |
| 2018-2019 | 694 | 136 | 21% |

Current Numbers

| | |
|----------------------------|--------|
| Elementary Resource/SC | 62 |
| High School Resource/SC | 44 |
| Speech Only | 34(70) |
| Total # Students with IEPs | 140 |

*1 Student returned to regular class under 504!!

14 speech referrals from kindergarten (EC). All qualified for services.

| | |
|--|---|
| C. Chrisman Resource Lit/Math Dyslexia | 25/25 |
| T. Davis Resource Dyslexia | 25/25 |
| R Fisher Self-Contained | 11/15 |
| L Chatman 7-12 Literacy/Math Dyslexia | *17/25 8/8 per period in some classes |
| C Parson Math/Transitions | *15/25 8/8 per period in some classes |
| C Givens 7-12/Dyslexia/ Self-Contained | 15/25 8/8 per period in some classes |

Annual Performance Report

2017/2018 School Year Data

www.arkansas.gov

Did we meet state target?

Graduation Rate: Y

Drop Out Rate: Y

% of Students Assessed in Literacy

Y

% of Students Assessed in Math

Y

Proficiency Rate in Literacy

N

Proficiency Rate in Math

N

% of Suspension/Expulsion

Y

LRE % of time spent in Gen Ed

N

% of parents completing surveys

N

5



Where are we headed?

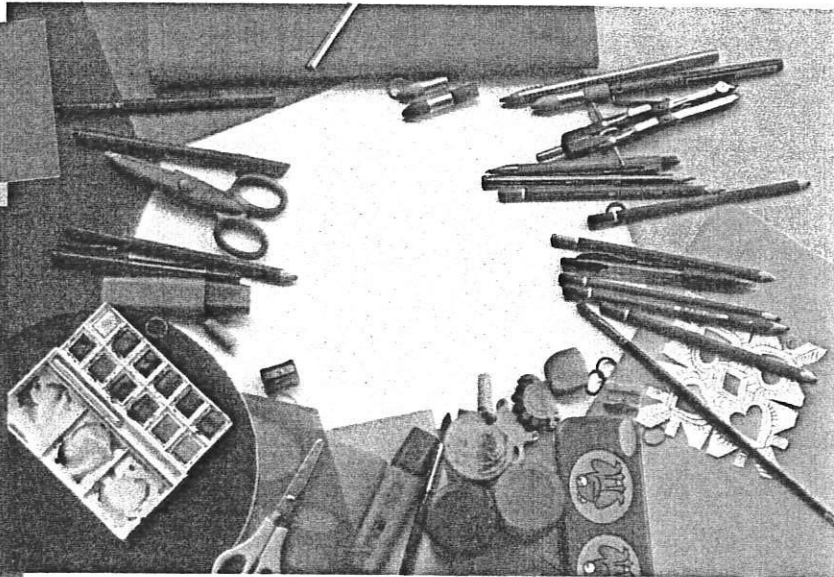
Next Steps

Program Goals

- Increase achievement scores K-12
 - (Elementary: School in Need of Support)
 - Solidify curriculum
 - Co-Teaching
- Decrease discipline, increase engagement
- Increase current graduation rate

Inclusion Works

AP Classes
Bradbury Art Museum
Basketball
Bowling
Band/Choir
Cheer
Travel Club
Drama Club
Student Council
ATPI (Arkansas Career
Training Institute: Hot
Springs)
AR Promise (St. Bernards)



SPECIAL EDUCATION DISTRICT PROFILE 2018/19

DISTRICT: BAY SCHOOL DISTRICT

LEA: 1601

CHILD COUNT

District October 1, 2018 Enrollment 622

Percent Special Education 21.86%

Special Education Child Count 136
(as of 12/01/2018)

By Race

| | |
|----------------------------------|-----|
| American Indian/Alaska Native | 0 |
| Asian | 0 |
| Black | 7 |
| Hawaiian Native/Pacific Islander | 0 |
| Hispanic | 2 |
| White | 124 |
| Two or More Races | 3 |

By Disability

| | |
|------------------------------|----|
| Intellectual Disability | 14 |
| Speech/Language Impairment | 33 |
| Specific Learning Disability | 46 |
| Autism | 5 |
| Emotional Disturbance | 1 |
| Other Health Impairment | 35 |
| Other | 2 |

By Gender

| | |
|--------|----|
| Male | 84 |
| Female | 52 |

SPECIAL EDUCATION DISTRICT PROFILE 2018/19

DISTRICT: BAY SCHOOL DISTRICT

LEA: 1601

CHILD COUNT

District October 1, 2018 Enrollment 622

Percent Special Education 21.86%

Special Education Child Count 136
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By Gender

| | |
|--------|----|
| Male | 84 |
| Female | 52 |

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate
Four year Cohort Rate - Percent of
students graduating in four years
(Data from 2016/2017 School Year)

| | | | | | |
|--------|--------|---------|---|-----|---|
| 83.80% | 85.10% | 100.00% | Y | N/A | ↔ |
|--------|--------|---------|---|-----|---|

Indicator 02: Dropout Rate
Single Year Event Rate - Percent
of students in grades 7-12
dropping out in a single year
(Data from 2016/2017 School Year)

| | | | | | |
|-------|-------|-------|---|-----|---|
| 1.88% | 2.14% | 0.00% | Y | N/A | ↔ |
|-------|-------|-------|---|-----|---|

ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment
Participation Rate: Literacy

| | | | | | |
|--------|--------|---------|---|-----|---|
| 98.76% | 95.00% | 100.00% | Y | N/A | ↔ |
|--------|--------|---------|---|-----|---|

Indicator 03-B: Assessment
Participation Rate: Math

| | | | | | |
|--------|--------|---------|---|-----|---|
| 98.83% | 95.00% | 100.00% | Y | N/A | ↔ |
|--------|--------|---------|---|-----|---|

Indicator 03-C: Assessment
Proficiency Rate: Literacy

| | | | | | |
|--------|--------|-------|---|--------|---|
| 11.15% | 36.19% | 4.00% | N | 32.19% | ↑ |
|--------|--------|-------|---|--------|---|

Indicator 03-C: Assessment
Proficiency Rate: Math

| | | | | | |
|--------|--------|--------|---|--------|---|
| 15.88% | 41.11% | 10.66% | N | 30.45% | ↑ |
|--------|--------|--------|---|--------|---|

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days
(Data from 2016/2017 school year)

| | | | | | |
|--------|-----|-------|---|-----|---|
| 19.64% | 30% | 0.00% | Y | N/A | ↓ |
|--------|-----|-------|---|-----|---|

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races.
(Data from 2016/2017 school year)

| | | | | | |
|-------|----|--------|---|-----|---|
| 0.38% | 0% | <=4.00 | Y | N/A | ↔ |
|-------|----|--------|---|-----|---|

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the
regular classroom 80% or more
of the day

53.34% 61.81% 39.63% N 22.18%



Indicator 05-B: School Age LRE
Percent of students inside the
regular classroom less than
40% of the day

