



Parent Satisfaction Report

2023

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Response Rate

Forty-one percent (41%) of Bear Creek Community Charter School parents responded to the anonymous Parent Satisfaction Survey. This was decrease in the number of responses compared to last year. The survey was administered electronically.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response	2021 Response
55%	33%	49%	51%	69%	54%	51%	47%	47%

2022 Response	2023 Response	% Change
46%	41%	-5%

Teacher/Class Group	Grade	2023 Response Rate
Richie, Joan	K	68%
Harry, Vanessa	K	42%
Mikielski, Lorie	1	38%
Moser, Brittany	1	52%
Lakkis, Rachel	1	40%
Yusko, Jacquie & Fasciana, Taryn	2	24%
Woolnough, Jessica	2	52%
Monaghan, Sarah	2	60%
Third Grade	3	42%
Fourth Grade	4	35%
Fifth & Sixth Grade	5-6	44%
Middle School	7-8	27%

Overall/Recommend

One hundred percent (100%) of the parents responded that they would recommend Bear Creek Community Charter School to other parents.

2012	2013	2014	2015	2017	2018	2019	2020	2021
98%	99%	99%	99%	99%	100%	100%	100%	100%

2022	2023	Change
100%	100%	0%

Safety

One hundred percent (97%) of the parents responded that they feel their child is safe while attending school.

2012	2013	2014	2015	2017	2018	2019	2020	2021
94%	95%	95%	97%	98%	99.6%	99.5%	99.5%	99%

2022	2023	Change
99%	97%	-2%

Cleanliness

One hundred percent (100%) of the parents responded that they feel the building and grounds are clean.

2012	2013	2014	2015	2017	2018	2019	2020	2021
91%	92%	95%	95%	100%	100%	100%	100%	100%

2022	2023	Change
100%	100%	0%

Technology

Ninety nine percent (96%) of the parents responded that they are satisfied with their child's exposure to technology at Bear Creek Community Charter School.

2012	2013	2014	2015	2017	2018	2019	2020	2021
87%	89%	87%	88%	98%	99.6%	97%	99%	99%

2022	2023	Change
98%	96%	-2%

Academics

Ninety six percent (96%) of the parents responded that they feel the school provides instructional programs that challenge their child.

2012	2013	2014	2015	2017	2018	2019	2020	2021
87%	90%	93%	95%	96%	97%	99%	97%	96%

2022	2023	Change
96%	96%	0%

Ninety six percent (96%) of the parents responded that they feel the school holds high academic expectations for students. Two percent (2%) of the parents responded that they feel the school does not hold high academic expectations for students. Two point five percent (2.5%) of the parents responded that the school's academic expectations are too high.

School Wide

	Yes	No	Inconsistent	Too High
2012	93%	5%	0%	2%
2013	91%	5%	2%	2%
2014	96%	1%	0%	3%
2015	95%	3%	0%	2%
2017	97%	2%	0%	1%
2018	97%	2%	0%	0.4%
2019	97%	2%	0%	1%
2020	98.5%	1.5%	0%	0%
2021	96%	3%	0.4%	0.4%
2022	96%	2%	0%	2%
2023	96%	2%	0%	2%
Change	0%	0%	0%	0%

Behavior & Discipline

Ninety four percent (88%) of the parents responded that they are satisfied with the manner in which discipline issues are handled by the school.

2012	2013	2014	2015	2017	2018	2019	2020	2021
82%	86%	90%	91%	92%	94%	91%	94%	95%
2022	2023	Change						
88%	88%	0%						

Eighty three percent (83%) of the parents responded that they believe students clearly understand the School's behavior expectations. Fourteen percent (14%) of the parents responded that they believe students somewhat understand the School's behavior expectations. Two percent (2%) of the parents responded that they believe students somewhat do not understand the School's behavior expectations. One percent (1%) of the parents responded that they believe students do not understand the School's behavior expectations at all.

Eighty seven percent (87%) of the parents responded that they feel the school enforces high expectations for student behavior. Twelve percent (12%) of the parents responded that they feel the school's enforcement of high expectations for student behavior is inconsistent. One percent (1%) of the parents responded that they feel the school does not enforce high expectations for student behavior.

	Yes	No	Inconsistent
2012	80%	2%	18%
2013	86%	6%	8%
2014	86%	2%	11%
2015	88%	2%	10%
2017	94%	1%	5%
2018	89%	2%	9%
2019	92%	2%	6%
2020	95%	1%	3%
2021	92%	7%	1%
2022	84%	3%	13%
2023	87%	1%	12%
Change	+3%	-2%	-1%

Parental Involvement

One hundred percent (100%) of the parents responded that they are provided meaningful opportunities to contribute to the school.

2013	2014	2015	2017	2018	2019	2020	2021	2022
100%	100%	100%	100%	97%	96%	95%	94%	98%
2023	Change							
100%	+2%							

Ninety five percent (95%) of the parents responded that they feel the school values their opinions and concerns regarding school and student issues.

2012	2013	2014	2015	2017	2018	2019	2020	2021
87%	89%	90%	93%	95%	96%	95%	96%	97%

2022	2023	Change
92%	95%	+3%

Sixty five percent (79%) of the parents responded that they attended a PTO meeting.

2012	2013	2014	2015	2017	2018	2019	2020	2021
60%	56%	62%	52%	56%	51%	65%	65%	59%

2022	2023	Change
54%	79%	+25%

Main Office

Ninety seven percent (97%) of the parents responded that they feel the office staff is friendly and helpful when they interact with them.

2012	2013	2014	2015	2017	2018	2019	2020	2021
90%	93%	93%	95%	95%	98%	96%	97%	96%

2022	2023	Change
97%	97%	0%

Flexible Instruction Days

Eighty nine percent (89%) of the parents responded that they feel Flexible Instruction Days are beneficial.

2022	2023	Change
93%	89%	-4%

School Health

Ninety six percent (96%) of the parents responded that they were satisfied with their overall interaction with Tina Vojtko (School Nurse)

2013	2014	2015	2018	2019	2020	2021	2022	2023	Change
96%	98%	98%	98%	97%	98%	99%	98%	96%	-2%

Food Service

Ninety five percent (95%) of the parents responded that they feel the food offered in the school lunch program is healthy.

2014	2015	2017	2018	2019	2020	2021	2022	2023	Change
82%	90%	97%	100%	99%	97%	95%	94%	95%	+1%

Ninety four percent (94%) of the parents' responded feel there are enough options available to students in the school lunch program.

2014	2015	2017	2018	2019	2020	2021	2022	2023	Change
78%	85%	90%	98%	94%	96%	95%	93%	94%	+1%

Ninety five percent (9%) of the parents responded that overall, they were satisfied with the school lunch program.

2014	2015	2017	2018	2019	2020	2021	2022	2023	Change
77%	81%	91%	98%	95%	97%	96%	95%	95%	0%

Board of Trustees

Seven percent (7%) of the parents responded that they attended a meeting of the Board of Trustees.

2015	2017	2018	2019	2020	2021	2022	2023	Change
5%	5%	3%	4%	4%	10%	7%	7%	0%

Ninety nine percent (99%) of the parents responded that they are satisfied with the decisions of the Board of Trustees.

2015	2017	2018	2019	2020	2021	2022	2023	Change
92%	94%	99%	98%	99%	96%	92%	99%	+7%

Administration

Jim Smith (Chief Executive Officer)

Ninety nine percent (99%) of the parents responded that they were satisfied with their overall interaction with Jim Smith.

2012	2013	2014	2015	2017	2018	2019	2020	2021
95%	94%	95%	97%	95%	98%	97%	98%	98%
2022	2023	Change						
95%	99%	+4%						

Kim Stevens (Director of Student Affairs)

Ninety seven percent (97%) of the parents responded that they were satisfied with their overall interaction with Kim Stevens.

2018	2019	2020	2021	2022	2023	Change
95%	94%	96%	98%	95%	97%	+2%

Kristen Young (Director of Curriculum and Instruction)

One hundred percent (100%) of the parents responded that they were satisfied with their overall interaction with Kristen Young.

