



# **School Accountability Committee (SAC)**

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**Handbook/Informational  
Resource  
2022**

## **Preface**

A strong School Accountability Committee (SAC) is essential to improve the quality of education our students receive. The purpose of the SAC is to inform, encourage and provide opportunities for parent and community members to be involved in the planning and evaluation of the school's instructional program and quality improvement processes. It is an opportunity for all to participate and have a voice. A SAC that engages parents and community members, while working in coordination with principals helps make each of our schools stronger.

We hope this edition of the Colorado Springs District 11 SAC Handbook provides resources that you need to help the SAC at your school. While we are unable to provide every possible resource and material a SAC might need in this book, we have put pertinent information together to strengthen every SAC within District 11. Our sincere hope is that you find this handbook to be a helpful tool in providing information and resources necessary to equip your SACs to be effective and to have positive impacts in your school.

We will continue utilizing many forms of communication to provide SACs with the resources to be effective and essential. Please utilize our District Accountability Committee (DAC), SAC training sessions and seminars, emails, the monthly DAC newsletter, and the DAC website for help. The dates and agendas for the quarterly SAC training sessions will be widely publicized. We strongly encourage principals and SAC members to attend.

This handbook will help you better understand the role, purpose, and tasks of your SAC.

SACs are composed of volunteers and we applaud the dedication, commitment, and countless hours of volunteer service provided by our parents and community members on behalf of our students. Your participation is the key to success for our students.

We hope you find this handbook to be a helpful tool as we partner together as “a dynamic, collaborative community of energized educators, engaged students, and supportive partners with a passion for continuous learning.”

If you have any questions or requests for areas of training, please do not hesitate to contact us.

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## **SCHOOL DISTRICT VISION, MISSION AND STRATEGIC PLANNING**

### **MISSION**

We dare to empower the whole student to profoundly impact our world.

### **VISION**

We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

### **VALUES**

We believe:

- In the inherent worth of every individual and the power of equitable practices to unleash potential. Diversity enriches the human experience and strengthens community.
- Healthy relationships provide mutual understanding and enhance life.
- Continuous learning nourishes life.
- Integrity is fundamental to building trust.

### **MISSION IMPACTS**

- Each student will innovatively adapt to evolving challenges.
- Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
- Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.

### **STRATEGIES**

In pursuit of our mission and mission impacts:

- We will cultivate a collaborative culture that promotes intentional, mission-driven change.
- We will align our actions to our shared understanding of and commitment to the strategic plan.
- We will guarantee an ecosystem of equitable practices to meet the unique needs of all.

### **STRATEGIC DELIMITERS**

We will not:

- Allow past practices to create barriers to new and innovative ideas.

- Avoid conflict or difficult conversations, nor engage in problem solving through the lens of blame.
- Engage in initiatives that are misaligned with our mission.

## **STRATEGIC PLANNING PROCESS**

The overall District Strategic Plan will be embodied in a series of plans using the concepts outlined above and designed to execute the overall Mission Impacts of the District. Each Mission Impact will have defined outcomes, measures, targets, strategies, and actions. The Strategic Plan will be supplemented by an Academic Plan, a District-wide five-year Capital Investment and Funding Plan, a District-wide five-year Technology Plan, the District budget, the Mill Levy Override Plan, and by Division/Department-level and school level plans as appropriate or required by statute. The Strategic Plan and supplemental District-wide plans will be reviewed and updated annually, with the exception of the five-year Capital Investment and Funding Plan, which may only be updated bi-annually.

Adopted November 15, 1978

Revised August 13, 1986

Revised 1994

Revised August 2000

Revised June 2009

Revised January 22, 2014

Reviewed May 30, 2018

Revised June 12, 2019

LEGAL REFS: C.R.S. 22-32-109.1(1.5)

CROSS REFS: AEC Annual Reporting to the Public  
District Strategic Plan (latest version)

## GUIDING PRINCIPLES: FOR RELATIONSHIPS THAT LEAD TO SUCCESS

We value and use these guiding principles for accomplishing the *Mission* and our working relationships.

### **THINK WIN/WIN -- CREATE THE CONDITION FOR UNDERSTANDING MUTUAL GOALS**

- ✦ Work together to understand each other's needs.
- ✦ When we offer solutions that help each other do a better job we contribute to creating success for all of us.

### **LISTEN FIRST, TALK SECOND, MANAGE BY FACTS -- CREATE THE CONDITION FOR MAKING GOOD DECISIONS**

- ✦ Keep the elephant on the table – admit to the brutal facts - and work toward success.
- ✦ Build trust with the truth and work together through the good times and the challenges.

### **TRUST BUT VERIFY -- CREATE THE CONDITION FOR VALUING AND ADDRESSING SUCCESS CRITERIA**

- ✦ Expect success. Expect high quality deliverables. Demonstrate high standards for performance.
- ✦ Celebrate success. Appreciate the conclusion of each event.

### **REMEMBER: —A DOLLAR IS A DOLLAR -- CREATE THE CONDITION FOR SOUND FISCAL MANAGEMENT**

- ✦ Work to set realistic expectations for costs and what exactly demonstrates business value.
- ✦ Demonstrate fiscal responsibility with each other's money. Would they spend it as you would?

### **FIRST DO NO DAMAGE -- CREATE THE CONDITION TO BALANCE INNOVATION WITH MINDING THE STORE**

- ✦ Don't turn the business process upside down without a very good reason – but don't leave it broken if it's clearly yours to fix.
- ✦ Don't stop the production line without a very good reason – but don't ignore it if it's not working.

### **WHATEVER IT TAKES -- CREATE THE CONDITION WHERE WE EACH BELIEVE NOTHING IS IMPOSSIBLE**

- ✦ Never say never. Avoid —can't. Look for ways to say, —yes instead of —no.
- ✦ Work with a sense of urgency to ensure we meet our end user needs.

## ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

The Colorado Springs School District 11 Board of Education (the Board) accepts its ultimate responsibility for all facets of school operations and programs. Because it is accountable to residents of Colorado Springs School District 11 (the District), the Board shall maintain a program of accountability which consists of the following elements:

1. Clear statements of expectations and purposes for operations, programs, departments and positions.
2. Provisions, resources, and support necessary for staff to achieve stated expectations and purposes, subject to available financial resources.
3. Evaluation of operations, programs, instruction, and services to determine how well expectations and purposes are being met.
4. Evaluation of the efforts of employees of the Board, and of the Board itself, in line with stated objectives. The first purpose of personnel evaluation shall be to help each individual make a maximum contribution to the goals of the school system.

As required by law, the Board shall adopt and maintain an accountability program to measure the adequacy and efficiency of the educational program.

The Board shall appoint a District Accountability Committee (DAC) which shall consist of at least three parents/guardians of students enrolled in the District public schools, at least one teacher, at least one Education Support Professional (ESP) employee representative, one school administrator employed by the District and at least one person involved in business or industry within the District's boundaries. A parent/guardian shall not be eligible to serve as a parent/guardian on the DAC if he or she is employed by the District or a relative is employed by the District. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. At least one parent/guardian must have one or more students in a District charter school and at least one must have a demonstrated knowledge of charter schools. The Board shall strive to have a balance of membership consistent with the District's Equity Policy AG, as set forth in Regulation AE-R-1.

The overall role of the DAC shall be to make recommendations to the Board relative to the accountability of programs, improvement of education, and expenditure of funds in the District. Specific responsibilities are outlined in Article III, Responsibilities of the DAC Bylaws (See Regulation AE-R-1). The Superintendent or his/her designees shall serve as Administration resource person(s) to the DAC and DAC standing subcommittees.

