

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

Mr. Michael Gaal, Superintendent
Phoebe Bailey, Chief of Personnel Support Services

**District Accountability Committee
Full DAC Committee Meeting**

March 16, 2023

Hybrid – In person and WebEx

Tesla, Room 116

6:00 – 8:00pm

1. Welcome– Velvet Stepanek, DAC Chair– 5 minutes
2. Spotlight, Dale Ogdahl – Building Manager (Professional Development Building) – 10 minutes
3. Early Warning System Update– Valerie Scates, Executive Director Student Success & Wellness, Tom Hunt, Director-Application Development & Support, Sonia Urban, Facilitator-MTSS Secondary – 30 minutes
4. FSCP Collaborative Update – Velvet Stepanek, DAC Chair– 5 minutes
5. Family Engagement Policy Feedback – Velvet Sepanek, DAC Chair – 15 minutes
6. Budget Subcommittee Update – Amanda Huber, Budget Chair – 15 minutes
7. Accreditation Subcommittee Update – Marion Clawson, Accreditation Chair – 5 minutes
8. Training & SAC Support Subcommittee Update – Lyman Kaiser, T&SS Chair– 5 minutes
9. Membership Update – Lauren Walker, Vice Chair/Membership – 5 minutes
10. AMP Update – Michael Gaal, Superintendent/Ryan Capp, Principal-Steele ES – 20 minutes
11. Closing– Velvet Stepanek, DAC Chair – 5 minutes

T & SS meetings, April 4, May 2, via WebEx

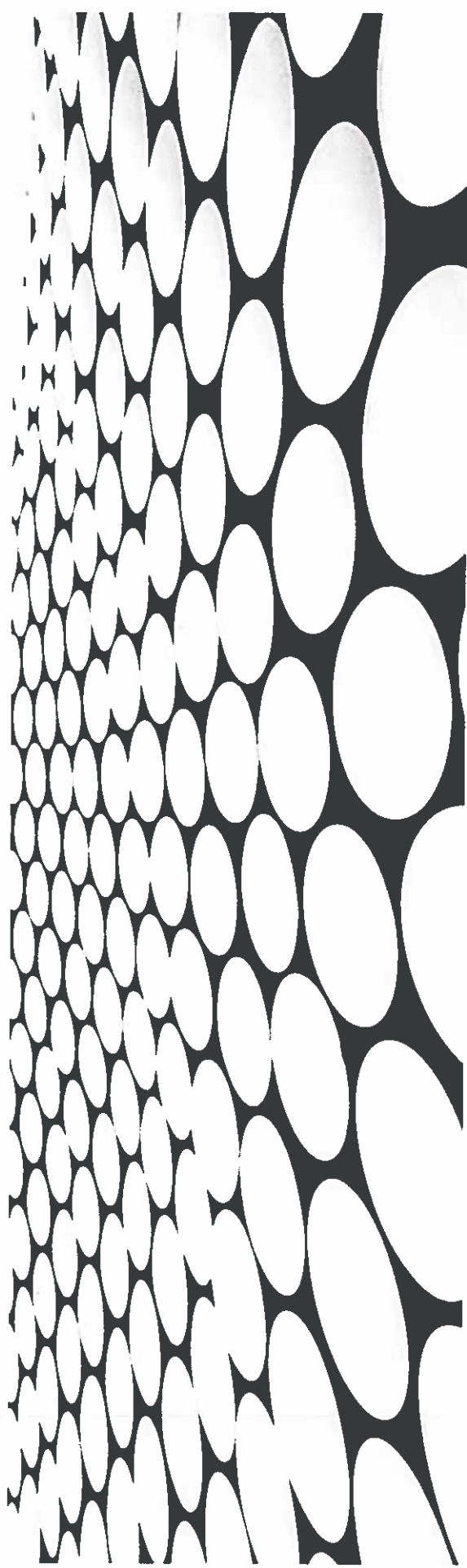
SAC Training, April 6, In person, Tesla room 129/116

DAC meetings, April 20, May 11, via in person (Tesla) and WebEx



EARLY WARNING INDICATORS / ON-TRACK TO GRADUATION

DAC PRESENTATION MARCH 16, 2023



THE WHY?