2012	2013	2014	2015	2017	2018	2019	2020	2021
89%	90%	91%	94%	95%	98%	97%	97%	99%
2022	2023	Change						
97%	100%	+3%						

Officer Balut (School Police Officer)

One hundred percent (100%) of the parents responded that they were satisfied with their overall interaction with Officer Balut.

2019	2020	2021	2022	2023	Change
97%	98%	99%	100%	100%	0%

Specialists

Paula Longo (Environmental Education): Ninety six percent (96%) of the parents responded that they were satisfied with their interaction with Ms. Longo.

2012	2013	2014	2015	2017	2018	2019	2020	2021
95%	95%	96%	95%	97%	98%	98%	97%	98%
2022	2023	Change						
96%	96%	0%						

Kevin Harcarik (Physical Education): Ninety eight percent (98%) of the parents responded that they were satisfied with their interaction with Mr. Harcarik.

2023	Change
98%	---%

Bernard Gardzalla (Music): Ninety five percent (95%) of the parents responded that they were satisfied with their interaction with Mr. Gardzalla.

2023	Change
95%	---%

Jason Whymark (Art): Ninety six percent (96%) of the parents responded that they were satisfied with their interaction with Mr. Whymark.

2023	Change
96%	---%

Matthew Ide (Social Studies): Ninety seven percent (97%) of the parents responded that they were satisfied with their interaction with Mr. Ide.

2023	Change
97%	---%

Matthew Ide (Technology/Math Support): Ninety seven percent (97%) of the parents responded that they were satisfied with their interaction with Mr. Ide.

2023	Change
97%	---%

Melanie Leo (Character Education): Ninety eight percent (98%) of the parents responded that they were satisfied with their interaction with Ms. Leo.

2017	2018	2019	2020	2021	2022	2023	Change
99%	100%	97%	99%	98%	98%	98%	0%

Other

Melanie Leo (School Counselor): Ninety eight percent (98%) of the parents responded that they were satisfied with their interaction with Ms. Leo.

2015	2017	2018	2019	2020	2021	2022	2023	Change
96%	96%	98%	98%	98%	99%	96%	96%	0%

Ann Corcoran (Reading Specialist): Ninety eight percent (98%) of the parents responded that they were satisfied with their interaction with Mrs. Corcoran.

2022	2023	Change
98%	98%	0%

Jennifer Smith (Math Specialist): Ninety seven percent (97%) of the parents responded that they were satisfied with their interaction with Mrs. Jen Smith.

2018	2019	2020	2021	2022	2023	Change
99%	99%	99%	99%	97%	97%	0%

ESL

Joelle Milz (ESL): One hundred percent (100%) of the parents responded that they were satisfied with Mrs. Milz progress toward their child' goals.

2019	2020	2021	2022	2023	Change
100%	100%	100%	100%	100%	0%

Joelle Milz (ESL): One hundred percent (100%) of the parents responded that they were satisfied with their communication & interaction with Mrs. Milz.

2019	2020	2021	2022	2023	Change
100%	100%	98%	100%	100%	0%

Learning Support

Ninety five percent (95%) of the parents responded stating they are satisfied with the opportunity to participate in their child's IEP.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
95%	94%	93%	96%	98%	100%	99%	97%
2021 Response	2022 Response	2023 Response	Change				
92%	100%	95%	-5%				

Ninety six percent (96%) of the parents responded stating they are satisfied that the IEP addresses their child's specific needs with appropriate goals and services.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
95%	94%	96%	94%	99%	100%	98%	97%
2021 Response	2022 Response	2023 Response	Change				
93%	100%	96%	-4%				

Ninety six percent (96%) of the parents responded stating they are satisfied that their child is being provided the agreed-upon accommodations and modifications contained in the IEP.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
93%	92%	93%	95%	92%	100%	99%	97%
2021 Response	2022 Response	2023 Response	Change				
94%	95%	96%	+1%				

Ninety four percent (94%) of the parents responded stating they are satisfied with the mid-quarter and quarterly progress reports they receive regarding their child's goals.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
98%	93%	96%	95%	92%	100%	100%	96%
2021 Response	2022 Response	2023 Response	Change				
93%	100%	94%	-6%				

Alyssa McEntee (Speech Language Pathologist)

Ninety eight percent (98%) of the parents responded that they are satisfied with their communication with Alyssa McEntee, Speech-Language Pathologist.

2020 Response	2021 Response	2022 Response	2023 Response	Change
98%	96%	100%	98%	-2%

Ninety four percent (94%) of the parents responded stating they are satisfied with the follow-up by Alyssa McEntee, Speech-Language Pathologist.

2020 Response	2021 Response	2022 Response	2023 Response	Change
98%	98%	100%	94%	-2%

Lori Argot (Learning Support – Grades 7th-8th)

One hundred percent (100%) of the parents responded that they are satisfied with their communication with Lori Argot, their child's case manager.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
-	92%	93%	92%	100%	100%	100%	93%

2021 Response	2022 Response	2023 Response	Change
94%	100%	100%	0%

One hundred percent (100%) of the parents responded stating they are satisfied with the follow-up by Lori Argot, their child's case manager.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
91%	94%	93%	92%	100%	100%	100%	90%

2021 Response	2022 Response	2023 Response	Change
94%	100%	100%	0%

Taylor Hogan (Grades 1st – 4th)

Eighty eight percent (88%) of the parents responded that they are satisfied with their communication with Taylor Hogan, their child's case manager.

2018 Response	2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	96%	100%	88%	100%	88%	-12%

Eighty eight percent (88%) of the parents responded stating they are satisfied with the follow-up by Taylor Hogan, their child's case manager.

2018 Response	2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	96%	100%	88%	100%	88%	-12%

Hillary Oliver (Grades 1st-4th)

One-hundred percent (100%) of the parents responded that they are satisfied with their communication with Hillary Oliver, their child's case manager.

2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	100%	88%	100%	100%	0%

One-hundred percent (100%) of the parents responded stating they are satisfied with the follow-up by Hillary Oliver, their child's case manager.

2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	88%	100%	100%	100%	0%

Megan Walsh (Grades 5th – 8th)

Eighty eight percent (88%) of the parents responded that they are satisfied with their communication with Megan Walsh, their child's case manager.

2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	75%	100%	88%	-12%

Seventy five percent (75%) of the parents responded stating they are satisfied with the follow-up by Megan Walsh, their child's case manager.

2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	75%	100%	75%	-25%

Carly Smith (Grades 5-6)

One hundred percent (100%) of the parents responded stating they are satisfied with their communication with Carly Smith, their child's case manager.

2022 Response	2023 Response	Change
100%	100%	0%

One hundred percent (100%) of the parents responded stating they are satisfied with the follow-up by Carly Smith, their child's case manager.

2022 Response	2023 Response	Change
88%	100%	+12%

Bridget Deeble (Director of Intervention & Support Services)

Ninety eight (98%) of the parents responding stated they are satisfied with the communication they had with Bridget Deeble, Director of Intervention & Support Services.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
95%	92%	93%	95%	96%	98%	96%	95%

2021 Response	2022 Response	2023 Response	Change
96%	100%	98%	-2%

Bridget Deeble (Director of Intervention & Support Services)

Ninety eight (98%) of the parents responding stated they are satisfied with the follow-up they receive from Bridget Deeble, Director of Intervention & Support Services.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
89%	92%	91%	95%	94%	96%	96%	94%

2021 Response	2022 Response	2023 Response	Change
95%	97%	98%	+1%

Jillian Seeley (School Psychologist)

One hundred percent (100%) of the parents responding stated that they are satisfied with the interaction they had with Miss Seeley, School Psychologist.

2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
97%	97%	92%	99%	100%	+1%

Co-Teaching***Hillary Oliver***

Although Mrs. Oliver had responses as a case manager, she did not have any parent responses as a co-teacher in their child's classroom.

2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
98%	98%	100%	98%	N/A	---%

Taryn Fasciana

Ninety six percent (96%) of the parents responding stated that they are satisfied with Miss Fasciana as a co-teacher in their child's ELA classroom.

2023 Response	Change
96%	---%

Jacquie Yusko

Ninety six percent (96%) of the parents responding stated that they are satisfied with Ms. Yusko as a co-teacher in their child's math classroom.