13.15% 12.16% 17.12% N 3.97%



Indicator 05-C: School Age LRE
Percent of students receiving
special education services in
other settings

2.14% 2.43% 0.00% Y N/A



Note: Other settings includes Day Schools, Residential, and Hospital/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood
LRE: Regular Preschool Program
Percent of children receiving
with the majority of special
education services with their
non-disabled peers

28.17% 34.93% N/A N/A N/A



Indicator 06-B: Early Childhood
LRE: Separate education class,
separate school or residential
facility

27.27% 28.61% N/A N/A N/A



| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional

| | | | | | |
|--------|--------|-----|-----|-----|-----|
| 84.39% | 91.08% | N/A | N/A | N/A | ■ ■ |
|--------|--------|-----|-----|-----|-----|

Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional

| | | | | | |
|--------|--------|-----|-----|-----|-----|
| 57.89% | 68.24% | N/A | N/A | N/A | ■ ■ |
|--------|--------|-----|-----|-----|-----|

Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills

| | | | | | |
|--------|--------|-----|-----|-----|-----|
| 85.98% | 91.90% | N/A | N/A | N/A | ■ ■ |
|--------|--------|-----|-----|-----|-----|

Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills

| | | | | | |
|--------|--------|-----|-----|-----|-----|
| 45.68% | 59.64% | N/A | N/A | N/A | ■ ■ |
|--------|--------|-----|-----|-----|-----|

Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors

| | | | | | |
|--------|--------|-----|-----|-----|-----|
| 86.59% | 91.65% | N/A | N/A | N/A | ■ ■ |
|--------|--------|-----|-----|-----|-----|

Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors

| | | | | | |
|--------|--------|-----|-----|-----|-----|
| 64.97% | 76.93% | N/A | N/A | N/A | ■ ■ |
|--------|--------|-----|-----|-----|-----|

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

| | | | | | | |
|----------------------------|--------|--------|--------|-----|-------|-------|
| Early Childhood (3-5) Rate | 92.26% | 93.86% | N/A | N/A | N/A | ■ ■ ■ |
| School Age (k-12) Rate | 95.45% | 95.97% | 92.72% | N | 3.25% | ↑ |

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

| | | | | | |
|-------|-------|-------|---|-----|---|
| 0.00% | 0.00% | ≤4.00 | Y | N/A | ↔ |
|-------|-------|-------|---|-----|---|

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

| | | | | | |
|-------|-------|--------|---|-----|---|
| 0.00% | 0.00% | <=4.00 | Y | N/A | ↔ |
|-------|-------|--------|---|-----|---|

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

| | | | | | | |
|----------------------------|--------|-----|-----|-----|-----|-----|
| Early Childhood (3-5) Rate | 99.77% | 100 | N/A | N/A | N/A | ■ ■ |
|----------------------------|--------|-----|-----|-----|-----|-----|

| | | | | | | |
|------------------------|--------|------|---------|---|-----|---|
| School Age (k-12) Rate | 99.29% | 100% | 100.00% | Y | N/A | ↔ |
|------------------------|--------|------|---------|---|-----|---|

TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

| | | | | | |
|------|------|-----|-----|-----|-----|
| 100% | 100% | N/A | N/A | N/A | ■ ■ |
|------|------|-----|-----|-----|-----|

Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

| | | | | | |
|--------|------|-----|-----|-----|-----|
| 97.44% | 100% | N/A | N/A | N/A | ■ ■ |
|--------|------|-----|-----|-----|-----|

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.53%

15.31%

0.00%

N

15.31%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

50.19%

51%

50.00%

N

1.00%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

54.89%

62.48%

50.00%

N

12.48%



| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■ ■ ■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate
Four year Cohort Rate - Percent of
students graduating in four years
(Data from 2016/2017 School Year)

| | | | | | |
|--------|--------|---------|---|-----|---|
| 83.80% | 85.10% | 100.00% | Y | N/A | ↔ |
|--------|--------|---------|---|-----|---|

Indicator 02: Dropout Rate
Single Year Event Rate - Percent
of students in grades 7-12
dropping out in a single year
(Data from 2016/2017 School Year)

| | | | | | |
|-------|-------|-------|---|-----|---|
| 1.88% | 2.14% | 0.00% | Y | N/A | ↔ |
|-------|-------|-------|---|-----|---|

ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment
Participation Rate: Literacy

| | | | | | |
|--------|--------|---------|---|-----|---|
| 98.76% | 95.00% | 100.00% | Y | N/A | ↔ |
|--------|--------|---------|---|-----|---|

Indicator 03-B: Assessment
Participation Rate: Math

| | | | | | |
|--------|--------|---------|---|-----|---|
| 98.83% | 95.00% | 100.00% | Y | N/A | ↔ |
|--------|--------|---------|---|-----|---|

Indicator 03-C: Assessment
Proficiency Rate: Literacy

| | | | | | |
|--------|--------|-------|---|--------|---|
| 11.15% | 36.19% | 4.00% | N | 32.19% | ↑ |
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Indicator 03-C: Assessment
Proficiency Rate: Math

| | | | | | |
|--------|--------|--------|---|--------|---|
| 15.88% | 41.11% | 10.66% | N | 30.45% | ↑ |
|--------|--------|--------|---|--------|---|

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days
(Data from 2016/2017 school year)

| | | | | | |
|--------|-----|-------|---|-----|---|
| 19.64% | 30% | 0.00% | Y | N/A | ↓ |
|--------|-----|-------|---|-----|---|

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

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Were Inappropriate Policies, Procedures, and Practices Identified by the State

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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races.
(Data from 2016/2017 school year)

| | | | | | |
|-------|----|--------|---|-----|---|
| 0.38% | 0% | <=4.00 | Y | N/A | ↔ |
|-------|----|--------|---|-----|---|

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|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the
regular classroom 80% or more
of the day

53.34% 61.81% 39.63% N 22.18%



Indicator 05-B: School Age LRE
Percent of students inside the
regular classroom less than
40% of the day

13.15% 12.16% 17.12% N 3.97%



Indicator 05-C: School Age LRE
Percent of students receiving
special education services in
other settings

2.14% 2.43% 0.00% Y N/A



Note: Other settings includes Day Schools, Residential, and Hospital/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood
LRE: Regular Preschool Program
Percent of children receiving
with the majority of special
education services with their
non-disabled peers

28.17% 34.93% N/A N/A N/A



Indicator 06-B: Early Childhood
LRE: Separate education class,
separate school or residential
facility

27.27% 28.61% N/A N/A N/A



| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional

84.39% 91.08% N/A N/A N/A ■■■

Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional

57.89% 68.24% N/A N/A N/A ■■■

Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills

85.98% 91.90% N/A N/A N/A ■■■

Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills

45.68% 59.64% N/A N/A N/A ■■■

Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors

86.59% 91.65% N/A N/A N/A ■■■

Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors

64.97% 76.93% N/A N/A N/A ■■■

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

| | | | | | | |
|----------------------------|--------|--------|--------|-----|-------|-------|
| Early Childhood (3-5) Rate | 92.26% | 93.86% | N/A | N/A | N/A | ■ ■ ■ |
| School Age (k-12) Rate | 95.45% | 95.97% | 92.72% | N | 3.25% | ↑ |