Each District public school, including District charter schools, shall establish a School Accountability Committee (SAC). To the extent feasible each SAC shall consist of at least eight (8) members to include three parents or legal guardians of students in the school, at least one teacher who provides instruction in the school, at least one ESP employee employed at the school, at least one adult representing the PTA/PTO of the school, at least one person from the

local school community, and the principal of the school or his/her designee. A parent/guardian shall not be eligible to serve as a parent/guardian on the SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. The school principal, with advice from representative organization(s) of parents/guardians, teachers, and students will make a good faith effort to meet this membership criteria. The school shall strive to have a balance of membership consistent with the District's Equity Policy AG.

The overall role of school-level accountability committees (SACs) shall be to make recommendations to the principal, DAC and the Board as appropriate relative to the improvement of education, safety, learning environment, and expenditure of funds in their schools. Specific responsibilities are outlined in Regulation AE-R-2, School Accountability Committees.

For both DAC and SACs, the parent/guardian membership must be larger than the membership of any other segment of the committee. The chairs of standing DAC committees will also be a parent/guardian or community member.

The DAC and SACs must work to increase parent/guardian engagement in schools by publicizing openings on the DAC and SACs, soliciting parents/guardians to serve on the DAC and SACs, and by assisting school personnel in communications with parents/guardians.

All DAC and SAC meetings shall be open to the public. Meeting notices for DAC meetings shall be posted in the same place and in a similar manner as notices of Board meetings. Notices for SAC meetings shall be posted in the school and in school media.

Every effort shall be made by the Board, the Superintendent, the staff and the accountability committees to fulfill the responsibilities inherent in the concept of accountability as well as the intent of the Educational Accountability Act. The Board shall approve all revisions to Regulations AE-R-1 and AE-R-2.

Current practice codified 1980  
Revised June 1988  
Revised February 1991  
Revised December 1992  
Revised April 2010  
Revised May 8, 2013  
Revised January 22, 2014  
Revised May 11, 2016  
Revised March 10, 2021  
Revised June 9, 2021

LEGAL REFS: C.R.S. 14-15-101, et seq.  
C.R.S. 22-2-117 (waivers from State Board of Education)  
C.R.S. 22-7-301, et seq.  
C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)  
C.R.S. 22-11-301 and 302 (District Accountability Committee)  
C.R.S. 22-11-401 through 406 (School Accountability Committee)  
C.R.S. 22-32-142  
C.R.S. 24-6-402 (Colorado Sunshine Law)  
1 CCR 301-1, Rules 2202-R-1.00 et seq.



**CROSS REFS:**

AED, Accreditation  
AE-R-1, District Accountability Committee (By-laws)  
AE-R-2, School Accountability Committees  
AG, Equity Policy  
BDF, Advisory Committees  
BG, School Board of Education Policy Process  
IHBJ and IHBJ-R, Parent Involvement in Title I Education  
JIC, Student Conduct, Discipline, and Attendance Code  
JK, Student Discipline  
KB, Parent/Guardian Engagement

**SCHOOL ACCOUNTABILITY COMMITTEES**  
(Minimum Requirements for SAC By-Laws)

**Purpose**

The school accountability committee (SAC) represents the school community's point of view at large. Each SAC concerns itself with the improvement of education, safety, and learning environment for students in its school. Toward the accomplishment of this purpose, the SAC works in cooperation with the principal to:

1. Adopt rules for its operation (by-laws) consistent with these organizational guidelines.
2. Request assistance from the school's District Accountability Committee (DAC) Chair, Vice Chair, Training and SAC Support Subcommittee, and/or school representatives to the DAC as appropriate.
3. If a performance or improvement plan is required based on the school's accreditation status, advise the principal concerning preparation of the school's Performance or Improvement plan, and make recommendations regarding the contents of the plan [per C.R.S. 22-11-403 thru 22-11-406].
4. If a Priority Improvement plan or Turnaround plan is required based on the school's accreditation status, publicize and hold a public SAC meeting to receive input concerning possible strategies to be included in the school Priority Improvement plan, or Turnaround plan. The SAC shall make recommendations to the principal and the Colorado Springs School District 11 Board of Education (the Board) concerning the contents of the school Priority Improvement plan or Turnaround plan, taking into account recommendations received at the public meeting. *[At a minimum, the plans must identify the local, state, and federal resources that the school will use to implement the identified strategies with fidelity and incorporate strategies to increase parent/guardian engagement in the public school.]*
5. In coordination with the principal, submit the school's plan to the DAC and the Colorado Springs School District 11 (the District) Superintendent (or designee) by the date specified by the Superintendent (or designee).
6. Publicize the Board public hearing held to review the school's written Priority Improvement or Turnaround plan if one is required. Members of the SAC are encouraged to attend the public hearing.
7. At least quarterly the SAC should assess, in coordination with the principal, the achievements and challenges relating to successful implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan whichever is applicable.
8. Make recommendations to the principal on priorities for the expenditure of school funds with a focus on achievement, safety, and equity; and identify additional funding needs as

appropriate. The SAC shall send copies of its recommendations for the upcoming school year to the DAC, Superintendent (or designee) and the Board not later than February 1 of each year. When requested, the SAC will also provide input on use of Student Activities Funds.

9. Increase the level of parent/guardian engagement in the school consistent with the school's racial/ethnic/economic/ special education/gifted/migrant and English Language Learner (ELL) student representations and the District's Equity Policy AG.

10. Publicize opportunities to serve and solicit parents/guardians to serve on the SAC. In soliciting parents/guardians to serve on the SAC, the SAC shall direct the outreach efforts to help ensure that the parents/guardians who serve on the SAC reflect the student populations represented in the school (as provided in section 9 above).

11. Assist the District in implementing at the school the parent/guardian engagement policy adopted by the Board.

12. Assist school personnel to increase parents'/guardians' engagement with teachers, including but not limited to parents'/guardians' engagement in creating students' Reading to Ensure Academic Development Act (READ) plans, in creating students' Individual Career and Academic Plans, and in creating students' plans to address chronic absenteeism and/or habitual truancy.

13. Provide input and recommendations to the DAC and District administration, on an advisory basis, concerning school principal evaluation procedures and development plans.

14. Develop additional SAC areas of study, as needed, which will address the educational needs of the school.

15. The Board may also task the SAC directly in other Board policies.

### **Membership**

The SAC membership composition will be developed in accordance with the guidelines in policy AE, Accountability/Commitment to Accomplishment. A parent/guardian shall not be eligible to serve as a parent/guardian on the SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father.

The SAC will encourage terms of membership of two years but will accept terms of one year. Terms of membership of two years are encouraged so that over this period members may develop a full understanding of and make significant contributions to the accountability process in their school. Individuals may serve for multiple terms.

For members with two-year terms, the SAC will make a best effort to stagger these terms of membership so that no more than approximately one-half of the committee's membership expires in any one year. Subject to the approval of the SAC, the principal and/or chair will make recommendations for vacant positions.

### **Officers, terms and duties**

A chair will be elected from the SAC membership. A vice chair or co-chair and secretary may also be elected. The term of office will be one or two years, and may be renewed at the discretion of the SAC. The chair, co-chair, and/or vice chair should be a parent/guardian elected from the parent/guardian representatives on the SAC. Officers will be elected by the majority of the membership present at the last meeting of the existing school year or at the first meeting of the next school year but no later than September 1 of each year.