2023 Response	Change
96%	---%

Brooke Newhart

Ninety two percent (92%) of the parents responding stated that they are satisfied with Mrs. Newhart as a co-teacher in their child's math classroom.

2023 Response	Change
92%	---%

Renee Novitski

Ninety six percent (96%) of the parents responding stated that they are satisfied with Mrs. Novitski as a co-teacher in their child's science classroom.

2023 Response	Change
96%	---%

Amanda Selsavage

Eighty nine percent (89%) of the parents responding stated that they are satisfied with Miss Selsavage as a co-teacher in their child's ELA classroom.

2023 Response	Change
89%	---%

Ashley Petrini

Ninety nine percent (99%) of the parents responding stated that they are satisfied with Mrs. Petrini as a co-teacher in their child's ELA classroom.

2023 Response	Change
99%	---%

Kelly Zeigler

Ninety seven percent (96%) of the parents responding stated that they are satisfied with Mrs. Zeigler as a co-teacher in their child's science classroom.

2023 Response	Change
97%	---%

Carly Smith

Ninety seven percent (97%) of the parents responding stated that they are satisfied with Mrs. Carly Smith as a co-teacher in their child's science classroom.

2022 Response	2023 Response	Change
96%	97%	+1%

Ninety eight percent (98%) of the parents responding stated that they are satisfied with Mrs. Carly Smith as a co-teacher in their child's 5th/6th grade math classroom.

2022 Response	2023 Response	Change
99%	98%	-1%

Megan Walsh

Ninety eight percent (98%) of the parents responding stated that they are satisfied with Mrs. Walsh as a co-teacher in their child's 5th/8th grade social studies classroom.

2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	100%	100%	98%	-2%

Stephanie Knorr

Ninety six percent (96%) of the parents responding stated that they are satisfied with Mrs. Knorr as a co-teacher in their child's 6th grade social studies classroom.

2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	100%	N/A	96%	---%

Jennifer Smith

Ninety six percent (96%) of the parents responding stated that they are satisfied with Mrs. Jen Smith as a co-teacher in their child's 4th grade Math classroom.

2023 Response	Change
96%	---%

Ninety six percent (96%) of the parents responding stated that they are satisfied with Mrs. Jen Smith as a co-teacher in their child's 5th/6th grade Math classroom.

2021 Response	2022 Response	2023 Response	Change
92%	N/A	96%	---%

Nicole Gusditis

Ninety eight percent (98%) of the parents responding stated that they are satisfied with Ms. Gusditis as a co-teacher in their child's 7th grade ELA classroom.

2021 Response	2022 Response	2023 Response	Change
97%	96%	98%	+2%

Aubree Niemiec

Ninety seven percent (97%) of the parents responding stated that they are satisfied with Miss Niemiec as a co-teacher in their child's 7th/8th grade science classroom.

2023 Response	Change
97%	---%

Lori Argot

Ninety seven percent (97%) of the parents responding stated that they are satisfied with Mrs. Lori Argot as a co-teacher in their child's 7th/8th grade math classroom.

2022 Response	2023 Response	Change
94%	97%	+3%

Mrs. Lori Argot was not assigned as a co-teacher in a 7th/8th grade science classroom in the 2022-23 school year.

2022 Response	2023 Response	Change
96%	N/A	---%

ACES Program (Gifted)

Ninety five percent (95%) of the parents responded stating they are satisfied with the opportunity to participate in their child's GIEP.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
99%	96%	100%	100%	100%	95%	94%	98%

2021 Response	2022 Response	2023 Response	Change
96%	100%	95%	-5%

Ninety percent (90%) of the parents responded stating they are satisfied that the GIEP addresses their child's specific needs with appropriate goals and services.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
93%	90%	100%	100%	100%	100%	94%	98%

2021 Response	2022 Response	2023 Response	Change
96%	100%	90%	-10%

Ninety five percent (95%) of the parents responded stating they are satisfied that their child is being provided the agreed-upon accommodations and modifications contained in the GIEP.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
93%	93%	100%	100%	95%	100%	94%	96%

2021 Response	2022 Response	2023 Response	Change
96%	100%	95%	-5%

Ninety five percent (95%) of the parents responded stating they are satisfied with the mid-quarter and quarterly progress reports they receive regarding their child's goals.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
100%	95%	100%	100%	97%	100%	94%	96%

2021 Response	2022 Response	2023 Response	Change
96%	88%	95%	+7%

Ninety five percent (95%) of the parents responded stating they are satisfied with the communication they had with Ms. Gusditis.

2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
97%	100%	100%	95%	95%	0%

Ninety five percent (95%) of the parents responded stating they are satisfied with the follow-up by Ms. Gusditis, their child's case manager.

2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
94%	100%	100%	100%	95%	-5%

Title I Program

Kindergarten Camp Summer Program (Invitation only)

Ninety three percent (100%) of the parents whose child participated in the Kindergarten Summer Camp Program said their child benefitted from the program.

2018 Response	2019 Response	2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	93%	100%	100%	100%	100%	100%	0%

Parent Meeting (Parent University: Math Night)

Parents were not surveyed on their participation in the Annual Title I Math Parent Meeting due to extremely low parent turn-out.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
11%	16%	42%	17%	47%	16%	20%	20%

2021 Response	2022 Response	2023 Response	Change
N/A	N/A	N/A	---%

Parents were not surveyed on the Annual Title I Math Parent Meeting about the meeting being useful and informative due to extremely low parent turn-out.

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
100%	100%	100%	60%	97%	100%	98%	100%

2021 Response	2022 Response	2023 Response	Change
N/A	N/A	N/A	---%

Parent Meeting (Literacy Night)

Forty seven percent (47%) of the parents responded that they participated in the Annual Title I Reading Parent Meeting.

2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
28%	39%	N/A	22%	47%	+25%

One hundred percent (100%) of the parents who participated in the Annual Title I Reading Parent Meeting feel the meeting was useful and informative.

2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
100%	100%	N/A	100%	100%	0%

After-School Tutoring Programs (*Invitation Only*)

2012 Response	2013 Response	2014 Response	2015 Response	2017 Response	2018 Response	2019 Response	2020 Response
100%	94%	83%	96%	93%	N/A	N/A	N/A
2021 Response	2022 Response	2023 Response	Change				
N/A	N/A	N/A	---%				

Summer Program (*Invitation Only*)

2015 Response	2017 Response	2018 Response	2019 Response	2020 Response	2021 Response	2022 Response	2023 Response	Change
93%	100%	N/A	N/A	N/A	? Pending	N/A	N/A	---%

Classroom Teachers



Vanessa Harry – Kindergarten

Survey Response Rate

2012	2013	2014	2015	2017	2018	2019	2020	2021	2022	2023
55%	70%	80%	73%	100%	76%	88%	73%	89%	60%	68%

Overall Satisfaction with Teacher

	2012	2013	2014	2015	2017	2018	2019	2020	2021
Score	90%	100%	99%	99%	100%	100%	98%	92%	98%

	2022	2023	Career Average
Score	100%	100%	98%

Communication

	2012	2013	2014	2015	2017	2018	2019	2020	2021
Score	87%	99%	98%	99%	100%	100%	98%	98%	95%

	2022	2023	Career Average
Score	100%	100%	98%

Focus on Student's Individual Needs

	2012	2013	2014	2015	2017	2018	2019	2020	2021
Score	87%	97%	98%	100%	97%	99%	98%	97%	98%

	2022	2023	Career Average
Score	98%	100%	97%

Keeps Web Page Current

	2012	2013	2014	2015	2017	2018	2019	2020	2021
Score	87%	94%	91%	96%	98%	97%	99%	89%	97%

	2022	2023	Career Average
Score	95%	100%	95%

Homework is Valuable

	2012	2013	2014	2015	2017	2018	2019	2020	2021
Score	86%	100%	94%	95%	100%	95%	91%	92%	N/A

	2022	2023
Score	95%	100%

Joan Richie – Kindergarten

Survey Response Rate

2011	2012	2013	2014	2015	2017	2018	2019	2020	2021	2022	2023
80%	60%	60%	71%	62%	77%	77%	73%	33%	61%	62%	42%