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

| | | | | | |
|-------|-------|-------|---|-----|---|
| 0.00% | 0.00% | ≤4.00 | Y | N/A | ↔ |
|-------|-------|-------|---|-----|---|

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

| | | | | | |
|-------|-------|--------|---|-----|---|
| 0.00% | 0.00% | <=4.00 | Y | N/A | ↔ |
|-------|-------|--------|---|-----|---|

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

| | | | | | | |
|----------------------------|--------|------|---------|-----|-----|-----|
| Early Childhood (3-5) Rate | 99.77% | 100 | N/A | N/A | N/A | ■ ■ |
| School Age (k-12) Rate | 99.29% | 100% | 100.00% | Y | N/A | ↔ |

TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

| | | | | | |
|------|------|-----|-----|-----|-----|
| 100% | 100% | N/A | N/A | N/A | ■ ■ |
|------|------|-----|-----|-----|-----|

Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

| | | | | | |
|--------|------|-----|-----|-----|-----|
| 97.44% | 100% | N/A | N/A | N/A | ■ ■ |
|--------|------|-----|-----|-----|-----|

| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

Post-School Outcomes

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

A. Enrolled in higher education within one year of leaving high school.

10.53%

15.31%

0.00%

N

15.31%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

50.19%

51%

50.00%

N

1.00%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

54.89%

62.48%

50.00%

N

12.48%



| Indicator | State Rate | State Target | LEA Rate | Target Met by LEA | LEA Difference from Target | Year to Year LEA Rate Change |
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|
|-----------|---------------|-----------------|-------------|----------------------|-------------------------------|---------------------------------|

Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate

100%

100%

N/A

N/A

N/A

■ ■

School Age (k-12) Rate

100%

100%

100%

Y

N/A

↔

2019-2020 Bay School District Testing Schedule

| Test | Testing Window | Bay Testing Dates |
|---|---|---|
| ELPA 21 Summative | January 27-March 6, 2020 | January 29 & 30, 2020 |
| The ACT | February 25, 2020 March 10, 2020 March 31, 2020 Make up | March 10, 2020 March 31, 2020 Make up |
| Dynamic Learning Maps ELA/Math/Science | Instructionally Embedded Window-Fall September 9-December 20, 2019 IEW-Spring February 3-May 8, 2020 | TBA |
| ACT Aspire | April 6- May 8 | April 20-23 High School April 27-May 1 Elementary |
| NWEA | Fall: September 2-27 Winter: Nov. 18-Dec. 20 Spring: March 30-April 24 | September 23-27, 2019 November 18-22, 2019 April 13-17, 2019 |
| Civics Exam | December-April TBA | HS Prior to Graduation |
| AP Exams | AP Calculus: May 5, 2020 8 a.m. AP US History: May 8, 2020 8 a.m. AP Environmental Science May 11, 2020 12 p.m. AP English Language Comp May 13, 2020 8 a.m. | AP Calculus: May 5, 2020 8 a.m. AP US History: May 8, 2020 8 a.m. AP Environmental Science May 11, 2020 12 p.m. AP English Language Comp May 13, 2020 8 a.m. |
| ACT Aspire Interims | Elementary October 7-11, 2019 December 2-6, 2019 February 3-7, 2020 | High School September 30-Oct. 4, 2019 December 9-13, 2019 February 17-21, 2020 |

Please review these dates and let me know if anything needs to be adjusted before I share. I know that some of these tests do not require the whole week, but I have allowed myself a week in order to ensure all testing and make ups are completed. I have attempted to schedule around the things I know are coming up, but I am sure I have missed something. ☺

2019-2020 Federal and State
Summary of Allocations

Federal Programs

Title 1A: The purpose of this fund is to provide financial assistance to public schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic content and student academic achievement standards.

2019-2020 Allocations: \$101,804.09

Title IIA: The purpose of this program is to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms, increasing the number of highly qualified principals and assistant principals in schools, and increasing the effectiveness of teachers and principals by holding districts and schools accountable for improvements in student academic achievement.

2019-2020 Allocations: \$14,248.90 Transferred to Title I

Title IV: Student Support and Academic Achievement. Its purpose is to support safe and healthy students, provide students with a well-rounded education, and support effective use of technology.

2019-2020 Allocations: \$10,000.00 Transferred to Title I

Title V: This is also known as the Rural Education Achievement Program (REAP). This program is designed to assist rural school districts in using federal resources to improve the quality of instruction and student academic achievement. It consists of two separate programs, the Small Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program that provides grant funds to serve children from low-income families.

2019-2020 Allocations: \$32,669.00

State Programs

ESA (Formerly NSL): This funding should be expended for eligible programs and or purposes that are research based and aligned to the Arkansas Content Standards for improving instruction and increasing achievement of students at risk of not meeting challenging academic standards.

2019-2020 Allocations: \$213,030

Professional Development: PD funding is to be used for activities and materials, as required by the Teacher Excellence and Support System (TESS), by other law or rule, or by the school district, that improve the knowledge, skills and effectiveness of teachers; address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills; and lead to improved student academic achievement.

2019-2020 Allocations: \$17,040

Alternative Learning Environment: The purpose of these funds is to provide an alternate environment that provides the guidance, counseling, and academic support necessary to enable students who are experiencing emotional, social, or academic problems to continue to make progress toward educational goals appropriate to each individual students' specific situation, characteristics, abilities and aspirations.

2019-2020 Allocations: \$5,624

2019-2020 Title I District Expenses

Paraprofessional Salaries/Benefits

J Corn, L Watson, J McDaniel, H Hampton

Parental Involvement Facilitators' Stipends

K Wilson, T Kundert

Homeless set aside

Materials and supplies

Federal Programs Coordinator Stipend/PD

HS Summer School

ACT Prep

Salaries/Benefits/Supplies

Online Programs

AR, STAR Reading/Math, DIBELS, Flocabulary

Indirect Costs

PBIS

Testing Reward Days

2019-2020 ESA Expenses

4

Summer School/Credit Recovery

Saturday School

Counselor's salary and materials for summer

Dyslexia Interventionist Salary

PreK Director stipend

Supplies for content classrooms

Books and audiobooks for libraries and classrooms

Resource Officer

WiFi Hot Spots to be checked out by students who do not have access to internet at home.

Technology to integrate and support content standards

***DESE/ADE is to put out a list of approved expenditures for this fund, but it will likely not be out until May. We will recheck the use of this funding source at that point.**

2019-2020 Title V- REAP expenses

Retention Bonus for Math teacher

Technology to allow students to extend and access material for content classes.