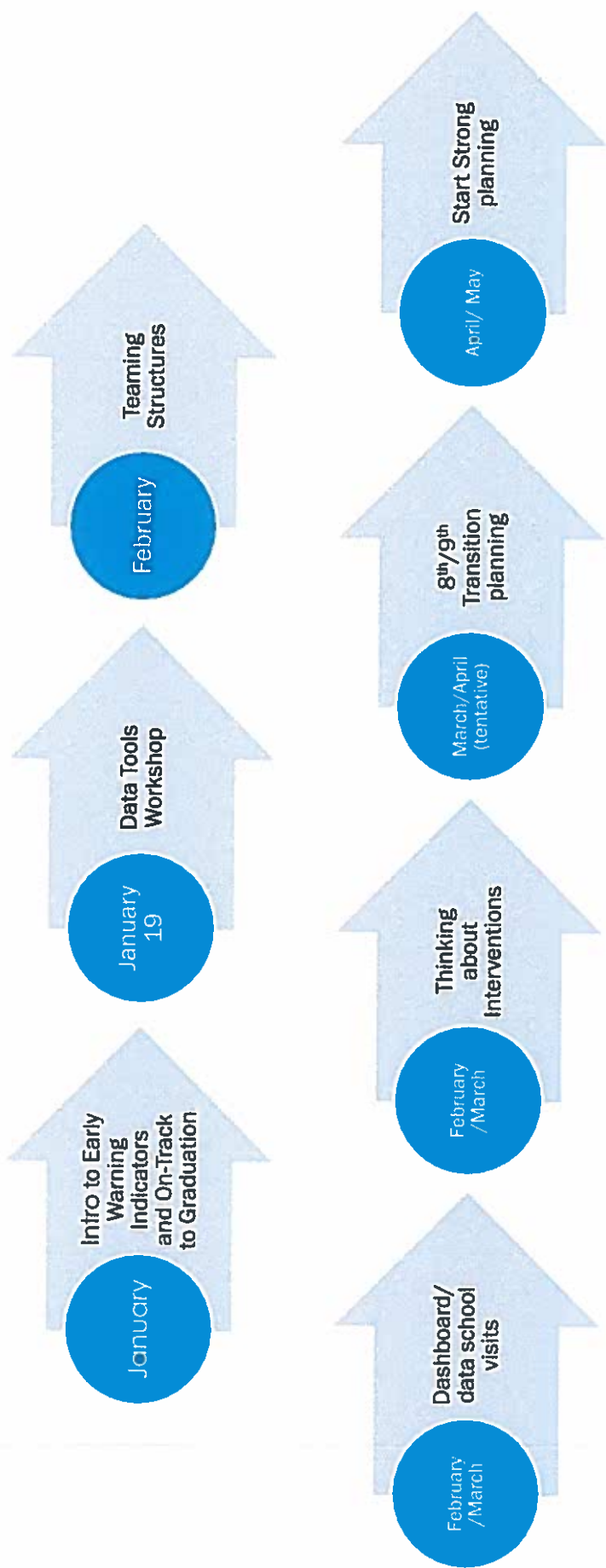
2022 by the numbers (CDE)	D11	State
2022 4-year Graduation Rate	70.9 %	82.3 %
2022 Drop-out rate	4.9 %	2.2 %

Middle School and High School Early Warning Indicator Impact

6 th Grade, 1 st Marking Period	Absent 3 or more times Suspended D or F in Math/ELA GPA below 3.0	2x more likely to drop out 3x more likely to drop out 1.5x more likely to drop out 5x more likely to drop out
9 th Grade, 1 st Marking Period	Absent 3 or more times Suspended D or F in Math/ELA GPA below 3.0	3x more likely to drop out 2x more likely to drop out 3x more likely to drop out 5x more likely to drop out

[CDE Graduation Statistics](#)
[CDE Dropout statistics](#)