The Chair will preside at all meetings, appoint subcommittee chairs as needed and, in general, conduct the business of the committee. The Chair or Secretary (if elected) will take minutes of the meetings, record attendance and provide a written copy for the records. The Chair will also ensure that the school community has been notified and has the opportunity to participate in DAC/SAC/Parent/Guardian work sessions and conferences sponsored by the District DAC.

### **Meetings**

Meetings will be held at least quarterly but more typically monthly during the school year to address the goals and items listed under "Purpose" above.

A schedule of meetings (dates and times) will be established by the SAC. All meetings will be open to the public. Meeting notices and minutes will be posted in school buildings and on school web sites. Member notification will be by email or other electronic means where possible.

Special meetings may be called by the chairman or by a majority of the total SAC membership. At least seven days' previous notice of special meetings will be given to all SAC members including the principal via phone or written contact.

If prior proper notice is given, the voting membership present will constitute a quorum for the full SAC.

The SAC, with at least two-thirds of the vote in favor of the members present at a regular SAC meeting, may approve a meeting or series of such meetings to take place by video conferencing or other electronic means. The electronic means used shall allow the public to hear the comments made by SAC members participating by electronic means and allow those SAC members to hear all components of the meeting and vote on items as appropriate. A SAC member participating by electronic means will be recorded as attending the meeting. A SAC member has an obligation to ensure that the location from which he or she is participating is free of distractions and promotes clear, two-way conversations. Note: This paragraph will also apply for all SAC Subcommittees.

### **Subcommittees**

Subcommittees will be formed as deemed necessary by the chair and principal. Subcommittee meeting schedules and plans of work must be approved by the SAC.

### **By-laws and amendments**

By-laws will be adopted by the SAC which are consistent with these minimum requirements. They may be amended by a majority vote of the SAC membership at any regular meeting following advance written notice of at least seven days to all members. All amendments also must be consistent with these minimum requirements.

Adopted December 1990  
Revised March 2010  
Revised April 2010  
Revised May 8, 2013  
Revised January 22, 2014  
Revised May 11, 2016  
Revised March 10, 2021  
Revised May 11, 2022

**LEGAL REFS.:** C.R.S. 14-15-101 et seq.  
C.R.S. 22-7-301, et seq.  
C.R.S. 22-7-1201. et seq (Colorado READ Act)  
C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)  
C.R.S. 22-11-401 through 406 (School Accountability Committee)  
C.R.S. 22-32-109 (1)(oo)  
C.R.S. 22-32-142  
C.R.S. 24-6-402 (Colorado Sunshine Law)  
1 CCR 301-1, Rules 2202-R-1.00 et seq.  
1 CCR 301-81, Rules Governing Standards for Individual Career and Academic Plans  
1 CCR 301-92, Rules for Administration of Colorado READ Act

**CROSS REFS.:** AE, Accountability/Commitment to Accomplishment  
AE-R-1, District Accountability Committee By-Laws  
AED, Accreditation  
AG, Equity Policy  
BDF, Advisory Committees  
BG, School Board of Education Policy Process  
DM, Cash in School Buildings  
IHBJ and IHBJ-R, Parent Involvement in Title I Education  
JHB, Truancy  
JIC, Student Conduct, Discipline, and Attendance Code  
JJF, Student Activities Funds  
JK, Student Discipline  
KB, Parent/Guardian Engagement

## Great Reference Links for SAC and DAC Members

August 2022

### Colorado Department of Education (CDE) website links:

#### CDE General Information Links:

CDE Home Page – provides access to information on implementation of Federal and Colorado laws on education, and much more: <http://www.cde.state.co.us>

Latest CDE update (Updated first week of every month) gives the latest info on availability of test results, growth data, school and district performance frameworks, USIPs and much, much more. It is a great resource for staying current and is available at <http://www.cde.state.co.us/cdeupdate>.

The School Dashboard is a visualization tool that graphs out currently available individual school data over time, such as demographics, achievement, growth and performance framework data:  
<http://www.cde.state.co.us/code/schooldashboard>

Colorado READ Act (HB12-1238) Implementation, Rules and Resources:

<http://www.cde.state.co.us/coloradoliteracy/readact/index>.

<http://www.cde.state.co.us/coloradoliteracy/generalinfo-parents> (Colorado READ Act info for Parents)

Every Student Succeeds Act – Implementation in Colorado: <http://www.cde.state.co.us/fedprograms/essa>

Listing and definitions for all CDE acronyms (includes most used by D-11 also):

<http://www.cde.state.co.us/cdeacronyms>

#### Parent Support and Engagement Links:

CDE website “Resources for Parents” page – provides access to DAC and SAC resources plus a wide range of instruction/curriculum/test and parent engagement resources:

<http://www.cde.state.co.us/Resourcesforparents>. See also [http://www.cde.state.co.us/uip/sac\\_dac](http://www.cde.state.co.us/uip/sac_dac)

CDE website “Learning at Home” page – provides ideas and resources for students learning at home:

<https://www.cde.state.co.us/learningathome>

CDE: Family-School-Community Partnerships: Lots of new information and resources here for 22-23.

<https://www.cde.state.co.us/uip/familyengagement>

Link to information on, and a by-subject listing of **promising school and family partnership practices** developed under CO State Advisory Council for Parent Involvement in Education (SACPIE):

<http://www.cde.state.co.us/uip/promising>

#### State and District Accountability and Unified Improvement Plan (UIP) Links:

Latest CDE information on state accountability with links to key resources including the state’s Aug 2022 District Accountability Handbook – Covers District Accountability and School Accountability committee responsibilities: <http://www.cde.state.co.us/accountability/stateaccountability>

CDE generated Unified Improvement Plan resources page – for use by schools and districts. Includes latest info for 22-23 and step-by-step guidance/resources: <http://www.cde.state.co.us/uip>

CDE generated State Accountability Data Tools and Reports page – provides descriptions of latest tools and reports and links to all key tools and reports:

<http://www.cde.state.co.us/accountability/schoolviewdataandresults>

**CDE Generated State Assessment and Performance Data Links:**

CDE generated State, District, and School Performance Framework Reports (final) and percentile ranking info, with data for 10-11, 11-12, 12-13, 13-14, 15-16, 16-17, 17-18, and 18-19 plus the latest UDIP/USIPs:

<http://www.cde.state.co.us/schoolview/performance> . (See also District and School Performance Frameworks <http://www.cde.state.co.us/accountability/performanceframeworks>) [Note: Some 21-22 data may not be posted as yet.]

Colorado Growth Model Tables of Results (TCAP), for 10-11, 11-12, 12-13, 13-14 15-16, 16-17, 17-18, and 18-19 for State, District, and School levels (includes links to growth-related resources):

<http://www.cde.state.co.us/schoolview/coloradogrowthmodel> [Note: The 21-22 data may not be posted as yet.]