High School Library Materials

6

Wellness Committee
Kristi Wilson, Committee Co-Chair
Rick Scott, Committee Co-Chair
Nikki Campell, Federal Programs Coordinator

To enhance the district's efforts to improve the health of our students, a **School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed.** It shall be structured in a way to ensure age-appropriate recommendations are made that correlate to the District's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. **The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy.** The SNPAAC shall use modules 1, 2, 3, 4, 10, and 11 of the Centers For Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. **The results of the annual assessment shall be included in the school district's support plan (SDSP), provided to each school's principal, and reported to the board.** Goals and objectives for nutrition and physical activity shall also be included in the SDSP.

The SNPAAC shall be made up of individuals from the following groups to the extent interested persons from each group desire to be included in the **development, implementation, and periodic review of the District's wellness policy:** • **Members of the District's Board of Directors;** • **School administrators;** • **School nutrition personnel;** • **Teacher organizations;** • **Teachers of physical education;** • **Parents;** • **Students;** • **Professional groups (such as nurses);** • **School health professionals (such as school nurses, school counselors, and social workers);** and • **Community members.**

The SNPAAC **shall provide written recommendations to the District's Child Nutrition Director concerning menus and other foods sold in the school cafeteria.** Such recommendations shall be based, at least in part, on the information the Committee receives from the District on the requirements and standards of the National School Lunch Program and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis. **The SNPAAC will meet at least quarterly.** Meeting dates for the SNPAAC will be placed on the District's calendar.

Meeting dates are yet to be determined but will be posted as soon as they are set. Wellness committee is in the process of finalizing the plan for the 2019-2020 school year.

Proposed committee members for the 2019-2020 school year are: Graham Eldridge, Bobby Hutchison, Gail Hutchison, Tracy Routon, Michael Slater, Lindsey Ashlock, Nathan Campbell, Karen Blalock, and Sonya Kent.

Elementary Report January 2019

As of this past Friday the total enrollment is 344 students – This date last year our enrollment was 339 students

- Kindergarten = 52
- 1st = 48
- 2nd = 54
- 3rd = 47
- 4th = 39
- 5th = 49
- 6th = 55

Elementary:

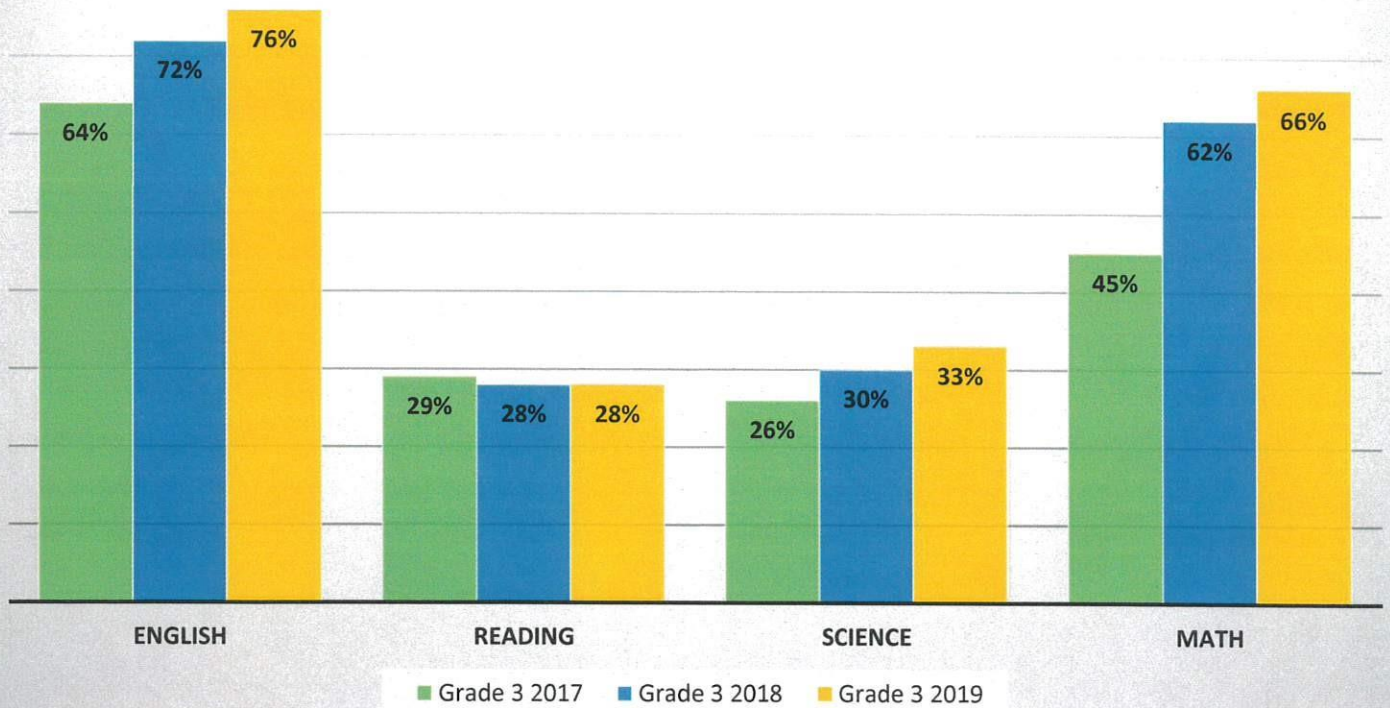
Taking Place:

- Departmentalized in 2-6.
- Teacher Grade Level Meetings – Every Monday for 45 minutes – Discuss lesson plans, align curriculum and instruction by grade
- Teacher of the Month

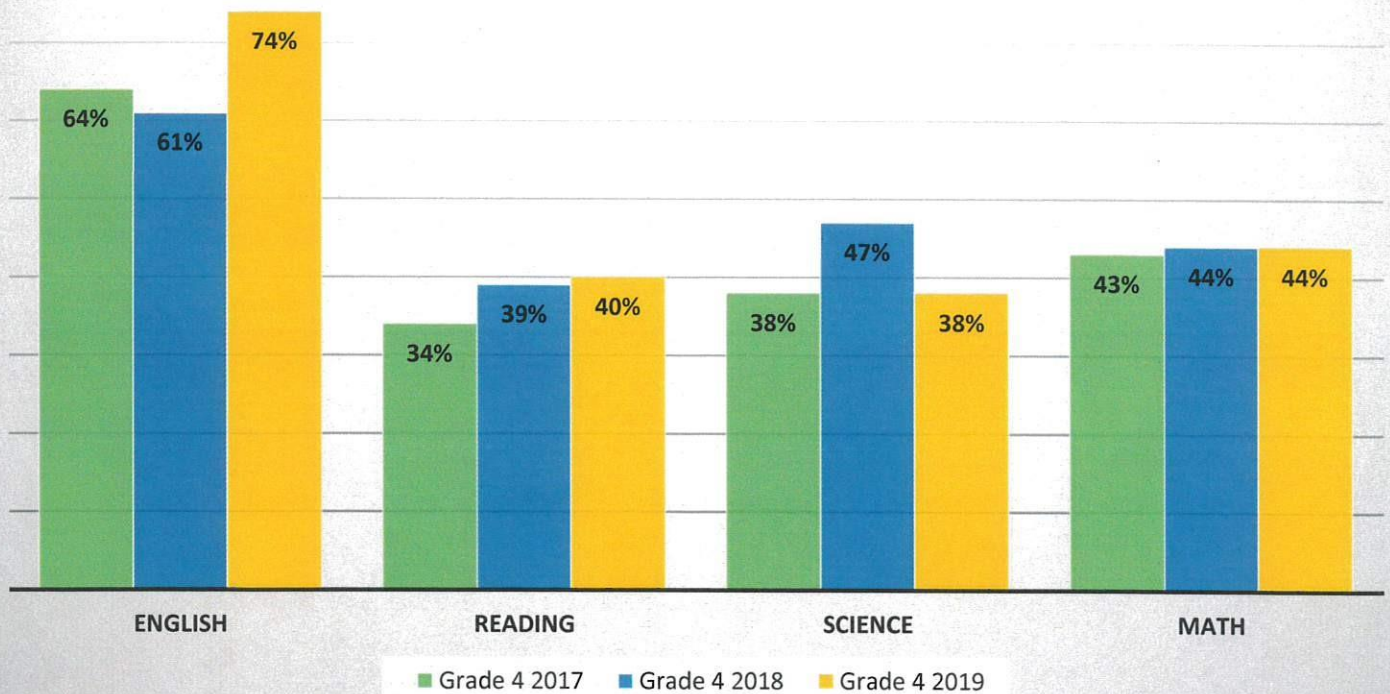
Upcoming Events:

- Leadership Committee has a Leadership conference Sep.24, 25
- September 27th State Representative Dwight Tosh is coming to speak to the elementary students about the constitution
- October 17th – Parent teacher conferences – 3:00-8:00 p.m.

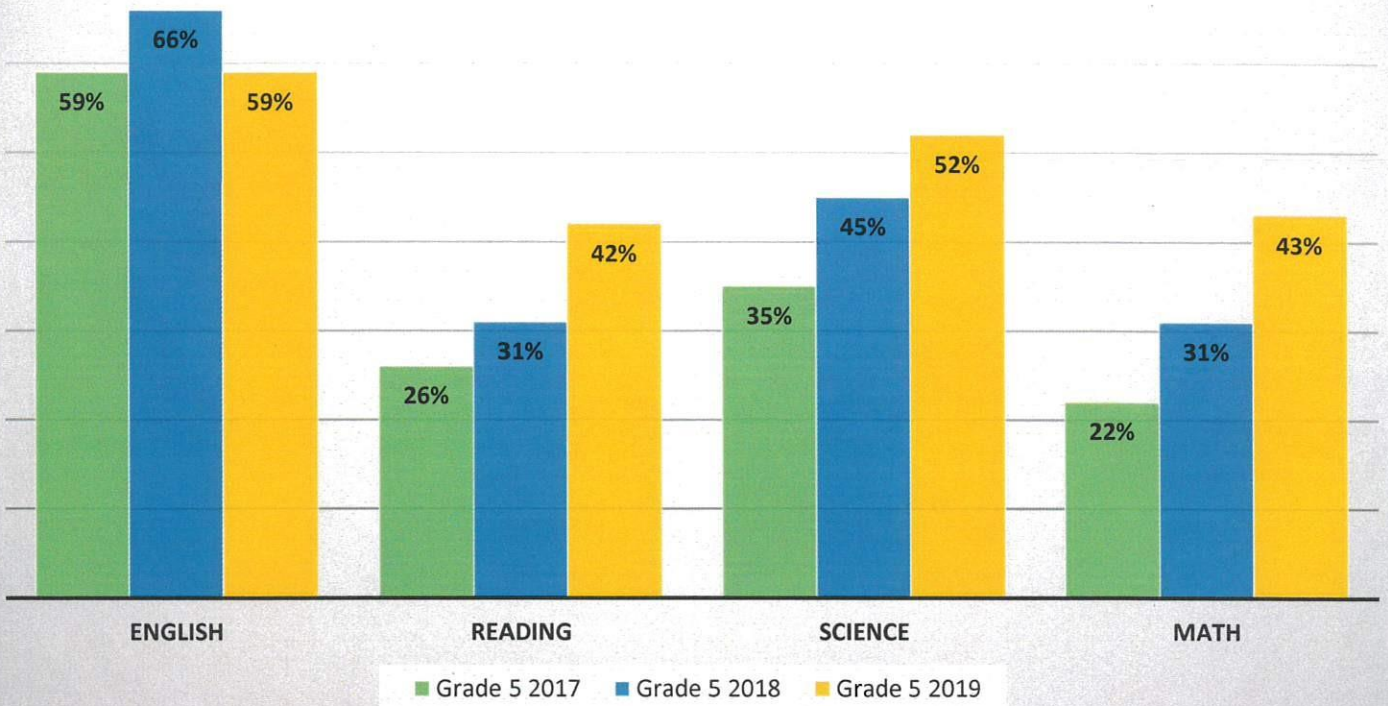
Grade 3 ACT Aspire



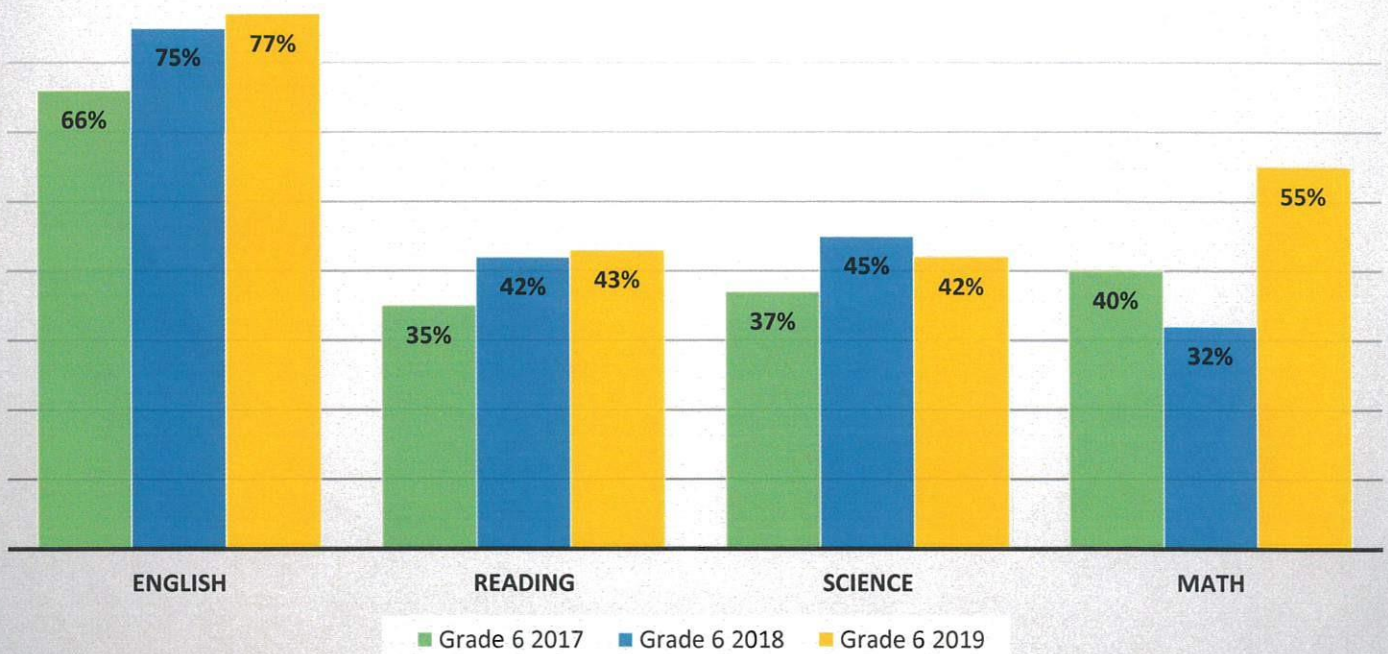
Grade 4 ACT Aspire



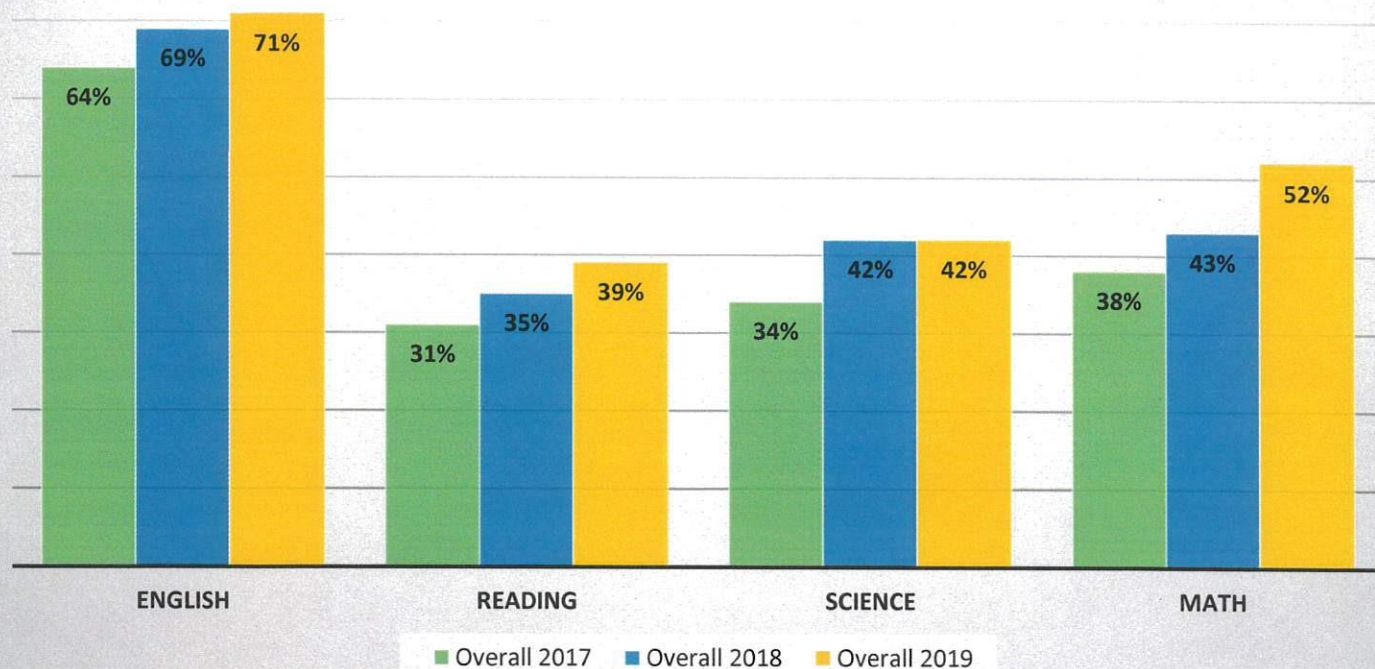
Grade 5-ACT Aspire



Grade 6-ACT Aspire



Bay Elementary School-ACT Aspire



Grade 3

| | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|---------|-------------|-------------|-------------|
| English | 64% | 72% | 76% |
| Reading | 29% | 28% | 28% |
| Science | 26% | 30% | 33% |
| Math | 45% | 62% | 66% |

Grade 5

| | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|---------|-------------|-------------|-------------|
| English | 59% | 66% | 59% |
| Reading | 26% | 31% | 42% |
| Science | 35% | 45% | 52% |
| Math | 22% | 31% | 43% |

Grade 4

| | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|---------|-------------|-------------|-------------|
| English | 64% | 61% | 74% |
| Reading | 34% | 39% | 40% |
| Science | 38% | 47% | 38% |
| Math | 43% | 44% | 44% |

Grade 6

| | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|---------|-------------|-------------|-------------|
| English | 66% | 75% | 77% |
| Reading | 35% | 42% | 43% |
| Science | 37% | 45% | 42% |
| Math | 40% | 32% | 55% |

Overall

| | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|---------|-------------|-------------|-------------|
| English | 64% | 69% | 71% |
| Reading | 31% | 35% | 39% |
| Science | 34% | 42% | 42% |
| Math | 38% | 43% | 52% |

HS

2019 PUBLIC MEETING

Enrollment

279

Special Education

14.7%

We are coteaching in 7th and 8th grade again. It has taken some adjustment on the teachers' part, but it is going well. The last time we did this, we had a few students who ended up testing out of special education all together. One teacher who has never cotaught before went to a PD session to learn more about it.