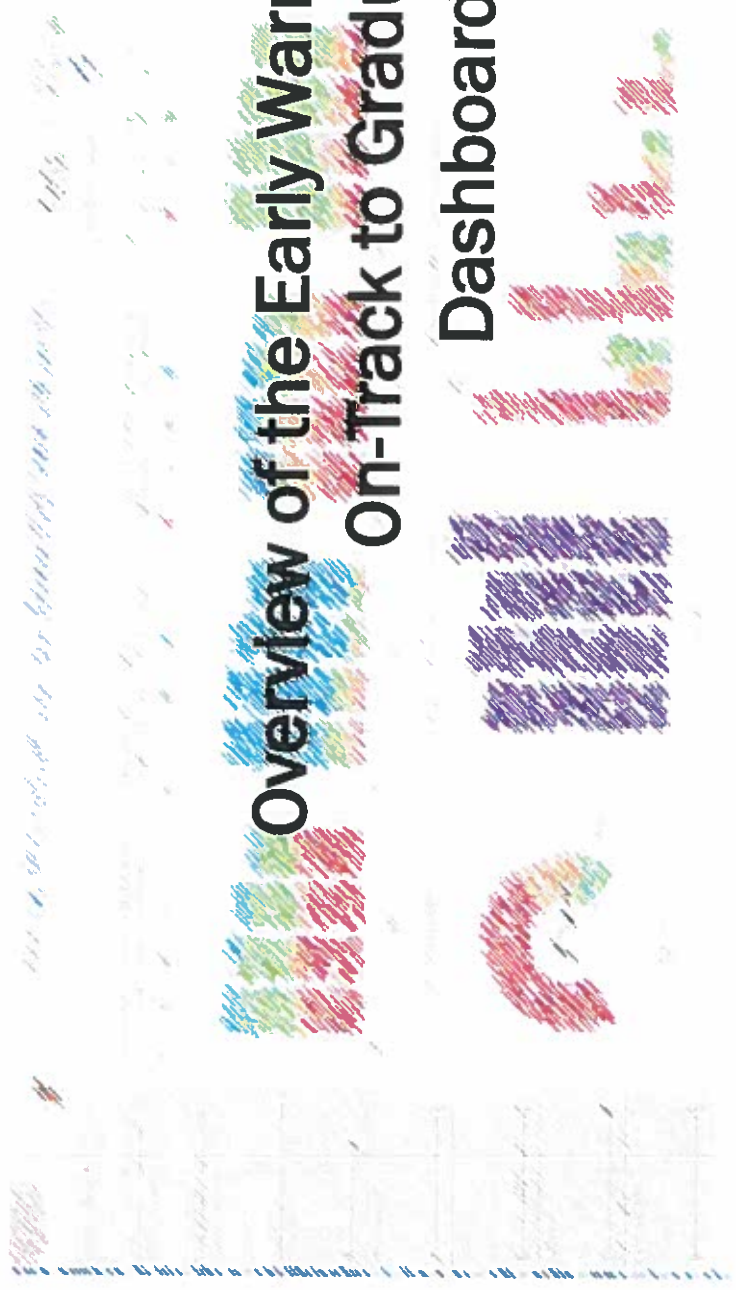
HISTORY OF THE WORK IN D111 AND SPRING TIMELINE