CDE generated Assessment Toolkit designed to help districts and schools communicate with parents about state assessments. <https://www.cde.state.co.us/communications/tools-assessments>

**Useful Colorado Springs D11 Related Website links:**

D11 Board of Education home page (meeting dates, agendas, minutes, etc.; policies and regs; how to contact Board members): <https://www.d11.org/domain/69>

D11 District Accountability Committee page: <https://www.d11.org/site/Default.aspx?PageID=937>  
(Contains information and resources for D11 DAC and SACs)

D-11 Family-School Partnerships – An Implementation Guide:

<https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/842/FamilySchoolPartnershipsToolkit.pdf>

Parent/Community page with key links: <https://www.d11.org/domain/251>

D-11 Technology and Library Tips for Families: Tips on technology and related resources used in every grade level – a great resource for SACs and parents: <https://www.d11.org/Page/18636>

D-11 2022-23 Assessment Calendar:

<https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/541/2022-2023-%20Assessment%20Calendar.pdf>

D-11 School capacity model (all levels) and associated school utilization information:

<https://www.d11.org/domain/3231>

**School District 11**  
**School Accountability Committees (SACs)**  
**Agenda Planning Guide 2022-2023**

**Forward:** This guide is intended to give Principals and SAC Chairs a reference and reasonable flow for agenda topics and actions that meet the broad responsibilities of School District 11 SACs. SACs should tailor agendas appropriate to their school's needs and emphasis with a focus on instructional and social emotional challenges as identified in the school "One Plan"/Unified School Improvement Plan (USIP). Topics not considered in a given month should be considered for a subsequent month. Mandatory items/deadlines are noted where applicable.

**AUGUST**-if August meeting (Themes: Orientation and "One Plan"/USIP development)

- Elect SAC leadership (if not done in April/May-required by Sep 1<sup>st</sup>)
- Orientation of new SAC members
  - Review roles and responsibilities (See Regulation AE-R-2, SAC Bylaws)
  - Review membership status and guidelines
- Detailed review of school "One Plan"/USIP status and instructional focus for 22 - 23 (Update drafts generated during spring 22 "One Plan" symposium based on spring state test results, e.g. CMAS, PSAT/SAT, SPF score, etc., and Administration feedback.) Discuss what data will be collected/monitored to assess progress toward goals
- Review Social Emotional Learning (SEL) challenges and initiatives (e.g. COVID 19 stressors, student trauma-informed care and student re-engagement)
- Review PowerSchool updates for 22-23 and plans for training parents/teachers in effective use. Also review data availability in Hoonuit and Performance Matters for monitoring One Plan results and school academic status.
- Review/meet with PTA(PTO) leadership and F.I.T. Volunteer Coach on school strategies for parent engagement

**SEPTEMBER** (Theme Instructional Focus and USIP)

- SAC orientation (if not done in Aug.)
- Review SAC Handbook for school year 2022-23
- If not done in Aug, review school "One Plan"/USIP status and instructional focus for 22 – 23. Update drafts generated during spring 22 "One Plan" symposium based on spring state test results, e.g. CMAS, PSAT/SAT, SPF score etc., and Administration feedback – finalize USIP for Oct 15, 2022 submission to CDE if needed.
- Review school "One Plan"/USIP monitoring and evaluation strategy (School planning teams should review and update Action Steps, Evidence and Artifacts at least monthly)
- Review District/state assessment plans/actions for school for 22-23

**OCTOBER** (Theme: Instructional Focus)

- Review/discuss School Readiness plan for kindergarten and READ Act implementation, funding, and student status/results, e.g. Acadience fall test results (ES only)
- Review school focus on Individual Career and Academic Plans (ICAPs) and new graduation requirements approved by D-11 Board of Ed. in fall 2020 (MS & HS only)
- Review Fall District Benchmark and other progress monitoring data results (if available) and compare against "One Plan"/USIP goals



- Review Early Warning System data since start of school and identify areas of concern in academics, discipline and attendance.
- Discuss status/success of school-wide discipline policies/plan and “safe learning environment”.

**NOVEMBER** (Theme: Achievement Gaps)

- Review/discuss school approach to Response to Intervention (RTI)/Multi-tier Support System (MTSS) and SEL successes/challenges;
  - Differentiation, blended learning, tutoring, etc.
  - Instructional supports for RTI/MTSS Tier 2 and Tier 3 students including support to Gifted & Talented (GT) and English Language Learner (ELL) students
- Review/discuss school’s focus on parent strategies for individual student support (i.e. parent and teacher as partners in student learning, with focus on student technology device use and support and closing COVID related gaps from 21-22)
- Review available progress monitoring data results and compare against “One Plan”/USIP goals

**DECEMBER** (If meeting – Theme: Catch up and safe learning environment)

- If meeting, use time to complete items not addressed so far and prepare for future tasks.
- Review/discuss with principal the school’s implementation of the educator evaluation system and alignment with instructional goals
- Review/discuss safe learning environment (safety, discipline, attendance, student/staff satisfaction, Chicago 5E survey plans, etc.)
- Review available progress monitoring data results and compare against “One Plan”/USIP goals

**JANUARY** (Theme: Budget and funding priorities for school year 2023-24)

- Review/discuss school budget alignment with “One Plan”/USIP goals and identify school funding shortfalls, e.g.;
  - Instructional resources to meet multiple learning environments and close COVID related learning gaps
  - Technology resources needed for student learning/testing

Note: Budget/funding recommendations must be submitted to DAC by Feb 1, 2023 to be considered for the school year 23-24 budget.

- Review results of available performance monitoring data, e.g. Winter District Benchmark and Middle of the Year (MOY) Acadience data, and compare to “One Plan”/USIP goals.

**FEBRUARY** (Theme: Mid-yr “One Plan”/USIP progress review)

- If not done in Jan, principal and teachers provide relevant 1<sup>st</sup> semester achievement data (including Winter District Benchmark, MOY Acadience, and ACCESS for ELLs test results) and compare against “One Plan”/USIP goals
- Progress in reading, writing, math, social studies and science
- Progress on RTI/MTSS and associated achievement gap strategies
- Progress on SEL successes/challenges
- Progress on student discipline and “safe learning environment” initiatives

- Progress on parent engagement for student learning, including training in PowerSchool and supporting technology.

**MARCH** (Theme: “One Plan”/USIP updates-if needed, catch up on delayed topics)

- Review results of available performance monitoring data, and compare to “One Plan”/USIP goals.
- Review/discuss possible “One Plan”/USIP adjustments (if needed)
- Catch up on delayed topics and/or school unique issues

**APRIL** (Theme: Assessment/planning for next school year)

- If not done in March, principal/teachers provide relevant 3<sup>rd</sup> quarter data for progress monitoring. Review available District/state assessment results, including District Benchmark data for 3<sup>rd</sup> quarter (if available), and assessment challenges
- Elect/select SAC chair, secretary and other officers as appropriate for next school year
- Set SAC meeting calendar for next school year

**MAY** (If meeting – Theme: Continue planning for next school year)

- Review/discuss instructional focus and “One Plan” USIP goals for next year.
- Review progress on SEL successes/challenges, 5E successes and challenges, and parent engagement
- Plan to participate in District spring symposium for school development of 23-24 “One Plan”/USIP

**Colorado Springs School District 11  
Area Superintendents by School  
2022-2023 School Year**



<b>Dr. Scott Mendelsberg Alternative Schools, CTE and Charters 719-520-2018</b>		
Achieve Online	John Bailey	328-3012
Adult/Family Ed	Melissa Burkhardt-Shields	328-3001
Bijou	Mary Ruben-Clapper	328-2060
Digital School	John Bailey	328-3012
Odyssey	Sean Norman	328-2030
Tesla	Jason Miller	328-3100
Athletics	Chris Noll	520-2690
Career/Tech Ed	Duane Roberson	328-2041
AcademyACL	Nikki Myers	719-434-6566
CIVA	Randy Zimmerman	719-633-1306
Comm Prep	Raj Solanki	719-227-8836
GLOBE	Katherine Siegel	719-630-0577
Eastlake HS	Cassandra Berry	719-300-8947
Roosevelt *	Katherine Boyce	719-637-0311