Overall Satisfaction with Teacher

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Score	99%	99%	100%	100%	100%	99%	99%	100%	100%	98%

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	99%	100%	100%	100%	99%	100%	100%	99.5%

Communication

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Score	99%	99%	100%	100%	93%	99%	99%	100%	100%	98%

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	100%	100%	100%	100%	100%	100%	100%	99%

Focus on Student's Individual Needs

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Score	96%	100%	-	98%	93%	99%	98%	100%	100%	97%

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	99%	98%	99%	100%	100%	97%	97%	98%

Keeps Web Page Current

	2009	2010	2011	2012	2013	2014	2015	2017	2018	2019
Score	86%	100%	94%	96%	100%	100%	94%	99%	99%	96%

	2020	2021	2022	2023	Career Average
Score	100%	100%	98%	100%	97%

Homework is Valuable

	2010	2011	2012	2013	2014	2015	2017	2018	2019
Score	100%	93%	94%	100%	100%	95%	98%	96%	84%

	2020	2021	2022	2023
Score	97%	N/A	95%	92%

Lorie Mikielski – First Grade

Survey Response Rate

* Switch to 1st grade from 4th

2011	2012	2013	2014	2015	2017	2018	2019	2020	2021
56%	48%	76%	56%	42%	56%	42%	44%	40%	56%
2022*	2023								
60%	38%								

Overall Satisfaction with Teacher

	2009	2010	2011	2012	2013	2014	2015	2017	2018
Score	70%	100%	94%	94%	100%	98%	99%	96%	92%
	2019	2020	2021	2022*	2023	Career Average			
Score	97%	100%	98%	98%	94%	95%			

Communication

	2009	2010	2011	2012	2013	2014	2015	2017	2018
Score	70%	100%	94%	96%	99%	98%	99%	95%	91%
	2019	2020	2021	2022*	2023	Career Average			
Score	95%	98%	99%	90%	94%	94%			

Focus on Student's Individual Needs

	2009	2010	2011	2012	2013	2014	2015	2017	2018
Score	68%	100%	91%	94%	97%	97%	98%	99%	92%
	2019	2020	2021	2022*	2023	Career Average			
Score	94%	98%	88%	95%	97%	93%			

Keeps Web Page Current

	2009	2010	2011	2012	2013	2014	2015	2017	2018
Score	68%	100%	91%	92%	96%	98%	91%	98%	92%
	2019	2020	2021	2022*	2023	Career Average			
Score	92%	99%	99%	95%	100%	94%			

Homework is Valuable

	2010	2011	2012	2013	2014	2015	2017	2018	2019
Score	100%	81%	88%	94%	98%	94%	90%	93%	82%
	2020	2021	2022*	2023					
Score	98%	N/A	97%	94%					

Brittany Moser – First Grade

Survey Response Rate

2023
52%

Overall Satisfaction with Teacher

	2023	Career Average
Score	94%	---%

Communication

	2023	Career Average
Score	96%	---%

Focus on Student's Individual Needs

	2023	Career Average
Score	94%	---%

Keeps Web Page Current

	2023	Career Average
Score	92%	---%

Homework is Valuable

	2023
Score	98%

Rachel Lakkis – First Grade

Survey Response Rate

2023
40%

Overall Satisfaction with Teacher

	2023	Career Average
Score	100%	---%

Communication

	2023	Career Average
Score	100%	---%

Focus on Student's Individual Needs

	2023	Career Average
Score	100%	---%

Keeps Web Page Current

	2023	Career Average
Score	100%	---%

Homework is Valuable

	2023
Score	100%

Jacquie Yusko – Second Grade

Survey Response Rate

2011	2012	2013	2014	2015	2017	2018	2019	2020
44%	80%	44%	29%	48%	73%	58%	58%	52%

2021	2022	2023
76%	42%	24%

Overall Satisfaction with Teacher

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Score	100%	97%	100%	92%	88%	93%	93%	87%	92%	85%

	2017	2018	2019	2020	2021	2011	2023	Career Average
Score	89%	94%	92%	93%	85%	94%	95%	92%

Communication

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Score	100%	98%	100%	94%	81%	93%	92%	87%	90%	88%

	2017	2018	2019	2020	2021	2011	2023	Career Average
Score	90%	93%	90%	93%	90%	94%	90%	92%

Focus on Student's Individual Needs

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Score	99%	94%	-	90%	81%	93%	88%	85%	90%	86%

	2017	2018	2019	2020	2021	2011	2023	Career Average
Score	89%	93%	86%	93%	89%	94%	95%	90%

Keeps Web Page Current

	2009	2010	2011	2012	2013	2014	2015	2017	2018	2019
Score	90%	91%	89%	85%	88%	86%	73%	93%	98%	86%

	2020	2021	2022	2023	Career Average
Score	99%	88%	94%	100%	90%

Homework is Valuable

	2010	2011	2012	2013	2014	2015	2017	2018	2019
Score	88%	96%	96%	87%	88%	91%	91%	91%	85%

	2020	2021	2022	2023
Score	95%	N/A	90%	100%

Taryn Fasciana – Second Grade

Survey Response Rate (with Ms. Yusko)

2023
24%

Overall Satisfaction with Teacher

	2023	Career Average
Score	96%	---%

Communication

	2023	Career Average
Score	92%	---%

Focus on Student's Individual Needs

	2023	Career Average
Score	96%	---%

Keeps Web Page Current

	2023	Career Average
Score	90%	---%

Homework is Valuable

	2023
Score	100%

Jessica Woolnough – Second Grade

Survey Response Rate

2021	2022	2023
67%	44%	52%

Overall Satisfaction with Teacher

	2021	2022	2023	Career Average
Score	96%	93%	100%	96%

Communication

	2021	2022	2023	Career Average
Score	98%	94%	99%	94%

Focus on Student's Individual Needs

	2021	2022	2023	Career Average
Score	90%	94%	97%	94%

Keeps Web Page Current

	2021	2022	2023	Career Average
Score	98%	100%	99%	99%

Homework is Valuable

	2021	2022	2023
Score	N/A	98%	100%

Sarah Monaghan – Second Grade

Survey Response Rate

*taught Kindergarten

2022*	2023
60%	60%

Overall Satisfaction with Teacher

	2022*	2023	Career Average
Score	100%	95%	98%

Communication

	2022*	2023	Career Average
Score	95%	94%	95%

Focus on Student's Individual Needs

	2022*	2023	Career Average
Score	100%	94%	97%

Keeps Web Page Current

	2022*	2023	Career Average
Score	97%	97%	97%

Homework is Valuable

	2022*	2023
Score	93%	97%

Larissa Stucker – Third Grade

Survey Response Rate

2023
54%

Overall Satisfaction with Teacher

	2023	Career Average
Score	93%	---%

Communication

	2023	Career Average
Score	92%	---%

Focus on Student's Individual Needs

	2023	Career Average
Score	93%	---%

Keeps Web Page Current

	2023	Career Average
Score	97%	---%

Homework is Valuable

	2023
Score	84%

Renee Novitski – Third Grade

Survey Response Rate

2013	2014	2015	2017	2018	2019	2020	2021	2022	2023
27%	27%	40%	61%	38%	46%	32%	38%	40%	31%

Overall Satisfaction with Teacher

	2013	2014	2015	2017	2018	2019	2020	2021	2022
Score	92%	96%	94%	96%	100%	96%	94%	99%	92%

	2023	Career Average
Score	97%	96%

Communication

	2013	2014	2015	2017	2018	2019	2020	2021	2022
Score	92%	93%	95%	95%	100%	96%	94%	98%	94%

	2023	Career Average
Score	97%	95%

Focus on Student's Individual Needs

	2013	2014	2015	2017	2018	2019	2020	2021	2022
Score	92%	92%	96%	95%	98%	95%	95%	93%	96%

	2023	Career Average
Score	95%	%

Keeps Web Page Current

	2013	2014	2015	2017	2018	2019	2020	2021	2022
Score	97%	93%	89%	96%	99%	97%	98%	100%	97%

	2023	Career Average
Score	95%	96%

Homework is Valuable

	2013	2014	2015	2017	2018	2019	2020	2021	2022	2023
Score	89%	89%	88%	95%	100%	86%	94%	N/A	94%	91%

