

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent – Personnel Support Services

**District Accountability Committee
Full DAC Committee Meeting**

January 20, 2022
Hybrid – In person and WebEx
Tesla, Room 116
6:00 – 8:00pm

1. Welcome/Introductions/Opening Remarks– Velvet Stepanek, DAC Chair– 5 minutes
2. Spotlight – Lyman Kaiser, DAC Community Member-Velvet Stepanek – 15 minutes
3. District Benchmark Data Overview, Dr. David Khaliqi, Executive Director-Education Insights – 40 minutes
4. Space Force Child & Youth Education Services School Liaison Overview- Victoria Henderson, Military Liaison to the DAC – 30 minutes
5. Training & SAC Support Subcommittee Report – Lyman Kaiser – 5 minutes
6. Accreditation Subcommittee Report – Marion Clawson – 5 minutes
7. Budget Subcommittee Report-Mid -Year Budget Modifications – Michael Reyes – 10 minutes
8. Miscellaneous/closing – Velvet Stepanek – 10 minutes

T & SS meetings, February 1, March 2,
April 5, May 3, via WebEx

SAC Training, January 27, April 7, In person (Tesla) and via WebEx

DAC meetings, February 17, March 17, April 21, May 12, via in person (Tesla) and WebEx



WINTER BENCHMARK

DATA DIVE

AGENDA



To what degree did D11 students grow in English Language Arts (ELA) and Math



To what degree did student improve performance levels in ELA and Math?



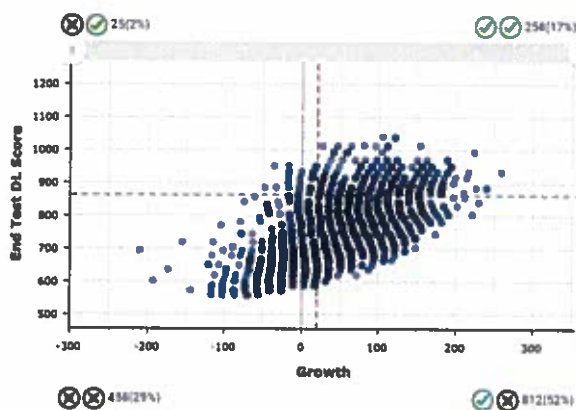
What are some take-aways from these data?

FALL TO WINTER GROWTH VS PERFORMANCE

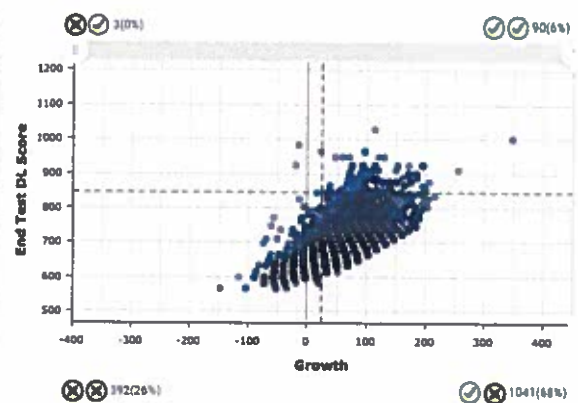


TO WHAT DEGREE DID STUDENTS GROW?

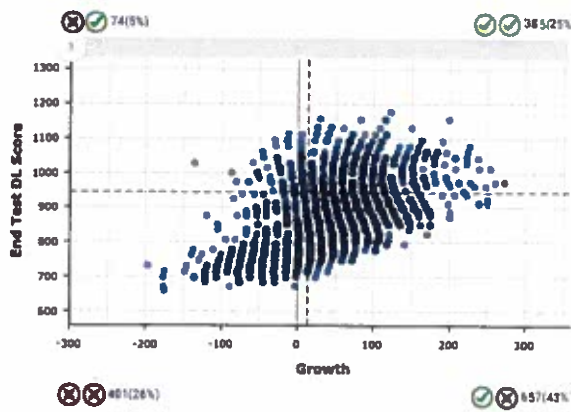
FROM FALL TO WINTER, WHAT % MET EXPECTED GROWTH AND HOW DOES THAT COMPARE TO GRADE LEVEL PERFORMANCE?