<b>Mr. Bryan K. Relich Central Area Schools 719-520-2018</b>		
Palmer HS	Lara Disney	328-5000
North MS	Stephanie Leasure	328-2400
Mann MS	Leah Segura	328-2300
Edison ES	Dr. Kevin Willis	328-2800
Adams ES	Michelle Slyter	328-2900
Columbia ES	Chris Brandt	328-2700
Queen Palmer ES	Christina Butcher	328-3200
Steele ES	Ryan Capp	328-4700
Stratton ES	Kyle Rudd	328-3400
Taylor ES	Kimberly Gilbert	328-3500
Twain ES	Felicia Boudreaux	328-7700
Rogers ES	Natalia Brunton	328-3300

<b>Mrs. Sherry Kalbach Southeast Area Schools 719-520-2018</b>		
Mitchell HS	George Smith	328-6600
Swigert MS	James Nason	328-6900
Galileo MS	Kenneth Miller	328-2200
Audubon ES	Aaron Ford	328-2600
Grant ES	Ryan Miller	328-5700
Henry ES	Ginger Ernst	328-7200
McAuliffe ES	Brett Wiltz	228-0900
Madison ES	Derien Latimer	328-7300
Monroe ES	Dr. Carole Frye	328-7400
Penrose ES	Tamara Forrest	328-7500
Wilson ES	Stephanie Atencio	328-7800

<b>Dr. Brandan Comfort West Area Schools 719-520-2018</b>		
Coronado HS	Darin Smith	328-3600
Holmes MS	Anthony Karr	328-3800
West MS	Dr. Shalah Parker	328-4900
Chipeta ES	Sarah Scott	328-5500
Bristol ES	Gabe Hammel	328-4000
Howbert ES	Toby Lefere	328-4200
Jackson ES	Sara Miller	328-5800
Midland ES	Karen Newton	328-4500
Trailblazer ES	Kenneth Pfeil	328-6300
West ES	Karen Newton	328-4500
Buena Vista ES	Angela Prochnow	328-4100
SPARK Online	Julie Johnson	328-4300

<b>Mr. Darren Joiner Northeast Area Schools 719-520-2018</b>		
Doherty HS	Lana Flenniken	328-6400
Jenkins MS	Tony Jackowski	328-5300
Russell MS	David Dubois	328-5200
Sabin MS	Daniel Carragher	328-7000
Carver ES	Lisa Bizzell	328-7100
Freedom ES	Rochelle Williams	228-0800
Fremont ES	Tracy Squires	328-5600
Keller ES	Stacy Brisben	328-5900
King ES	Treg Joslyn	328-6000
Martinez ES	Tara Berry	328-6100
Rudy ES	Julie Fahey	328-7600
Scott ES	Thomas Copley	328-6200



## 2022-2023 School Principals and Assistant Principals

### Elementary Schools

Adams	328-2900	Michelle Slyter
	AP	Robin Moore
Audubon	328-2600	Aaron Ford
Bristol	328-4000	Gabriel Hammel
Buena Vista	328-4100	Angela Prochnow
Carver	328-7100	Lisa Bizzell
Chipeta	328-5500	Sarah Scott
Columbia	328-2700	Chris Brandt
Edison	328-2800	Dr. Kevin Willis
Freedom	328-0800	Rochelle Williams
Fremont	328-5600	Tracy Squires
Grant	328-5700	Ryan Miller
	AP	Katie Cincoski
Henry	328-7200	Ginger Ernst
Howbert	328-4200	Toby Lefere
Jackson	328-5800	Sara Miller
Keller	328-5900	Stacy Brisben
King	328-6000	Treg Joslyn
Madison	328-7300	Derien Latimer
Martinez	328-6100	Tara Berry
McAuliffe	228-0900	Brett Wiltz
	AP	Ashlynn Smith
Midland	328-4900	Karen Newton
	AP	Carolyn Graham
Monroe	328-7400	Dr. Carole Frye
	AP	Katie Schoolmaster
Penrose	328-7500	Tamara Forrest
Q. Palmer	328-3200	Christina Butcher
Rogers	328-3300	Natalia Brunton
	AP	Connie Parker
Rudy	328-7600	Julie Fahey
Scott	328-6200	Thomas Copley
	AP	Ashlynn Smith
Steele	328-4700	Ryan Capp
Stratton	328-3400	Kyle Rudd
Taylor	328-3500	Kimberly Gilbert
Trailblazer	328-6300	Kenneth Pfeil
Twain	328-7700	Felicia Boudreaux
	AP	Amy Jones
West	328-4500	Karen Newton
	AP	Carolyn Graham
Wilson	328-7800	Stephanie Atencio

### Alternative & Non-Traditional Schools

Roy J. Wasson Academic Campus - 328-2000		
Achieve Online	328-3012	John Bailey
Digital School	328-3012	John Bailey
	AP	Richard Moothart
Adult/Family Ed	328-3001	Melissa Burkhardt-Shields
The Bijou School	328-2062	Mary Catherine Ruben-Clapper
Odyssey ECCO	328-2030	Sean Norman
Tesla EOS	328-3100	Jason Miller
	AP	Jodi Fletcher
Spark Online	328-4300	Julie Johnson

### Middle Schools

Galileo	328-2200	Kenneth Miller
	AP	Karen Van Bemden
	AP	Laura Kosley
	AP	Michael McDowell
Holmes	328-3800	Anthony Karr
	AP	Alisa Snelson
	AP	Darin Arnold
Jenkins	328-5300	Anthony Jackowski
	AP	Glenn Hawthorne
	AP	Kelli Westry
Mann	328-2300	Leah Segura
	AP	TBD
	AP	Matthew Dobbins
North	328-2400	Stephanie Leasure
	AP	Heidi Gugler
	AP	Grant Ambroz
	AP	Justin Weickum
Russell	328-5200	David Dubois
	AP	Lance Cunico
	AP	Ama Dei
Sabin	328-7000	Daniel Carragher
	AP	Christina Miner
	AP	Jamie Freling
Swigert	328-6900	James Nason
	AP	Anna Stewart
	AP	Robin Bliringer
West	328-4900	Dr. Shalah Parker
	AP	Jarrod Torrez

### High Schools

Coronado	328-3600	Darin Smith
	AP	Adareine Arnell
	AP	Matthew Baldwin
	AD	Jimmy Porter
Doherty	328-6400	Lana Flenniken
	AP	Elaine Charney
	AP	Hillary Hinton
	AP	Dr. Lauren Murphy
	AD (Interim)	Jim McCain
Mitchell	328-6600	George Smith
	AP	David Latino
	AP	Renee Cockrell
	AP	Amanda Wermers
	AD	Nick Karn
	Proj Mgr	TBD
Palmer	328-5000	Lara Disney
	AP	Clara Hoellerbauer
	AP	Daniel Geiser
	AD	Matt Wilson

### Charter Schools

AcademyACL	719-434-6566	Nikki Myers
CIVA	719-633-1306	Randy Zimmerman
Comm. Prep	719-227-8836	Raj Solanki
Globe	719-630-0577	Katherine Siegel
Eastlake HS	719-300-8947	CJ Berry
Roosevelt Charter	719-637-0311	Kate Boyce