Kristine Colaneri - Fourth Grade

Survey Response Rate

2019	2020	2021	2022	2023
54%	46%	58%	48%	28%

Overall Satisfaction with Teacher

	2019	2020	2021	2022	2023	Career Average
Score	95%	94%	97%	100%	99%	97%

Communication

	2019	2020	2021	2022	2023	Career Average
Score	92%	95%	98%	97%	94%	95%

Focus on Student's Individual Needs

	2019	2020	2021	2022	2023	Career Average
Score	94%	91%	87%	97%	96%	93%

Keeps Web Page Current

	2019	2020	2021	2022	2023	Career Average
Score	95%	98%	96%	99%	96%	97%

Homework is Valuable

	2019	2020	2021	2022	2023
Score	81%	94%	N/A	92%	93%

Kelly Zeigler - Fourth Grade

Survey Response Rate

2022	2023
46%	42%

Overall Satisfaction with Teacher

	2022	2023	Career Average
Score	100%	99%	100%

Communication

	2022	2023	Career Average
Score	96%	96%	96%

Focus on Student's Individual Needs

	2022	2023	Career Average
Score	91%	94%	93%

Keeps Web Page Current

	2022	2023	Career Average
Score	99%	99%	99%

Homework is Valuable

	2022	2023
Score	91%	94%

Ashley Petrini - Fourth Grade

Survey Response Rate (with Mrs. Colaneri)

2023
28%

Overall Satisfaction with Teacher

	2023	Career Average
Score	97%	---%

Communication

	2023	Career Average
Score	93%	---%

Focus on Student's Individual Needs

	2023	Career Average
Score	94%	---%

Keeps Web Page Current

	2023	Career Average
Score	96%	---%

Homework is Valuable

	2023
Score	94%

Allison Barnes – Intermediate Science

Survey Response Rate

2019	2020	2021	2022	2023
44%	54%	56%	42%	31%

Overall Satisfaction with Teacher

	2019	2020	2021	2022	2023	Career Average
Score	94%	98%	99%	97%	98%	97%

Communication

	2019	2020	2021	2022	2023	Career Average
Score	95%	97%	98%	93%	97%	96%

Focus on Student's Individual Needs

	2019	2020	2021	2022	2023	Career Average
Score	94%	97%	91%	95%	97%	95%

Keeps Web Page Current

	2019	2020	2021	2022	2023	Career Average
Score	94%	98%	99%	96%	97%	97%

Homework is Valuable

	2019	2020	2021	2022	2023
Score	83%	98%	N/A	91%	94%

Megan Harcarik – Intermediate Social Studies

Survey Response Rate

2017	2018	2019	2020	2021	2022	2023
61%	62%	35%	60%	52%	56%	46%

Overall Satisfaction with Teacher

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	94%	97%	95%	96%	99%	96%	97%	96%

Communication

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	92%	97%	95%	96%	98%	95%	93%	%

Focus on Student's Individual Needs

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	92%	96%	97%	96%	92%	95%	95%	95%

Keeps Web Page Current

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	95%	97%	96%	98%	100%	97%	96%	97%

Homework is Valuable

	2017	2018	2019	2020	2021	2022	2023
Score	93%	92%	86%	93%	N/A	90%	91%

Megan Grohowski – English Language Arts

Survey Response Rate

2015	2017	2018	2019	2020	2021	2022	2023
40%	61%	54%	52%	50%	31%	54%	46%

Overall Satisfaction with Teacher

	2015	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	91%	91%	96%	97%	95%	97%	91%	96%	94%

Communication

	2015	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	89%	90%	96%	95%	96%	95%	89%	94%	93%

Focus on Student's Individual Needs

	2015	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	89%	90%	95%	96%	94%	90%	90%	92%	92%

Keeps Web Page Current

	2015	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	92%	93%	96%	97%	95%	98%	94%	98%	95%

Homework is Valuable

	2015	2017	2018	2019	2020	2021	2022	2023
Score	92%	92%	93%	87%	94%	N/A	89%	94%

Cassandra Davis – Intermediate Math

Survey Response Rate

2022	2023
40%	54%

Overall Satisfaction with Teacher

	2022	2023	Career Average
Score	90%	97%	94%

Communication

	2022	2023	Career Average
Score	88%	96%	92%

Focus on Student's Individual Needs

	2022	2023	Career Average
Score	92%	94%	93%

Keeps Web Page Current

	2022	2023	Career Average
Score	96%	99%	98%

Homework is Valuable

	2022	2023
Score	93%	93%

Shelby Kresge – Middle School Science

Survey Response Rate

2022	2023
28%	35%

Overall Satisfaction with Teacher

	2022	2023	Career Average
Score	97%	93%	95%

Communication

	2022	2023	Career Average
Score	93%	92%	93%

Focus on Student's Individual Needs

	2022	2023	Career Average
Score	96%	90%	93%

Keeps Web Page Current

	2022	2023	Career Average
Score	97%	95%	96%

Homework is Valuable

	2022	2023
Score	95%	92%

Stephen Ruch – Middle School Math

Survey Response Rate

2017	2018	2019	2020	2021	2022	2023
53%	28%	42%	46%	22%	28%	28%

Overall Satisfaction with Teacher

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	94%	97%	96%	98%	96%	99%	99%	97%

Communication

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	94%	91%	94%	97%	93%	99%	99%	95%

Focus on Student's Individual Needs

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	94%	95%	93%	97%	93%	94%	97%	95%

Keeps Web Page Current

	2017	2018	2019	2020	2021	2022	2023	Career Average
Score	94%	97%	94%	96%	99%	99%	99%	97%

Homework is Valuable

	2017	2018	2019	2020	2021	2022	2023
Score	93%	93%	79%	93%	N/A	95%	93%

Matthew Judge – Middle School English Language Arts

Survey Response Rate

2020	2021	2022	2023
17%	17%	28%	27%

Overall Satisfaction with Teacher

	2020	2021	2022	2023	Career Average
Score	96%	99%	97%	97%	97%

Communication

	2020	2021	2022	2023	Career Average
Score	96%	96%	96%	96%	96%

Focus on Student's Individual Needs

	2020	2021	2022	2023	Career Average
Score	92%	93%	96%	96%	94%

Keeps Web Page Current

	2020	2021	2022	2023	Career Average
Score	98%	99%	97%	99%	98%

Homework is Valuable

	2020	2021	2022	2023
Score	93%	N/A	94%	91%

William Barnes – Middle School Social Studies

Survey Response Rate

2013	2014	2015	2017	2018	2019	2020	2021	2022	2023
27%	27%	43%	53%	32%	33%	17%	31%	42%	19%

Overall Satisfaction with Teacher

	2013	2014	2015	2017	2018	2019	2020	2021	2022
Score	90%	95%	94%	98%	96%	99%	99%	99%	99%

	2023	Career Average
Score	98%	97%

Communication

	2013	2014	2015	2017	2018	2019	2020	2021	2022
Score	91%	97%	93%	95%	93%	97%	98%	98%	99%

	2023	Career Average
Score	96%	96%

Focus on Student's Individual Needs

	2013	2014	2015	2017	2018	2019	2020	2021	2022
Score	91%	98%	95%	95%	93%	96%	97%	93%	97%

	2023	Career Average
Score	97%	96%

Keeps Web Page Current

	2013	2014	2015	2017	2018	2019	2020	2021	2022
Score	96%	95%	85%	97%	97%	96%	99%	100%	100%

	2023	Career Average
Score	98%	96%

Homework is Valuable

	2013	2014	2015	2017	2018	2019	2020	2021	2022	2023
Score	87%	86%	86%	93%	93%	83%	97%	N/A	96%	91%

Parent Comments & Feedback

What can we do different or better?