Curriculum & PD

We (6-12th grade math teachers) are going through a 2-year long math professional development called AR Math Quest that is provided by the state. Our teachers and myself went to a 2-day PD this summer. We have a book study and webinars to attend. The first one was early September. The next one will be early October and the final one for the year in February. The math specialist from our educational coop came to the school to meet with the teachers earlier this month. She will come back next month and again in the spring to observe them teaching a lesson. Then, she will sit down with them to reflect on the lesson. We will attend another day of PD at the coop in November. This cycle will repeat for year two of the PD.

We adopted the math curriculum that was recommended in the PD for 7th through 10th grade (it only goes through Geometry), and the teachers are really liking it. They feel it goes well with the student-centered, multiple entry points PD.

We have a Leadership Team that attended the High Reliability Schools PD this summer. We are working in our PLC's with this information to become more cohesive as a faculty. There will be a survey for students, teachers, and parents that comes out in October that we will be asking everyone to complete. The state will then take the data and disaggregate it for us to see the areas in which we need to focus. We are using this data to drive our Leadership Team meetings and consequently, our PLC's. There will be ongoing meetings by the state for the High Reliability Schools PD. For schools that completed the survey last year, they are having a meeting soon for schools to bring the data from their surveys to work on the next steps. We will join this after we have completed the survey this year.

Other

The campus beautification committee has done a great job with the fountain/flowers in front of the high school and the new gates. They look great!