Principal new to the position  
 Assistant Principal new to the position

### DAC Committee Members 2022-2023 School Year

Category	Name	Phone #	Email	Affiliation/Location
Chair	1) Velvet Stepanek	964-6002	<a href="mailto:vstepanek@msn.com">vstepanek@msn.com</a> ;	Chair/Parent
Vice Chair (Membership Committee)	1) Lauren Walker		<a href="mailto:loryash@gmail.com">loryash@gmail.com</a> ;	Vice Chair/Parent
4 parents with students in District regular elementary schools	1) Alysa Webb	475-7465	<a href="mailto:opuswebb@gmail.com">opuswebb@gmail.com</a> ;	Parent/Twain ES Parent/Rogers ES Parent/Audubon ES
	2) Amanda Duncan		<a href="mailto:duncan710@gmail.com">duncan710@gmail.com</a> ;	
	3) Jennifer Williamson		<a href="mailto:jssw220@gmail.com">jssw220@gmail.com</a> ;	
	4) Cory Lemay	323-0472	<a href="mailto:Flt655@gmail.com">Flt655@gmail.com</a> ;	
1 parent with a student identified as GT	1) Nila Rickard	217-9409	<a href="mailto:nilarickard@yahoo.com">nilarickard@yahoo.com</a> ;	Parent/McAuliffe ES Parent/North MS/Palmer HS
1 parent with a student identified as Special Needs	1) Karyn Lee		<a href="mailto:wynnekd@msn.com">wynnekd@msn.com</a> ;	
1 parent with a student identified as ELL	1) Vacant			Parent/
2 parents with students in District regular middle schools	1) Vicky McLaughlin	661-3339	<a href="mailto:Vmclaughlin1013@gmail.com">Vmclaughlin1013@gmail.com</a> ;	Parent/North MS
	2) Allyson Kelly	661-8721	<a href="mailto:allymkelley@yahoo.com">allymkelley@yahoo.com</a> ;	Parent/North MS
2 parents with students in District regular high schools	1) Thom Moore		<a href="mailto:Thomas.moore.sac@outlook.com">Thomas.moore.sac@outlook.com</a> ;	Parent/Doherty HS
	2) Jen Stevens	322-4751	<a href="mailto:jen@stevens-writing.com">jen@stevens-writing.com</a> ;	Parent/Palmer HS
1 parent with a student in a District alternative school	1) Michel Racine	233-0210	<a href="mailto:michelracineco@yahoo.com">michelracineco@yahoo.com</a> ;	Parent/Odyssey ECCO

Category	Name	Phone #	Email	Affiliation/Location
1 parent with a student in a District charter school	1) Angel Cardon		<a href="mailto:paaclvp@academyacl.org">paaclvp@academyacl.org</a> ;	Parent/Academy ACL
3 teachers (one elementary, one middle and one secondary)	1) LynDel Randash	637-0311	<a href="mailto:lrandash@rca-csprings.org">lrandash@rca-csprings.org</a> ;	Teacher/Roosevelt
	2) Emily Owen	228-0953	<a href="mailto:Emily.Owen@d11.org">Emily.Owen@d11.org</a> ;	Teacher/McAuliffe ES
	3) Amanda Hawkins		<a href="mailto:Amanda.Hawkins@d11.org">Amanda.Hawkins@d11.org</a> ;	Teacher/Mann MS
4) Vacant				
3 school administrators (one elementary, one middle and one secondary)	1) Toby Lefere		<a href="mailto:Tobin.Lefere@d11.org">Tobin.Lefere@d11.org</a> ;	Principal/Howbert ES
	2) Alexandra Madsen		<a href="mailto:Alexandra.Madsen@d11.org">Alexandra.Madsen@d11.org</a> ;	Dean/Odyssey ECCO
	3) Vacant			/Middle School
1 ESP representative	1) Cynthe Winebrenner	328-6666	<a href="mailto:Cynthe.Winebrenner@d11.org">Cynthe.Winebrenner@d11.org</a> ;	ESP Rep/North MS
4 community members living in the District without students in District schools	1) Lyman Kaiser	260-6187	<a href="mailto:Lyman.kaiser@comcast.net">Lyman.kaiser@comcast.net</a> ;	Community
	2) Jan Rennie	460-1523	<a href="mailto:Janice.Rennie@d11.org">Janice.Rennie@d11.org</a> ;	Community
	3) Carl Schueler	385-5391	<a href="mailto:cschueler@springgov.com">cschueler@springgov.com</a> ;	Community
	4) Vacant			
1 person involved in business or industry within the District's boundaries	1) John Gustafson		<a href="mailto:Johnpepegus3@gmail.com">Johnpepegus3@gmail.com</a> ;	Business
1 person associated with the military community at Peterson AFB	Victoria Henderson	556-6141	<a href="mailto:Victoria.Henderson.1@us.af.mil">Victoria.Henderson.1@us.af.mil</a> ;	Military Liaison
		556-7832	<a href="mailto:Carnation011476@yahoo.com">Carnation011476@yahoo.com</a> ;	

Category	Name	Phone #	Email	Affiliation/Location
Chair of the DAC Budget Committee	Amanda Huber		<a href="mailto:Huber.amanda1117@gmail.com">Huber.amanda1117@gmail.com</a> ;	Chair
1 person associated with Higher Education	Chauncey Johnson		<a href="mailto:Chauncey.jhnson7@gmail.com">Chauncey.jhnson7@gmail.com</a> ;	Student at UCCS
Chair of the DAC Accreditation/Achievement Committee	Marion Clawson	210-2099	<a href="mailto:clawson.marion@gmail.com">clawson.marion@gmail.com</a> ;	Chair/Parent
Administrative Liaison (Appointed by the Superintendent) ex-officio, non-voting member	Phoebe Bailey	520-2017	<a href="mailto:Phoebe.Bailey@d11.org">Phoebe.Bailey@d11.org</a> ;	Chief of Personnel Support Services
Administrative Support (ex-officio, non-voting member)	Trudy Tool	520-2016 287-4104	<a href="mailto:toolte@d11.org">toolte@d11.org</a> ;	Personnel Support Services
Non-voting participant	LouAnn Dekeleva		<a href="mailto:LouAnn.Dekeleva@d11.org">LouAnn.Dekeleva@d11.org</a> ;	D11 Engage