Social Studies should not be a special one time a week. It should be incorporated more frequently in the younger grades.
I am very satisfied with the school overall. Thank you for your efforts
Everyone does an amazing job
Smaller class sizes. Comparison in competitiveness with private schools and not only public schools.
I am so proud of my children being in the community school and have nothing but positive feedback for all. I wish all parents who wanted to send their kids here were able to. My kids are thriving and I feel like they are getting an A+ education while learning other valuable lessons they wouldn't learn in a traditional public school setting.
nothing
more options for older kids - 7/8th grade - maybe skating nights or more dances at school.
Not a single thing. Just keep doing what you guys are doing!
<p>BCCCS would desperately benefit from a communications director. There were numerous school events that were not communicated about clearly and there is very much an insider culture where only those who have already had students go through the school know what to expect. The first example of this was the start of the year "open house" where we showed up for orientation expecting open house style and having arrived ten minutes after the start time walked into a classroom where the teachers were already fully into their presentation and we missed critical information. Many events we attended or things held during the school day (Christmas market comes to mind) we were constantly surprised by what was actually happening because event information was not thoroughly communicated.</p> <p>The level of homework for kindergartners was most weeks quite a lot. It was also incredibly simple and really felt like busy work without a real purpose of reinforcement.</p> <p>We do not agree with the level of intensity of grading, especially having points for kindergarten work. Having in-class assignments where students are missing half-points for small errors cannot possibly be setting a healthy culture for achievement.</p> <p>The way that pronouns were taught to students through the Houghton-Mifflin curriculum was inappropriate. Simply having drawings of cartoon humans with long hair assumed to be female and short hair assumed to be male is harmful. Our son was bullied for his long hair and eventually made the choice to cut it to avoid the hurtful comments of other students. We fully understand that kids will be kids and that breaking gender stereotypes is a long journey for our society. When the curriculum reinforces those stereotypes, that's an intentional choice that the school has made to create an environment that is less supportive.</p> <p>Alternative instruction days for kindergartners were a painful experience. The work that was assigned was clearly busy work made worse by the clunky user interface of the Google Classroom software program. My child spent hours every alternative instruction day frustrated with moving things onto the worksheet where he knew the content well. The iReady software did seem engaging and we appreciated when that was assigned.</p> <p>We fully understand that there are days requirements to meet state guidelines, however, there are far too many half days. It is a gigantic burden for parents, especially when a relatively last-minute switch is made like changing the entirety of the final week of school.</p> <p>This survey is quite underwhelming. It would be nice to have long-form response boxes specifically to each element that we rated previously.</p>

<p>Mrs. Richie is so attuned to the needs of her students. She learns about each student, including my child, as an individual. The leaps and bounds my child has made being in her Kindergarten classroom this year are amazing! I am forever thankful that my child was able to be in Mrs. Richie's class this year and know that the foundation has been laid for first grade.</p> <p>Mrs. Gibbon is a wonderful! My child is always excited to see her each day and share experiences & progress with her. She seems willing to assist all the children and helps to create a warm classroom.</p> <p>Although my child is excited for school, often the excitement wanes on Environmental Education days. I'm sure Ms. Longo cares about her students, but I'm not sure the students are as engaged in whatever topics she is teaching about. Hopefully that as the students get older they are more engaged in the environmental classes.</p> <p>I feel some of the posts Jim Smith put on BCCC Facebook/social media are overly political. He can post his own opinions of other local schools, school boards and politicians on his own social media page. But it can be misleading and divisive when these posts are shared/promoted on the BCCC FB page.</p> <p>I do understand the value in having a flexible instruction day during a snow event however the one or two assignments that students are given which are typically completed in 30 minutes or less do not equate to a full school day of learning and development, This doesnt necessarily need to be an 8 hour learning day either but I would have expected more school work for my daughter to complete.</p> <p>Personally, I commend the BCCCS for all of their efforts and for the education and leadership they provide for our children. I am beyond grateful and honored to have my child apart of this school. I believe this school is one of the best ones in the area and it doesn't even come close to competing with the other public schools in the area. From the educational means, extra curricular options, and food service options, everything is amazing. Thank you to everyone who has a hand in this school.</p> <p>I think it's wonderful that the school and government offer free breakfast to all children but in the case of my child her bus is one of the last to arrive at the school so there is not much time for her to stand in a long line, receive her hot breakfast, eat and get to class on time, even grab and go there is not much time to eat and next year will only get worse adding 100+ students.</p> <p>My suggestion would be to cut 5 minutes off each class (6) during the school day, add those extra minutes (30) to breakfast. Just a thought.</p> <p>If a child gets hurt on the playground or on school property, please call the parent and let them know immediately. Do not send an email at the end of the day.</p> <p>It would be nice if we got rid of the live school! I do not believe our kids should be judged based on points! There is already enough stress with daily work and tests and homework but to add on points is just insane!</p> <p>I feel a basic menu option like ham and cheese, or peanut free PBJ should be offered each day. Some kids do not like things like salad or other sandwiches offered as alternative</p>
Further high school
I am very satisfied with the school. Thank you to all.
<p>There were questions regarding the value of homework but none regarding the high amount of testing. Why? There is value and necessity but I also believe a child's anxiety regarding testing can intensify when they endure multiple tests per week. For subjects like Science and Math it would be wonderful to incorporate some more STEM activities that can be graded rather than short tests that have 3 or 4 questions and can drop a grade significantly with 1 answer wrong. Regarding Mr. Gardzalla, it has been communicated to me many times that he yells often and seems very stressed in class from both of my children. The feedback makes me a tad uneasy. Also, there is never anything communicated with what they are working on. I love this school for my children and I am thankful they are here so please don't receive this feedback as negative.</p> <p>I'm don't feel that flexible instruction days are all that beneficial so kids. I understand the need for them at times, but it seems sometimes the school closes when it doesn't need to. I do understand this is sometimes due to the fact that W-B Area has closed for the day though.</p> <p>Overall we are completely satisfied with everyone we have worked with. Our child has made amazing friends and has great connections with many of the staff. I can't speak highly enough specifically about Mrs Leo. However, this is the second year in a row we have had a teacher who was "relatively brand new" to field of teaching. Mrs Moser is a wonderful person but it was clear she could benefit from a mentor that has more experience. She struggled to find solutions at times and from comments she had made to us sounded like she had a challenge to manage some classroom issues. She's new to field and our family being teachers are very aware of those challenges today. There are so many great teachers at</p>

<p>Charter so pairing the new ones up and having regular evals of their classes may be helpful.</p> <p>Another issue is Ms Stevens. She is truly one of the rudest most abrasive and combative educators I have met in all my years. She is condescending even at community events. I have experienced it personally and heard it from countless other parents. Our child is not a "problem child" but the few occasions I have interacted with her it was less than professional. Teachers are supposed to be dedicated to life long learning. When options are presented to her for recognizing what we are doing may not be best practice or choices her response is "it's a choice to go here" she is not receptive to anything other than what she thinks is her idea. Every person I have encountered at the school and at things like fall fest and Halloween are so kind and sweet. She is just consistently unpleasant with a very demeaning attitude. It's a huge turn off to the school. Maybe she just doesn't like me or our child. But again, when you hear it consistently from others who have had to work with her (including some of your own staff) it makes me wonder how she fits into the culture there.</p> <p>Otherwise, we love our Bear Creek Charter families and community and absolutely love to support the school in every way we can!</p>
<p>Too many pork options at lunch. My kids cannot have pork and most of the time the back up lunch is also pork(ham, salami, turkey Sandwich WITH bacon on it). I'd be happy if more plain turkey and cheese sandwiches were offered throughout the month or even peanut butter and jelly</p>
<p>I just want to add how truly Amazing Mrs Lakkis has been. She is an absolute gem of a teacher. We could not have hoped for anyone better for our 1st Grader. Thanks Bear Creek Charter!</p>
<p>Activities or programs that helps address diversity in the school.</p>
<p>Everything is great</p>
<p>In regards to Mrs. Hogan, I just have not had enough chance to discuss how Vienna is doing because of the fact that her IEP was recently set into motion. I am sure we will have more chance this upcoming year to discuss how she is doing with the accommodations and meeting her goals. Another concern that I have had this year is multiple times cars are driving too fast in the parking lot. I have witnessed both parents and faculty speeding in the parking lot at both drop off and pick up and I can't help but worry about someone getting hit by a car. I hope that in the coming year with the construction coming to an end there may be better enforcement of the driving at the school.</p>
<p>Everybody does an amazing job!</p>
<p>More turkey and cheese sandwich options at Lunch, with no bacon on it</p>
<p>Was disappointed with second grade social studies this year. I'd ask my child what they learned (thinking maybe they would be doing some sort of project) and all I got in response was they played computer games and were bored. Would like to see less devices in kids faces, especially in a class that is a special.</p>
<p>Make a High School</p>
<p>Everything is great</p>
<p>Mrs Woolnough is dedicated, kind, and approachable.</p>
<p>More vegetarian meal option</p>
<p>Nothing</p>
<p>Your all doing a great job I have no suggestions at the moment</p>
<p>I am pleased with the opportunities my child has attending Bear Creek Community Charter School. I feel Mrs. Monaghan and Mrs. Kane address my child's needs within the classroom and that the opportunities my child has with Ms. Gusdits are fantastic. My child talks positively about the group of students and the activities with Ms. Gusdits and I hope that this continues to be possible for students.</p> <p>I wish my child talked positively about environmental education, but other than talk of Mrs. Niemiec who sometimes has been in E.E., there isn't much positive. It doesn't seem as though much is being learned that wasn't taught in prior years. My child enjoys being outdoors so I am glad for the time the class is outside, but I wish it was a more engaging/in-depth class.</p>
<p>worry about bigger problems like students behavior in personal space instead of petty thingsmore daily lunch choices like chicken nuggets/things for younger kids</p>
<p>There shouldn't be math homework. Most parents don't understand this new math, and I have no desire</p>