2019-2020 Whole Class Schedule

| | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 | Student 7 | Student 8 | Student 9 | Student 10 | Student 11 | Ms Samantha | Ms. Lisa | Ms. |
|-------|---|-------------------------|-----------------|---|-----------|---|---|---|---|---|------------|-----------------------------|--|-----------------------|
| 7:50 | Gen Ed/ Announcements | Gen Ed/ Announcements | | | | | | | | | | | Gen Ed/ Announcements | |
| 8:00 | Reading Group | Reading Group | | | | | | | | | | | Break Option 1 | Recess 7:50-8:10 |
| 8:15 | Calendar/ Carpet Time | Calendar/ Carpet Time | | | | | | | | | | | Calendar/ Carpet Time | Calendar/ Carpet Time |
| 8:30 | | Language 8:30-10:00 | | | | | | | | | | | | |
| 8:45 | Social Studies | Social Studies | Language | Social Studies | | Social Studies | Social Studies | Social Studies | Social Studies | Social Studies | | Social Studies | | |
| 9:00 | Phonemic Awareness Book | Phonemic Awareness Book | Reading | Phonemic Awareness Book | | Phonemic Awareness Book | Phonemic Awareness Book | Phonemic Awareness Book | Phonemic Awareness Book | Phonemic Awareness Book | | Phonemic Awareness Book | | Break Option 1 |
| 9:15 | Drill Work | Drill Work | Reading | Drill Work | | Drill Work | Drill Work | Drill Work | Drill Work | Drill Work | | Drill Work | | Drill Work |
| 9:30 | Phonics First | Phonics First | Spelling | Life Skills | | Life Skills | Phonics First | Phonics First | Phonics First | Phonics First | | Phonics Group 1 | Break Option 2 | |
| 9:45 | | | | Independent Work/ Student Lead Small Group | | Independent Work/ Student Lead Small Group | | | | | | | | |
| 10:00 | Student Lead Small Group | | Spelling | | | | | | | | | Phonics Group 2 | | |
| 10:15 | Special Class 8:50-10:35 M- Library, T-PE, W-Art, T-PE, F-Music | | | | | | | | | | | Phonics Group 3 | Recess 10:20-10:40 | |
| 10:30 | Recess 10:20-10:40 | | | Phonics First | | Phonics First | Phonics First | Phonics First | Life Skills | Independent Work/ Student Lead Small Group | | Phonics Group ZL | | |
| 10:45 | | | | Reading Group | | Reading Group | Independent Work | Student Lead Small Group | Reading Group | Independent Work | | Reading Group LJ | Khloe & Vander Lunch 10:40-11:00 | |
| 11:00 | Lunch 10:40-11:00 | Lunch 10:40-11:00 | | | | | | | | | | | | |
| 11:15 | Life Skills | Life Skills | | | | | | | | | | | | |
| 11:30 | | | | Recess 11:10-11:30 | | Recess 11:10-11:30 | Reading Group | Reading Group | Reading Group | Student Lead Small Group | | Reading Group NR | | Break Option 2 |
| 11:45 | | | | Lunch 11:30-12:00 | | Lunch 11:30-12:00 | Lunch 11:30-12:00 | Lunch 11:30-12:00 | Lunch 11:30-12:00 | Lunch 11:30-12:00 | | Lunch 11:30-12:00 | Ryder's Lunch 11:30-12:00 | |
| 12:00 | | | | Special Class 12:00-12:45 M-PE, T-Key, W-Art, R-Music, F-PE | | Special Class 12:00-12:45 M-PE, T-Music, W-Key, R-PE, F-Art | Special Class 12:00-12:45 M-PE, T-Music, W-Key, R-PE, F-Art | Special Class 12:00-12:45 M-PE, T-Music, W-Key, R-PE, F-Art | Special Class 12:00-12:45 M-PE, T-PE, W-Music, R-Art, F-Key | Special Class 12:00-12:45 M-PE, T-Art, W-PE, R-Key, F-Music | | Planning Period 12:00-12:45 | | Ryder Special Class |
| 12:15 | | | Math 12:30-1:00 | | | | | | | | | | | |
| 12:30 | Gen Ed | Gen Ed | Math | | | | | | | | | Read Aloud | | |
| 12:45 | | | | | | | | | | | | | | |
| 1:00 | Special Class 12:50-1:35 M-PE, T-Art, W-Music, R-Library, F-PE | Recess 12:55-1:15 | | | | | | | | | | Math Group 1 | Special Class 12:50-1:35 M-PE, T-Art, W-Music, R-Library, F-PE | |
| 1:15 | | | | Math Group | | | | | | | | | | |
| 1:30 | Student Lead Learning | Student Lead Learning | | Ind. Work | | | | | | | | Math Group 2 | | |
| 1:45 | Life Skills | Life Skills | | Life Skills | | | | | | | | Math Group | | |
| 2:00 | Recess 1:35-1:55 | Math Group | | Student Lead Learning | | | | | | | | Math Group | Recess 1:35-1:55 | |
| 2:15 | | | | | | | | | | | | | | |
| 2:30 | Science | Science | | Science | | | | | | | | Science | Break Option 3 | Break Option 3 |
| 2:45 | Math Group | | | | | | | | | | | Math Group | | |
| 3:00 | Class Job | Recess 12:55-1:15 | | Class Jobs | | | | | | | | Class Jobs | Class Jobs | Class Jobs |
| 3:15 | Gen Ed | | | Gen Ed | | | | | | | | | Bus Duty | |

Gen Ed Time
Calendar/
Carpet/ Class
Jobs
Phonemic
Awareness
Phonics
Teacher Group
Phonics Small/
Independent
Reading Group
Reading
Independent
Reading Small
Group
Math Group
Math
Independent
Math Small
Group
Science
Social Studies
Life Skills

1

District Report

September 23, 2019

Gas lines have been repaired and inspected by state.