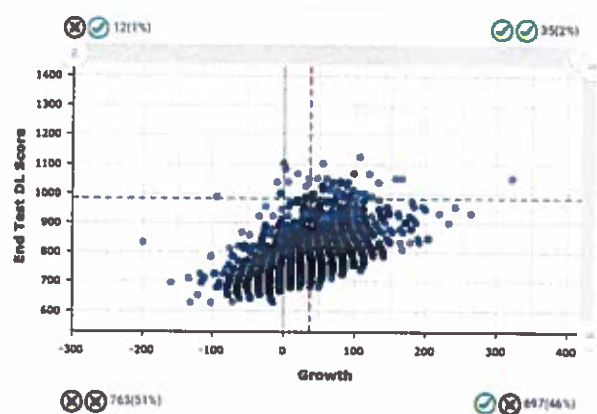
3RD GRADE ELA



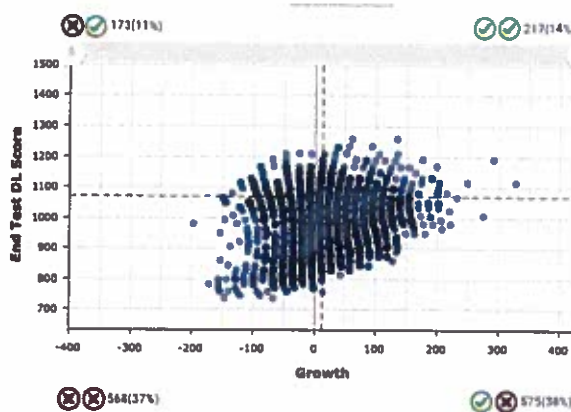
3RD GRADE MATH



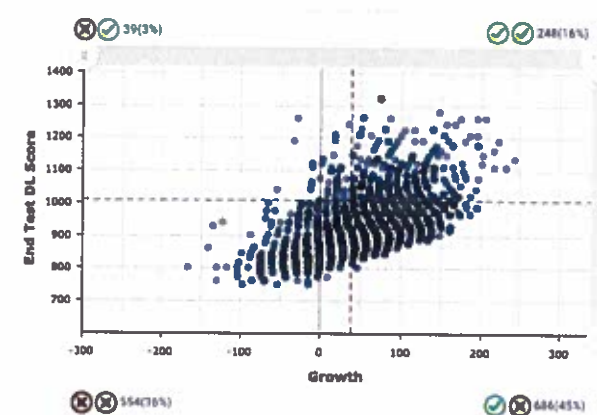
4TH GRADE ELA



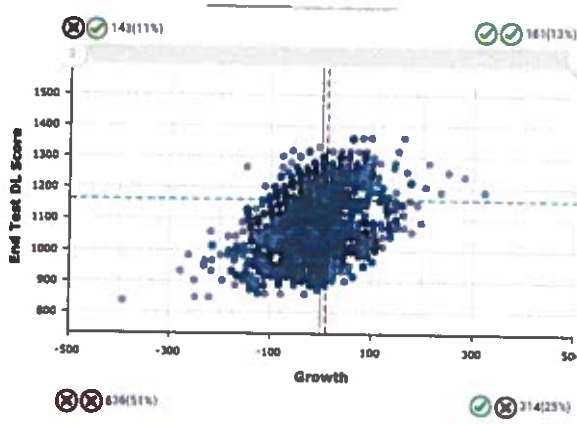
4TH GRADE MATH



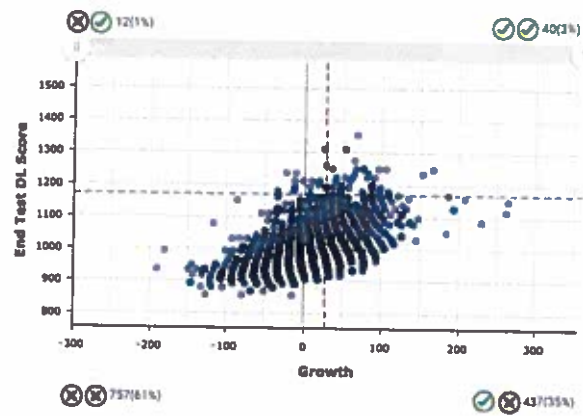
5TH GRADE ELA



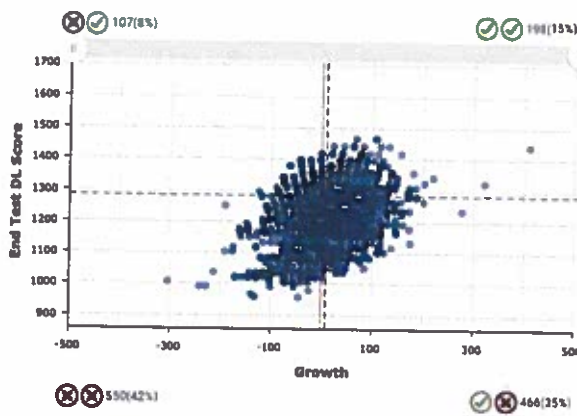