<p>to relearn math. Discipline seems inconsistent depending on the student. Also, using the gym for a storage facility is completely unacceptable. That space is for student needs, not administrative storage. Students haven't had access to the full gym for well over a year. Completely unacceptable.</p>
<p>Larger parking area. This has been needed even prior to completion of school expansion.</p>
<p>Activities or programs that can help address diversity in the school.</p>
<p>My daughter told me multiple times she raises her hand in class & is not called on. Her 3rd quarter report card states "Willow is a pleasure to have in class. She rarely participates and can be off task. She does not respond well to redirection and can become frustrated." Also my daughter has an IEP. It was received by the school shortly after Christmas break. It was not acted upon until mid-February & the 2nd time my daughter requested to take her test in another room so she can concentrate she was refused & is now afraid to ask for accommodations that have been approved in the plan signed by us, her parents, and Mrs. Leo. Willow has also expressed multiple times that she wanted to participate in reading with the therapy dog, Rooney, and was not picked at all this year for be part of that program. There are a few boys in her class that bully her occasionally. There has been reports of her not staying on task weekly on the power school reports I receive on Fridays. My daughter has ADHD. I have had it my whole life as well & understand her struggle first hand. I feel as though my child is being penalized for her disability. I want her to learn like the other children but I don't feel it's right to hold it against her. She can be difficult to redirect at home on occasion, & it's something we're working though. But all things considered, I understand why my daughter is frustrated, and truthfully, I am too. Another example was after parent teacher conferences on Feb, my daughter had her yearly checkup w/ her pediatrician & school was only 1/2 day so we picked up her homework when we came to the meeting. I thought the meeting went well, it sounded like my daughter was improving, as she was struggling with reading comprehension in the beginning of the year. She couldn't finish the timed tests. Coincidentally, My daughter forgot what her ELA writing assignment was that day & I couldn't find instructions or what she was supposed to do online under "what we did in class today". When I emailed Miss Stucker she never clarified what the assignment was, just that Willow said she would do it & did not complete it, and of course lost points on the assignment. I'm trying to advocate for my daughter & trying to get along w/ her teachers. They have been helpful on many occasions, but the things I have mentioned are just some things that have been frustrating to us as a whole family, Willow, her father, & myself.</p>
<p>Children are starting to recognize favoritism with teachers and other students. I get told about it almost daily from my child about favoritism. Also the handbook, if you discipline one student, for example for having the color purple/blue/green in their hair but don't discipline another student with the same thing that is wrong. My child comments on why some students can wear certain items of clothing and have their hair colored and not get in trouble but if they wore or had they same thing they would. Now in music, the teacher shouldn't penalize or yell at a student for holding the instrument the wrong way. Say a guitar. Not everyone is right handed. Have some consideration for the students who are left handed and not yell at them or disrespect them for it. Now I know a lot of parents noticed and I'm not sure, but we feel that the school has changed a lot over the few years. Not sure if it's because the school is growing in size or what but teachers/staff have become more aggravate, agitated and aggressive. It's starting to really show as the year keep going by.</p>
<p>no complaints here</p>
<p>None</p>
<p>There were questions regarding the value of homework but none regarding the high amount of testing. Why? There is value and necessity but I also believe a child's anxiety regarding testing can intensify when they endure multiple tests per week. For subjects like Science and Math it would be wonderful to incorporate some more STEM activities that can be graded rather than short tests that have 3 or 4 questions and can drop a grade significantly with 1 answer wrong. Regarding Mr. Gardzalla, it has been communicated to me many times that he yells often and seems very stressed in class. The feedback makes me uneasy regarding music class.</p>
<p>My only somewhat negative feedback I have is towards homework, but I know that is often a controversial topic. I feel that with the amount of time kids spend in school, I think homework should not be given daily and I find that it negatively impacts the minimal time we have together as a family in the evening. I would like to see homework as optional and at a parent's discretion.</p>
<p>We are beyond grateful to be able to be a part of the bear creek school community. The faculty is always so helpful and welcoming! We are happy to see the school thriving & can't wait for my daughter to also start BCCCS next school year.</p>
<p>Overall, we are very happy with the quality of education our child has received at the Bear Creek Community Charter School. While we are very happy, we understand that not every school is perfect. We</p>

<p>are concerned about (what we feel) are an overwhelming number of tests. We understand the need for tests - but for children to have multiple tests a week is unreasonable. Sometimes, it is multiple tests on one day. In college, if you have more than 3 tests on one day you are able to request a waiver because it is simply too much for one student to prepare for - if that is the case for college students, how can we expect a 3rd grader to be able to take multiple tests on one day and be successful? We truly feel that the number and frequency of tests needs to be evaluated. The sheer number of tests has led our 3rd grader to now have test anxiety, something he has never experienced before. This is extremely concerning, so concerning in fact that we considered opting him out of the PSSA's.</p> <p>In addition, we have repeatedly heard from our child (and from others) that Mr. Gardzella is downright nasty to children. Telling them to "shut up" and that he was going to "stuff a sock" in one child's mouth. I understand that teachers become frustrated, especially if they have told children multiple times to please quiet down. But, hearing the same thing multiple times from multiple children (who are not our own) is concerning.</p> <p>We are thrilled with the amazing education that the School offers and we don't feel our child would get a better education ANYWHERE else. The Bear Creek Community Charter School is right for our family and more specifically for our child. It is a place where he is able to explore his interests and what he's passionate about. We are so thankful for that. We are so thankful for the amazing community and family activities that the school offers. We are thankful for a wonderful administration and amazing teachers who are patient, collaborative and supportive. We cannot overstate the importance of this school to our community - it quite simply is the heart of Bear Creek.</p>
<p>The way the school handles students with behavioral issues. All students shouldn't be punished because of students with behavioral issues. Students with behavioral issues shouldn't be rewarded. The school has a big problem in handling children with behavioral issues and the ones suffering are the students that behave.</p>
<p>Everything has been great this year with regard to education and COVID. It has been great to be back to normal and it shows with my child's behavior. The construction has disrupted a little bit as my child mentions they just stand around in the bus loop a lot but given circumstances, just glad they can go out and not be stuck indoors</p>
<p>Different punishment for students who are repeating bad behavior</p>
<p>My child often complains about student discipline in the classroom when the whole class is punished for the actions of few. For instance, sitting in for recess.</p> <p>My child often complains about Environmental education. My child had indicated that the teacher doesn't often answer questions and the class all seem bored with the content.</p>
<p>Why tacos once a week? My child hates the tacos. More Salisbury steak, chicken sandwiches, and mac n cheese please.</p> <p>Mrs. Petrini was a wonderful addition to 4th grade. My child had nothign but nice things to say about her.</p> <p>My child can't wait for there to be more to do at recess as opposed to running around on the pavement.</p>
<p>Make a High School</p>
<p>Your existence has set the bar high for many area schools. Keep up the good work!</p>
<p>I'm not sure, however, 4th grade has been a roller coaster. A lot of drama, a lot of kids being disruptive and I just hope that the school continues to work toward a more peaceful and respectful classroom for all of the children, mine included.</p>
<p>I feel teachers put too much stress on students to perform well on PSSA testing. I understand these tests are important, but my child should not be in tears telling me he isn't ready for the tests. As an educator, I know students can not and will not perform to the best of their abilities when they are under constant stress. Also I feel that if you want students to perform optimally on the test you should equip them with the proper calculators. My children told me they did not have access to the state issued fx55 calculators for the math test.</p>
<p>Communication is key and fourth grade is no exception!</p>
<p>Some of the negative feedback in the live school points system can be trivial and maybe somewhat unnecessary.</p>