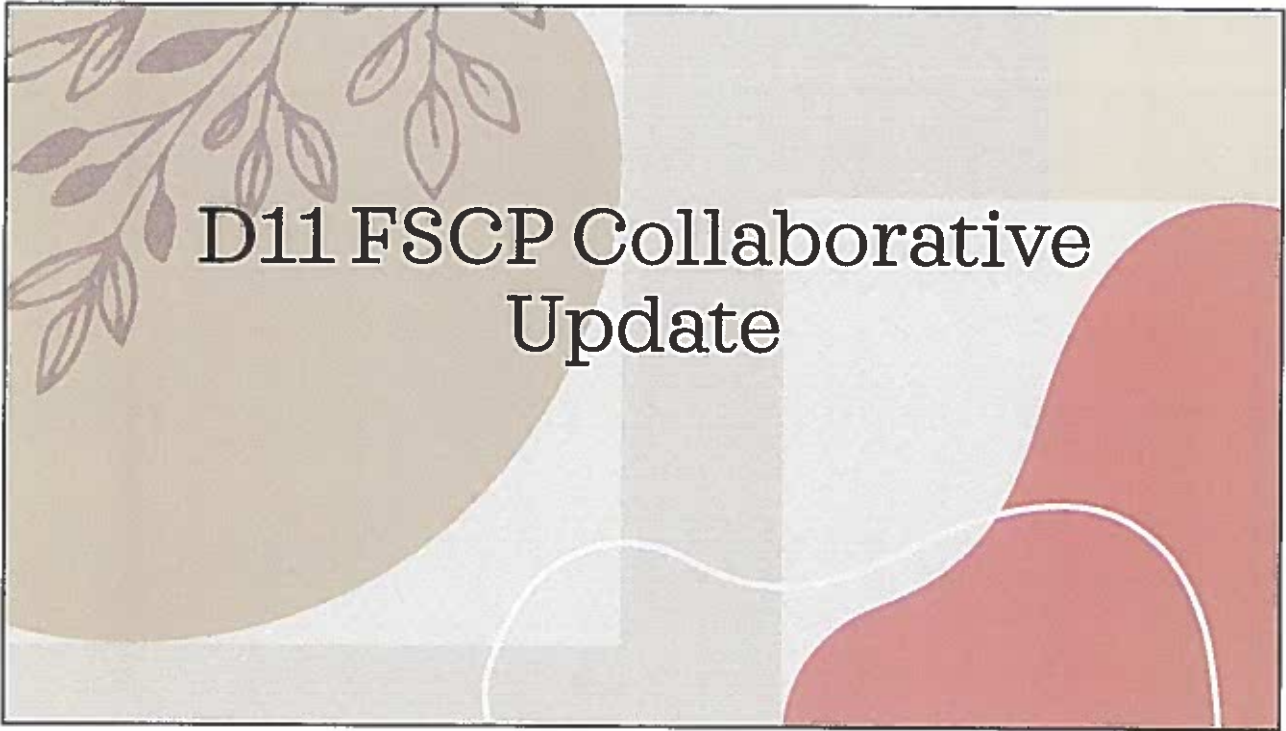


Overview of the Early Warning Indicator / On-Track to Graduation

Dashboard

Tom Hunt

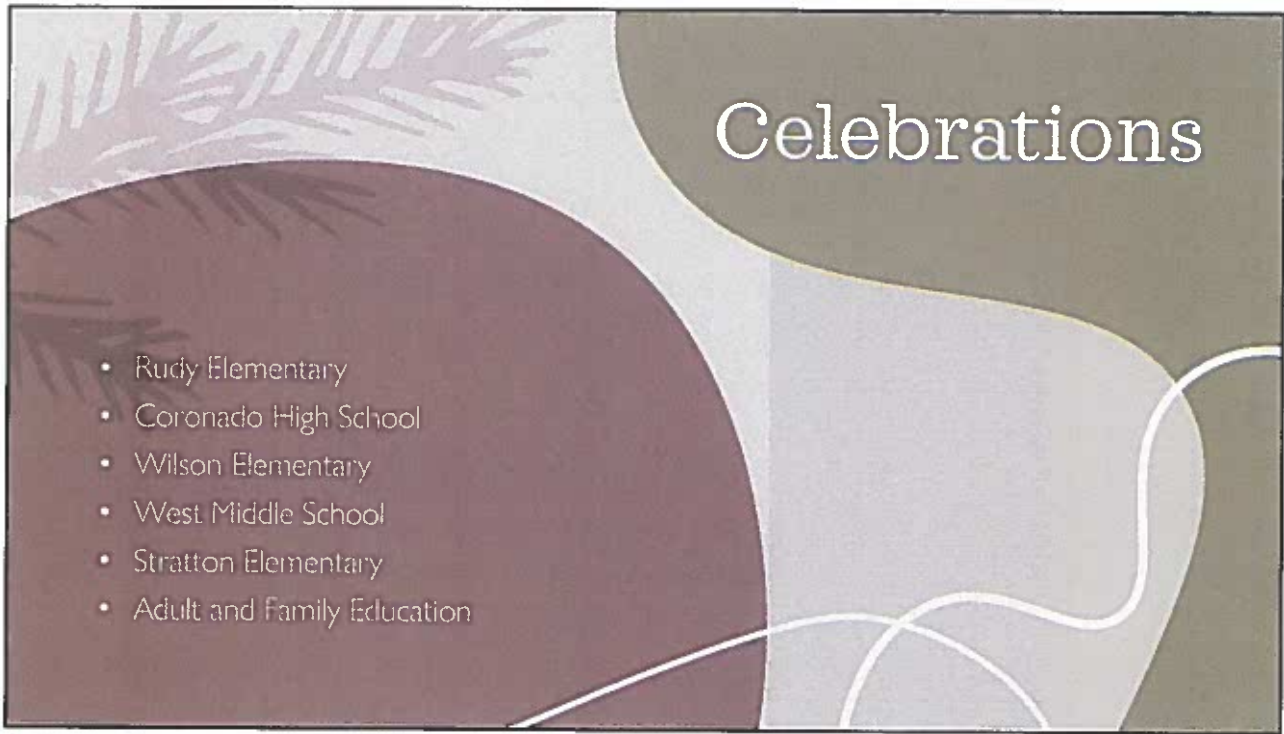




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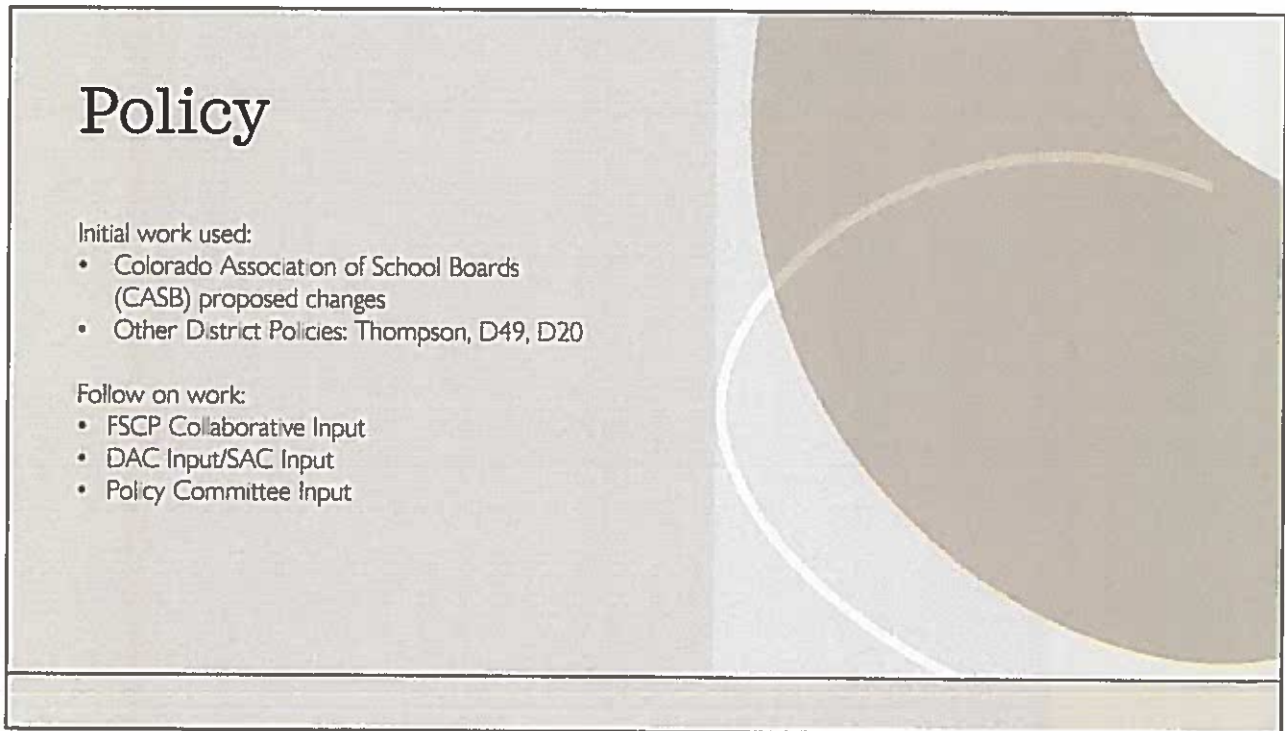
2



Celebrations

- Rudy Elementary
- Coronado High School
- Wilson Elementary
- West Middle School
- Stratton Elementary
- Adult and Family Education

3



Policy

Initial work used:

- Colorado Association of School Boards (CASB) proposed changes
- Other District Policies: Thompson, D49, D20

Follow on work:

- FSCP Collaborative Input
- DAC Input/SAC Input
- Policy Committee Input

4

LISTENING CIRCLES

Edison Elementary completed
Plan to facilitate at five schools by end of year

5

This slide features a light purple background with a large white circle and a smaller red circle overlapping it. The text is centered within the white circle. There are faint leaf patterns in the top left and bottom right corners.