### List of Commonly Used Acronyms at School District 11

<b>ABE</b>	Adult Basic Education
<b>ACE</b>	Alternative Cooperative Education
<b>ACO</b>	Administrative Contracting Officer
<b>ACT</b>	American College Testing
<b>AD</b>	Athletic Director
<b>ADA</b>	Americans with Disabilities Act
<b>ADD</b>	Attention Deficit Disorder
<b>ADE</b>	Automated Data Exchange
<b>ADM</b>	Administration
<b>ADS</b>	Application Development and Support (formerly Information Systems or IS)
<b>AEC</b>	Alternate Education Campus
<b>AED</b>	Amortization Equalization Disbursement
<b>AEFLA</b>	Adult Education Family Literacy Act
<b>AFE</b>	Adult and Family Education
<b>ALJ</b>	Administrative Law Judge
<b>ALP</b>	Advanced Learning Plan
<b>AMAO</b>	Annual Measurable Achievement Outcomes
<b>AP</b>	Assistant Principal
<b>APF</b>	Annual Performance Framework
<b>APR</b>	Annual Performance Review
<b>APPLE</b>	Academic Performance Plan for the Learning Environment
<b>ARC</b>	Annual Required Contribution (for pension reporting)
<b>ARRA</b>	American Recovery and Reinvestment Act
<b>ASBO</b>	Association of School Business Officials
<b>ASCA</b>	American School Counselors Association
<b>ASCENT</b>	Accelerating Students through Concurrent Enrollment
<b>ASE</b>	Adult Secondary Education
<b>AV</b>	Audio Visual
<b>AVID</b>	Advancement Via Individual Determination
<b>AVP</b>	Area Vocational Program
<b>AYP</b>	Adequate Yearly Progress
<b>BAB</b>	Breakfast After the Bell
<b>BIA</b>	Business Incentive Agreement
<b>BIC</b>	Breakfast in the Classroom or Benefits Insurance Committee
<b>BIP</b>	Behavior Intervention Plan
<b>BMF</b>	Budget Modification Form – replaces the IBR (see archive list)
<b>BOCES</b>	Board of Cooperative Education Service
<b>BOE</b>	Board of Education
<b>BRI</b>	Basic Reading Inventory
<b>BYOD</b>	Bring Your Own Device
<b>CAFR</b>	Comprehensive Annual Financial Report
<b>CASB</b>	Colorado Association of School Boards
<b>CASE</b>	Colorado Association of School Executives
<b>CBLA</b>	Colorado Basic Literacy Act
<b>CCR</b>	Communications and Community Relations (formerly OSCR)
<b>CD</b>	Compact Disc or Certificate of Deposit
<b>CDE</b>	Colorado Department of Education
<b>CEA</b>	Colorado Education Association
<b>CESP</b>	Certified Educational Support Professional
<b>CFO</b>	Chief Financial Officer
<b>CIO</b>	Chief Information Officer
<b>CMAS</b>	Colorado Measures of Academic Success (science and social studies) (replaces TCAP)
<b>COP</b>	Certificate(s) of Participation
<b>COBRA</b>	Consolidated Omnibus Budget Reconciliation Act



<b>COTR</b>	Contracting Officer's Technical Representative
<b>CP</b>	Collection Point
<b>CPI</b>	Crisis Prevention Intervention or Consumer Price Index
<b>CPR</b>	Cardio Pulmonary Resuscitation
<b>CPP</b>	Colorado Preschool Program
<b>CSASE</b>	Colorado Springs Association of School Executives
<b>CSEA</b>	Colorado Springs Education Association
<b>CSSD</b>	Colorado Springs School District
<b>CTA</b>	Career Technical Act
<b>CY</b>	Calendar Year
<b>D-11 or D11</b>	District 11 or some other school district as D-followed by their district number (D-20)
<b>DA</b>	Decision Analysis
<b>DAC</b>	District Accountability Committee (formerly DAAC, see archive list)
<b>DAP</b>	Diversity Action Plan
<b>DARS</b>	District Acquisition Regulation System
<b>DASAE</b>	Diploma of Advanced Study in Adult Education
<b>DBS</b>	Division of Business Services
<b>DHH</b>	Deaf and Hard of Hearing
<b>DOK</b>	Depth of Knowledge
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills
<b>DPGF</b>	Designated Purpose Grant Fund
<b>DSL</b>	Diagnostic Services and Learning Center (housed at Tesla)
<b>EA</b>	Education Assistant (special education teaching assistant)
<b>EAC</b>	Energy Advisory Committee
<b>EAGLES</b>	Exceptional Academic Gifted Learning Experience Site
<b>EASy</b>	Educational Achievement System
<b>E &amp; O</b>	Errors and Omissions (insurance)
<b>EDSS</b>	Educational Data Support Services (formerly AERO, see archive list)
<b>EEO</b>	Equal Employment Opportunities
<b>EFL</b>	Educational Functional Level
<b>EFT</b>	Electronic Funds Transfer
<b>ELAT</b>	English Literature Admissions Test or Early Literacy Assessment Tool
<b>ELC</b>	Early Learning Center
<b>ELL</b>	English Language Learner
<b>ELPA</b>	English Language Proficiency Act
<b>ELSIP</b>	Excess of Loss Self Insurance Pool
<b>EMO</b>	Education Management Organization (for charter schools)
<b>EOP</b>	Equal Opportunity Program
<b>ERO</b>	Electronic Registrar Online system
<b>ESL</b>	English as a Second Language
<b>ESP</b>	Education Support Professional, sometimes Education Service Provider
<b>ESSA</b>	Every Student Succeeds Act (replaces NCLB)
<b>ESY</b>	Extended School Year
<b>FDK</b>	Full-Day Kindergarten
<b>FERPA</b>	Family Education Rights and Privacy Act (privacy protection)
<b>FMLA</b>	Family Medical Leave Act
<b>FNS</b>	Food and Nutrition Services
<b>FOTC</b>	Facilities Operations and Transportation Center
<b>FPC</b>	Funded Pupil Count
<b>FTE</b>	Full Time Equivalent
<b>FY</b>	Fiscal Year
<b>GAAP</b>	Generally Accepted Accounting Principles
<b>GASB</b>	Governmental Accounting Standards Board
<b>GB</b>	Gigabyte
<b>GED</b>	General Educational Development
<b>GFOA</b>	Government Finance Officers Association
<b>GRT</b>	Gifted Resource Teacher

<b>GT</b>	Gifted and Talented
<b>HB</b>	House Bill, usually followed by abbreviated calendar year and a 4 digit identifying number
<b>HR</b>	Human Resources
<b>IB</b>	International Baccalaureate
<b>ICAP</b>	Individual Career and Academic Plan
<b>ICSS</b>	Instruction, Curriculum and Student Services
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEC</b>	Irving Education Center
<b>IEP</b>	Individualized Education Plan
<b>IGA</b>	Internal Governmental Agreement
<b>ILP</b>	Individual Literacy Plan
<b>IMS</b>	Instructional Management System
<b>INR</b>	Intent Not to Rehire
<b>IP</b>	Internet Protocol
<b>IPT</b>	IDEA Oral Language Proficiency Test
<b>IT</b>	Information and Technology
<b>JROTC</b>	Junior Reserve Officer Training Corps
<b>LAN</b>	Local Area Network
<b>LEP</b>	Limited English Proficient (or Proficiency)
<b>LRE</b>	Least Restrictive Environment
<b>LRS</b>	Learning Resource Services
<b>LTD</b>	Long Term Disability
<b>LTE</b>	Library Technology Educator
<b>LTT</b>	Library Technology Technician
<b>MAP</b>	Measurement of Academic Progress
<b>MGP</b>	Median Growth Percentile
<b>MLO</b>	Mill Levy Override (sometimes MiLO)
<b>MOA</b>	Memorandum of Agreement
<b>MOU</b>	Memorandum of Understanding
<b>MTSS</b>	Multi-Tier Support System (formerly Response to Interventions or RtI)
<b>MYP</b>	Middle Years Program (pertains to IB)
<b>NEA</b>	National Education Association
<b>NGLC</b>	Next Generation Learning Challenges
<b>OPEB</b>	Other Post-Employment Benefits
<b>OSPB</b>	Office of State Planning and Budget
<b>OU</b>	Optimization of Utilization
<b>PACT</b>	Parent And Child Together
<b>PARCC</b>	Partnership for Assessment of Readiness for College and Careers (English, language arts, math) (replaces TCAP)
<b>PBDA</b>	Preliminary Budget Development Assumptions
<b>PBIS</b>	Positive Behavior Intervention Support
<b>PBS</b>	Positive Behavior Support
<b>PC</b>	Personal Computer
<b>PERA</b>	Public Employee Retirement Association
<b>PHLOTE</b>	Primary or Home Language Other Than English
<b>PIP</b>	Program Implementation Plan
<b>PLC</b>	Professional Learning Community
<b>PLTW</b>	Project Lead the Way
<b>PLP</b>	Personal Learning Plan
<b>PMO</b>	Project Management Office (or Officer)
<b>PO</b>	Purchase Order
<b>POPP</b>	Post Offer/Pre-Placement Physical
<b>POS</b>	Preliminary Offering Statement
<b>PPASBO</b>	Pikes Peak Association of School Business Officials
<b>PPOR</b>	Per Pupil Operating Revenue
<b>PPR</b>	Per Pupil Revenue
<b>PRC</b>	Professional Resource Center