<p>The amount of work that was given on FID days for this age group with parents that work was overwhelming.</p> <p>I felt there was a lack of concern when responding to questions I had about my child's progress.</p> <p>The expectation of the children should be met by the teachers and faculty.</p>
<p>In second grade, students should be given a planner or a weekly sheet to show what homework and tests they have. Students are not learning responsibility that goes along with homework if they do not know what they have. It is all on the parents to look at the website and find it for them.</p>
<p>1-Talk to the students when they are being disciplined/receiving consequences. My son was reprimanded for "bullying behavior" on the school bus, when actually the situation occurred because my son and another student were trying to stop bullying by a 3rd male student against 2female students, whom were crying because of said bully. My son was reprimanded and not asked for an explanation of what occurred, as were the female students (that were actually the ones being picked on)!nor was anyone else allowed to speak. They've been taught "see something, say something"....but apparently whoever cries the loudest, and beats ya to the tattle, is the one who's given the benefit of the doubt.</p> <p>2-Very disappointed in the school for taking on the SEL curriculum. I understand certain funding was accepted from the state that, in turn, requires curriculum adherence. I completely disagree with the goals and teachings in the Casle SEL curriculum.</p>
<p>Nothing. Keep doing what you're doing!</p>
<p>There is not enough time for students to eat lunch, especially if they are in the back of the line</p>
<p>With all the grants give free lunches like breakfast. Better explanation of homework</p>
<p>There have been multiple stories shared by other parent's negative experience with discipline (harsh punishments for one child vs the other in same situation, or harsher punishments for students being kids vs students actually breaking rules). In addition, there has been a lot of talk about sexual harassments at this school, which resulted in children being kicked out of school and other kids leaving because they didn't feel safe. I am a bit unsatisfied that this information was not proactively shared and us parents ensured that all issues were resolved. There also has been screenshots of conversations between school administrative and parents shared that showed very bad taste of words used by the school. This school is absolutely wonderful but it is not better then any other local school's in other ways and should not speak as if the school can talk down to others. A nicer building is nothing if the ethics and morals are not held to that standard as well. Thank you.</p>
<p>I feel teachers put too much stress on students to perform well on PSSA testing. I understand these tests are important, but my child should not be in tears telling me he isn't ready for the tests. As an educator, I know students can not and will not perform to the best of their abilities when they are under constant stress. Also I feel that if you want students to perform optimally on the test you should equip them with the proper calculators. My children told me they did not have access to the state issued fx55 calculators for the math test.</p>
<p>The Student Showcase (for 6th grade) seemed to be an afterthought and was not promoted well. It should be earlier in the school year and not in mid May when things are busy</p> <p>I think that grades 5-8 should all get to participate in a club on Friday</p> <p>Students should read the morning announcements</p> <p>I think that specialists should name a Musician/ Eco Explorer/ Artist/ Athlete of the week (or month) and those students should have their picture displayed the commons</p> <p>7/8 grade students should have a bi-monthly current school events news show where they interview teachers/students and report on some things that are happening at the school (buddy reads, the book fair, science experiments, the physical fitness challenges, interview Office Ballut or Jason English or Dan Steber about their jobs, etc). The show can be broadcast to the classes during homeroom</p> <p>Bring back the wax museum event</p> <p>Students are still tested too much in ELA.</p>
<p>I understand the need for attendance but when we are told our students need to stay home when they have COVID or a fever and we keep them home. But then they are penalized because they're missing</p>

<p>school because of it but yet the students that are coming to school school and getting our children sick are still allowed to participate in programs etc. Its completely unfair and hypocritical. When a school tells parents we can't send children to school sick but then penalizes the child because of it, its just completely wrong.</p>
<p>I love this school and happy my child is able to attend</p>
<p>Need longer lunches. Homework amount is great! I don't believe in homework so... 7th/8th grade teachers are a breath of fresh air after 5/6th!!!</p>
<p>Go back in time so I can attend BCCCS 😊</p>
<p>Discipline. It seems like many of the same kids causing problems all the time. They get suspended but the behavior continues and sometimes even escalates. I'm all for a second chance, but how many chances is enough?</p> <p>For an environmental school, the EE program seems to lacking.</p>
<p>Be more up front and give more information to parents when there is an issue or problem.</p>
<p>I feel it would be very beneficial to the school as a whole if the psychologist and guidance counselor were able to get some sort of training in communication with individuals. In my experience, both seem to be lacking compassion towards students and parents.</p> <p>Also, I feel neither one of them has put forth a full effort in the position they hold.</p> <p>A psychologist should be well-trained in various diagnosis and have experience in any testing with a student. Therefore she should be able to communicate that information well to parents or at the least be willing to educate herself in matters she might not be too familiar with.</p> <p>A guidance counselor is needed for various resources to our families. It would be beneficial if they would communicate clearly and in a more timely manner. It should not have taken weeks to get a reply message and nowhere with concerns.</p>
<p>Thank you for 9 great years of education and learning for my daughter. We are so happy she spent them at BCCCS. I know she will miss everyone, but she is excited for her next chapter! So thankful for all her wonderful teachers who encouraged her and helped her work so hard. We are so proud of her and the beautiful young woman she has become!!</p>
<p>I'd like the faculty to become more knowledgable and aware of the role executive function plays in a student's ability to learn. I would also love to see a library and certified librarian be added to the school.</p>
<p>I think you guys are doing great & im so grateful that all 3 of my kids being able to attend BCCCS(with my daughter getting the full k-8 experience). We will really miss this school next year. I wish your new building was the 9-12th so the kids wouldn't have to go anywhere else.</p>
<p>I wish the kids had a drama department and music department that they can learn an instrument and put on concerts again.</p>

Parent Comments & Feedback

What types of trainings and/or programs would you like to see the school provide to parents?

Although they already provide these types of programs, I always enjoy when the school holds meetings or events in regard to what the children are learning and what we can do to help them at home.
An opportunity prior to the start of the new school year to meet their student's new teachers and be given an overall view of what the children will be learning that school year.
Anything medical is always great! Cpr, first aid, water safety, etc.
computer classes
continue with math nights
CPR
Help for parents on how to work with our children on reading comprehension - especially when preparing them for tests. I also think that our children are at a pivotal age in terms of deal with "feelings". Perhaps it would be helpful for Ms. Leo to have a session on this for parents.
How to help your child deal with bullying.
How to volunteer more
How to volunteer!!!
I think the school already offers plenty of great programs
Invite parents to share their expertise, skills and experience with the class.
It would be nice for upcoming kindergarten classes to have a graduation! That is important and other schools have it!
life skills
life skills
Life skills
Life skills
Math education night.
math nights
Math workshop
More hands on art. Sculpture or painting
Nutrition class
Parenting pre teens
Parents should be required to support atleast one school activity each year.
Real life skills
second language class/spanish
With the current concerns regarding school shootings across the U.S. I feel it would be reassuring to know what kinds of plans are in place in the event of an evacuation so that we know what to expect and where to find our children in the event of an emergency. I know there was a drill for off campus evacuation last year, but I don't believe we have were informed of a plan to retrieve our children if this happened. Of course, I would hope these evacuation plans are never needed, but knowing what we should do as parents if this ever happened may help to reduce panic during that time.