5

Students

- Have tried to organize formal meeting.
- Plan to have lunch with students at their high school.

6

This slide has a light beige background on the left and a dark grey/black background on the right. A large white circle is partially visible on the right side. The text is on the left side.

6

PARENT/GUARDIAN ENGAGEMENT

The Colorado Springs School District 11 Board of Education (the Board) believes that parent/guardian engagement is key to academic achievement. The term "parent" refers to any caregiver/guardian who assumes responsibility for nurturing and caring for their children. When parents/guardians are involved in their children's education, the attitudes, behaviors, and achievement of students are enhanced.

Parents/guardians and families provide the primary educational environment for children; consequently, parents/guardians are vital and necessary partners with the educational communities throughout their children's school career. Although parents/guardians come to the schools with diverse cultural backgrounds, primary languages, and needs, universally all parents/guardians want what is best for their children.

In order to encourage parent/guardian engagement, six essential elements shall be promoted:

1. **Communication between home and school is regular, two-way, and meaningful:** Effective communication requires school-initiated contact with the parent/guardian and parent/guardian-initiated contact with the school where both parties provide vital information about a child's strengths, challenges and accomplishments. To communicate effectively, both parties must be aware of and address issues such as cultural diversity, language differences and special needs. Appropriate steps shall be taken to allow clear communication between participants.

Responsible parenting is promoted and supported: The family plays a key role in a child's educational environment. School personnel and program staff shall support positive parenting by respecting and affirming the strengths and skills needed by parents/guardians to fulfill their role. Parents/guardians shall be linked to programs and resources within the community that provide needed support services.

2. **Parents/guardians play an integral role in assisting student learning:** Student achievement increases when parents/guardians are actively involved in the learning process. Schools shall therefore provide opportunities for parents/guardians to learn effective ways to support their child's educational needs including information about how parents/guardians can support student behaviors such as punctuality and regular attendance that are closely tied to student success in school.

Parents/guardians are welcomed as volunteers in schools: Parent/guardians volunteers are essential for advancing student achievement. Therefore, parents/guardians shall be welcome and invited to volunteer at all educational levels. Volunteer opportunities shall capitalize on the expertise, interests and skills of the parents/guardians, and have a direct connection to school and district goals. (Policy IJOC and regulation IJOC-R provide the criteria for approval of volunteers.)

Parents/guardians are full partners in the decisions that affect their children and families: Parents/guardians and educators have a mutual responsibility to make

informed decisions related to all aspects of the education provided to our students. Schools shall actively enlist parent/guardian participation in decision-making. Further, efforts shall be made to recruit and support participation by parents/guardians representing diverse student groups such as: limited English proficient, special needs, gifted and talented, and homeless. The role of parents/guardians in

decision-making shall be continually evaluated, refined, and expanded at the District and school levels.

3. Parents/guardians, school and community collaborate in order to enhance student learning, strengthen families and improve schools: Parents/guardians, educators and community members will work together in order to promote and effectively increase educational opportunities for children. When schools and communities form partnerships, both make gains that outpace what either entity could accomplish on its own.

Adopted May 1992
Revised May 2004
Revised May 14, 2014
Reviewed April 15, 2019

LEGAL REFS.: C.R.S. 8-40-101, et seq. (Workers' Compensation Act of Colorado)
C.R.S. 22-7-301, et seq.
C.R.S. 22-11 all (Educational Accountability)
C.R.S. 22-32-142
C.R.S. 24-10-101, et seq. (Colorado Governmental Immunity Act)

CROSS REFS. AE, Accountability/Commitment to Accomplishment
AED,
Accreditation EB,
Safety Program
EI, Insurance and Self-Insurance Program/Risk Management
IHBJ and IHBJ-R, Parent/Guardian and Family Engagement in
Title I Education
IJOA, Field Trips
IJOC and IJOC-R, School Volunteer
Services IKACA, Parent/Guardian-Teacher
Conferences
KF, Community Use of District Property (for Non-District
Use) KI, Visitors to Schools
Family-School Partnerships: An Implementation Guide (a/k/a as
the "Family Involvement Toolkit")