<b>PSEO</b>	Post-Secondary Enrollment Options
<b>PSS</b>	Personnel Support Services
<b>PYIB</b>	Primary Years International Baccalaureate program
<b>Q</b>	Aequitas Solutions (parent/teacher/student connection system) (Formerly Zangle)
<b>QRI II</b>	Qualitative Reading Inventory (first through fifth graders)
<b>QZAB</b>	Qualified Zone Academy Bond
<b>RCM</b>	Resource Conservation Management (Manager)
<b>READ Act</b>	Colorado Reading to Ensure Academic Development
<b>RFI</b>	Request For Information
<b>RFP</b>	Request For Proposal
<b>RFQ</b>	Request For Quote
<b>RJWAC</b>	Roy J. Wasson Academic Campus
<b>RRAF</b>	Risk-Related Activity Fund
<b>ROI</b>	Rate of Increase or Return on Investment
<b>SA</b>	Situation Analysis
<b>SAC</b>	School Accountability Committee (formerly BAAC, see Archive List)
<b>SAGE</b>	Sustainable Agricultural Green Education
<b>SAIL</b>	Student-centered Academic Interdisciplinary Lab (or Learning)
<b>SAT</b>	Scholastic Aptitude Test, then the Scholastic Assessment Test, then the SAT Reasoning Test, and now simply the SAT.
<b>SB</b>	Senate Bill-usually followed by abbreviated calendar year and a 2 or 3 digit identifying no.
<b>SBE</b>	Standards Based Education
<b>SBR</b>	Standards Based Reporting
<b>SES</b>	Supplemental Educational Services
<b>SIED</b>	Significant Identified Emotional Disorder
<b>SIOP</b>	Sheltered Instruction Observation Protocol
<b>SIPPS</b>	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (K-3)
<b>SIRSI</b>	This is not an acronym but the actual name of the library system program
<b>SIS</b>	Student Information System
<b>SLD</b>	Specific Learning Disability
<b>SLIC</b>	Significantly Limited Identifiable/Communicable
<b>SLO</b>	Student Learning Outcome
<b>SMART</b>	Specific, Measureable, Attainable, Realistic, Time-bound
<b>SOT</b>	Specific Ownership Taxes
<b>SPED</b>	Special Education
<b>SPF</b>	School Performance Framework
<b>SRD</b>	Sufficient Reading Deficiency
<b>SRO</b>	School Resource Officer
<b>SSA</b>	School and Student Activity
<b>STEAM</b>	Science, Technology, Engineering, Arts, and Math
<b>STEM</b>	Science, Technology, Engineering, and Math
<b>SWOT</b>	Strengths, Weaknesses, Opportunities, Threats
<b>SY</b>	School Year
<b>TA</b>	Teaching Assistant
<b>TABOR</b>	TAxpayers Bill Of Rights
<b>TAC</b>	Transportation Advisory Committee
<b>TAP</b>	System for Teacher and Student Advancement Program
<b>TCT</b>	Teachers Coaching Teachers Program
<b>TELL</b>	Teaching, Empowering, Leading and Learning survey
<b>TLC</b>	Teacher Learning Coach (formerly Literacy Resource Teacher or LRT)
<b>TIF</b>	Teacher Incentive Fund
<b>TOSA</b>	Teacher On Special Assignment
<b>TPA</b>	Third Party Administrator
<b>TSA</b>	Tax Sheltered Annuity
<b>TSI</b>	TAP Summer Institute (see TAP above)
<b>UDIP</b>	Unified District Improvement Plan
<b>USIP</b>	Unified School Improvement Plan

<b>WAN</b>	Wide Area Network
<b>WICOR</b>	Writing, Inquiry, Collaboration, Organization and Read to Learn
<b>YPAE</b>	Young People's Art Exhibition
<b>ZBB</b>	Zero Based Budget

**Archive List of Previously Used Acronyms in School District 11**

<b>AERO</b>	Assessment, Enrollment and Research Office (formerly DPRE) ("E" used to be Evaluation)
<b>ARCA</b>	Assessment, Research and Curriculum Alignment (replaced TISS, see below)
<b>ASE</b>	Adult Secondary Education
<b>BAAC</b>	Building Accountability Advisory Committee (replaced by SAC, see current list)
<b>CBOC</b>	Citizens Bond Oversight Committee
<b>CIT</b>	Coordinator of Information Technology (replaced by LTE, see current list)
<b>CPKP</b>	Colorado Preschool Kindergarten Program
<b>CQI</b>	Continuous Quality Improvement
<b>CSAP</b>	Colorado Student Assessment Program (replaced by TCAP)
<b>DAAC</b>	District Advisory and Accountability Committee (replaced by DAC, see current list)
<b>DALT</b>	District Achievement Level Tests
<b>DARTS</b>	Department of Assessment, Research and Technology Services (formerly Tech Services)
<b>DIP</b>	District Improvement Plan (replaced by UDIP, see current list)
<b>DPRE</b>	Department of Planning, Research and Evaluation
<b>HESP</b>	Home Education Support Program
<b>HRI</b>	House Bill introducing "Leave No Child Behind"
<b>HRO</b>	Holmes, Robert & Owen (District's principal attorney) merged with Bryan L. Cave, LLP
<b>IBR</b>	Incremental Budget Request-replaces Part II Budget Request form, replaced by BMF
<b>IS</b>	Information Services – changed to ADS (see current list)
<b>ITBS</b>	Iowa Tests of Basic Skills
<b>LRSUS</b>	Long Range School Utilization Study
<b>LMT</b>	Library Media Technician (replaced by LTT, see current list)
<b>LRT</b>	Literacy Resource Teacher (replaced by TLC, see current list)
<b>LST</b>	Literacy/Standards Teacher
<b>NCLB</b>	No Child Left Behind Act (replaced by ESSA, see current list)
<b>OSCR</b>	Office of School and Community Relations (replaced by CCR, see current list)
<b>PRO</b>	Police Resource Officer (in Middle Schools) (See SRO)
<b>RI</b>	Response to Interventions (replaced by MTSS)
<b>SAR</b>	School Accountability Report
<b>SCAUSC</b>	School Configuration And Use Study Committee
<b>SEMS</b>	Substitute Employee Management System
<b>SIP</b>	School Improvement Plan (replaced by USIP, see current list)
<b>TAN</b>	Tax Anticipation Note
<b>TCAP</b>	Transitional Colorado Assessment Program (formerly CSAP) (replaced by PARCC and CMAS)
<b>TISS</b>	Technology Integration Support Services
<b>WCIL</b>	West Center for Intergenerational Learning