Initial bid = \$19000 by Coffey plumbing

Asphalt removal and replaced \$6000 by Lawrence Asphalt

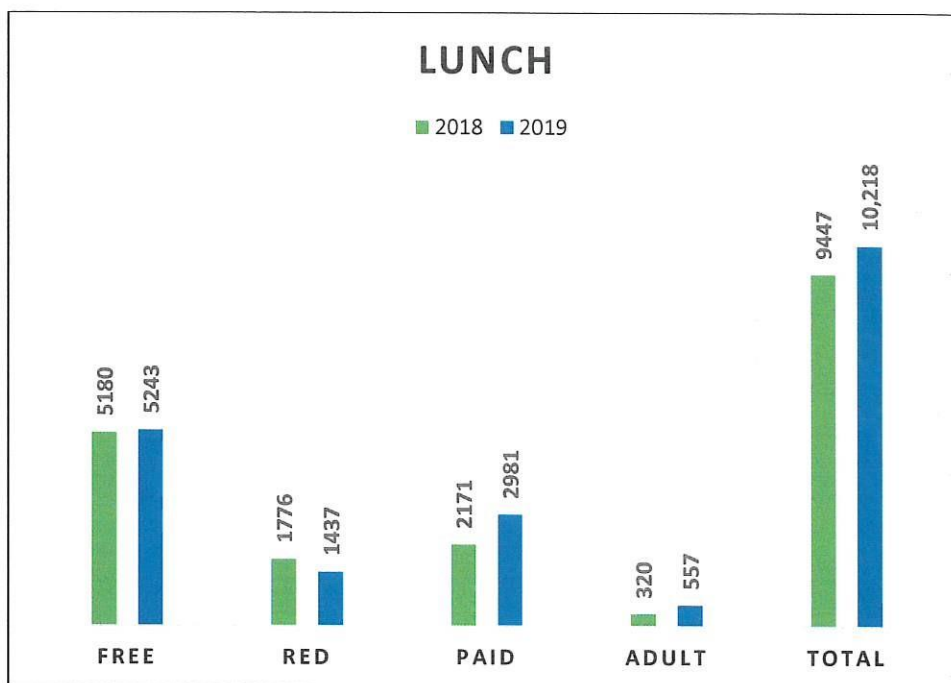
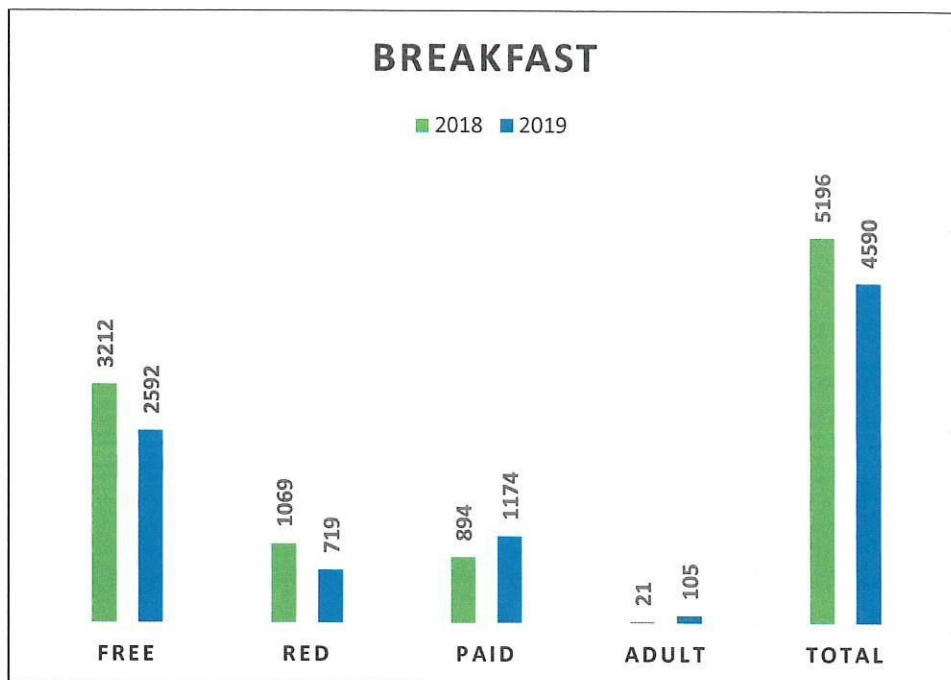
State inspector required risers replaced and relocated by Coffey plumbing = \$ 13900

Landscaping committee and students have been hard at work.

High school entrance and trees behind agri

New gates and security cameras have been added.

Meals Served Comparison



Between 8/13/18 - 9/19/18 and 8/13/19 - 9/19/19

606 **LESS** breakfast meals served in 2019**

771 **MORE** lunch meals served in 2019

**2nd breakfast is a grab & go breakfast this year.

**Last year, all of high school students were in the cafeteria for Advisory Period during second breakfast.

Bay Gifted and Talented Program

Annual Community Report

September 23, 2019

1. First of all, one of my duties as GT program coordinator is to evaluate our program by seeking input from all stakeholders, so I have given you a copy of a questionnaire to help me with this task. Please fill it out and return it to me as soon as possible. You may mail it to me or put it in my box here at school. I have a mailbox in the high school and one in the elementary school.
2. I want to bring you up to date on our services to identified GT students. We currently have 47 students on the GT rolls. There are 28 at the high school: (4) 12th graders, (5) 11th graders, (2) 10th graders, (5) 9th graders, (4) 8th graders, and (8) 7th graders. Our elementary total this year is 19 students: 8 are in 6th grade, 5 are in 5th grade, and 6 are in 4th grade. So our total number of GT students is 47. This is 7 ½ % of the total population of Bay School K-12, which was 621 as of today.
3. We still provide whole group enrichment to students in K-3 for 30 minutes each week. This serves, not only as enrichment, but as a long-term identification for the GT program. Classroom teachers are present and assist with the documentation of characteristics demonstrated by students that are possibly indicative of a gifted and talented student. This is the 3rd year we have done this documentation electronically. Teachers also note these behaviors in their other classes; not only when I am doing an activity in the class.
4. This is the 3rd year we have been serving elementary GT students in a pullout setting. Prior to that, they participated in pre-AP classes. The minimum amount of time we must serve identified students is 150 minutes weekly, which is 2 and a half hours. We now have a classroom, which is in the gym and a little small for the 19 students in grades 4-6. So I meet with each grade separately for 1 ½ hours and all the kids together for 1 hour each week. I meet with students in K-6 on Wednesdays and Thursdays each week.
5. Jr. and Sr. High students receive GT services through the AP and pre-AP classes. I try to meet with them once each month also. Because of the extra classes in elementary, I am coming on the 2nd Tuesday of each month to meet with them this year. I also use part of that day to do administrative duties as needed.
6. I'd like to give you a little history of our GT program here at Bay. As you may remember, Bay went to a part-time program in 2013. Since I had coordinated the program for over 20 years prior to my retirement in 2010, Mr. Layne suggested I might be interested in working part-time. I agreed to take the program until we went back to full-time, which he said would be in 2-3 years. He indicated to me that he did not intend to have a permanent part-time GT program. However, we are now in our 7th year as a part-time program. And, it seems that now, according to the current administration, it is to remain part-time. I have been told the reasoning was that our program is not big enough to go full-time. In other words, it doesn't involve enough students.

7. BUT, gifted students make up only the top 3-5% of the total school population. In fact, according to the Bell curve, only the top 3-5% of people fall into the gifted range. It's not supposed to be a BIG program. The state of Arkansas only contributes funds up to 5% for gifted. And, as I said earlier, we are currently serving 7 ½% of the total school population in GT.
8. I am urging you to return Bay School to a regular full-time GT program as it was since it began in 1986 until 2013. There are things that are not being done because of a lack of full-time personnel and full-time presence on campus. Some of these are an updated GT website, an updated GT policy and procedure manual, and a GT advisory committee, as well as availability to students and teachers throughout the week. I can elaborate if you are interested.
9. There are other opportunities available throughout the state in which students may participate, but I don't have enough time to help them, so they are being short-changed.

Thank you.

Hilda J. Wilcox
Bay Gifted & Talented program coordinator

Please remember to fill out the evaluation form and sign up to serve on the Advisory committee if you will.