PARENT AND FAMILY ENGAGEMENT IN EDUCATION

The Colorado Springs School District 11 Board of Education (the Board) believes that parent/guardian engagement is key to academic achievement and that the education of each student is a responsibility shared by the school as well as parents and families. The Board recognizes the need for a constructive partnership between the district, parents/guardians, and families that provides for two-way communication and fosters educational support for students, parents, and families. The term "parent" refers to any caregiver/guardian who partner with schools to support student growth, development, and learning. When parents are involved in their student's education, the attitudes, behaviors, and achievement are enhanced. This belief is in alignment with the Parent Teacher Association's (PTA) National Standards for Family-School Partnerships and the Colorado Department of Education's Family, School, and Community Partnership (FSCP) P-12 Framework.

Parents/guardians and families provide the primary educational environment for children; consequently, parents/guardians are vital and necessary partners with the educational communities throughout their children's school career.

Family and Community Engagement Definition: Parents, students, district personnel, school programs, and community partners actively collaborate to develop, implement and evaluate effective practices to improve educational outcomes for all children and youth.

It is the intention of the district and each of its schools to;
cultivate and support active, culturally responsive family engagement
to set and realize goals for parent-and family-supported student learning

In order to encourage parent engagement, these essential elements shall be promoted:

Communication between home and school is consistent, two-way, and meaningful. Meaningful communication will help parents and families understand the educational process and their role in supporting student achievement. Communication to include school program offerings, and learning opportunities within the district and at each school, including information on choice enrollment, choice programs, and charter school options all of which will be offered in multiple languages. District schools will create an inclusive culture honoring the lived experience of students, parents, and families in the school and district community to include cultural diversity, language differences and special needs.

2. The family plays a key role in a child's educational success. The District and schools will provide opportunities for parents and families;
to be informed about their student's progress toward attaining proficiency on district academic standards through written materials and public meetings
Information shall explain how the student's progress will be measured and how parents and families will be informed of such progress. This information will also be provided to the school and district accountability committees.

3. The District and schools will provide appropriate avenues for parents and families to find support in their role. Parents shall be linked to services and resources within the district and community that provide support. This includes opportunities for parents to learn effective ways to support the whole child.

4. Invest in building trusting relationships to strengthen the partnership between students,

parents, and individual schools and the district regarding education success.

5. Parents are welcomed as volunteers in schools. Volunteer opportunities shall capitalize on the expertise, interests and skills of the parents/guardians, and have a direct connection to school and district goals. (Policy IJOC and regulation IJOC-R provide the criteria for approval of volunteers.)

6. Encourage formal organizations for parents and families at each school building as well as at the district level. The organizations will receive information concerning district and school activities and will have opportunities for input into district and school decisions as appropriate.

7. Parents are full partners in the decisions that affect their students. Parents and educators have a mutual responsibility to make informed decisions related to all aspects of the education provided to students. Consult with and encourage students, parents, and community partners to share in school and district planning and in the setting of goals by participating in school and district accountability committees. Further, efforts shall be made to recruit and support participation by parents representing diverse student groups.

The Board supports professional development opportunities for staff to enhance their understanding of culturally responsive, effective, and equitable family and community engagement strategies.

The Board also recognizes the special importance of parental involvement to the success of its Title1, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs and directs the superintendent to ensure that the district and schools jointly develop parent involvement policies that meet the requirements of federal law.

The district will identify an employee of the district to act as the point of contact for family and community engagement training and resources. The identified person will also serve as the liaison between the district, the District Accountability Committee (DAC), the Colorado State Advisory Council for Parent Involvement in Education (SACPIE), and the Colorado Department of Education (CDE). The Point of Contact for Family and Community Engagement will facilitate the district's culturally responsive and inclusive efforts to increase parent, guardian, family, and community engagement.

The District Accountability Committee (DAC) will conduct a periodic review of this policy. As part of its review the DAC will seek input from school accountability committees and then provide any recommended policy revisions to the Policy Committee.

Adopted May 1992

Revised May 2004

Revised May 14, 2014

Reviewed April 15, 2019

Revised April 2023

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