5TH GRADE MATH



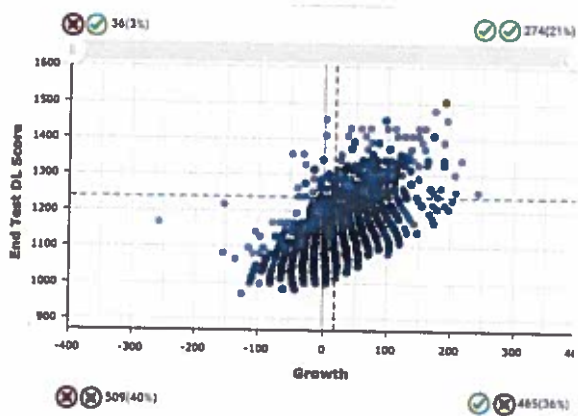
6TH GRADE ELA



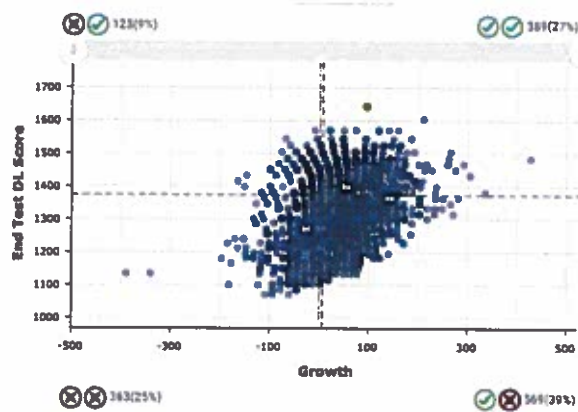
6TH GRADE MATH



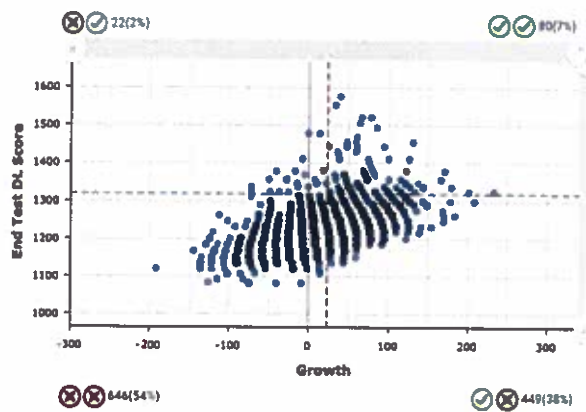
7TH GRADE ELA



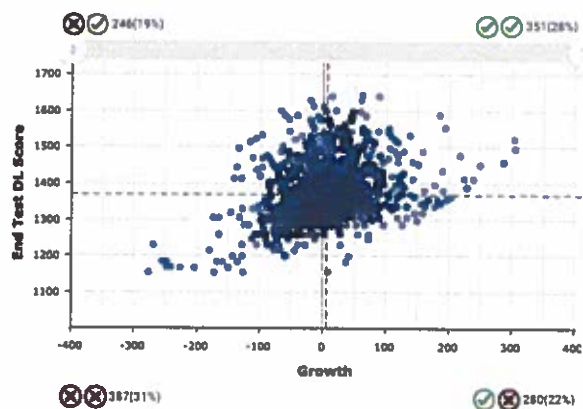
7TH GRADE MATH



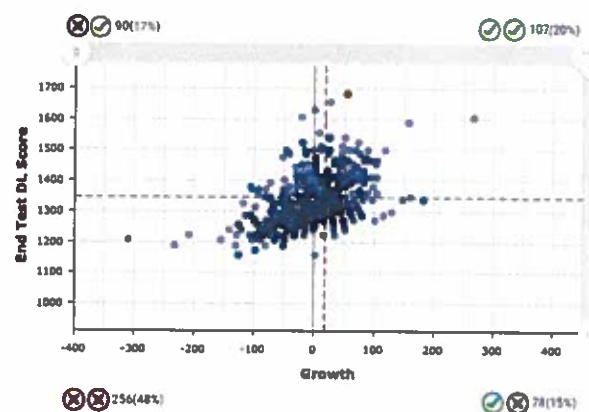
8TH GRADE ELA



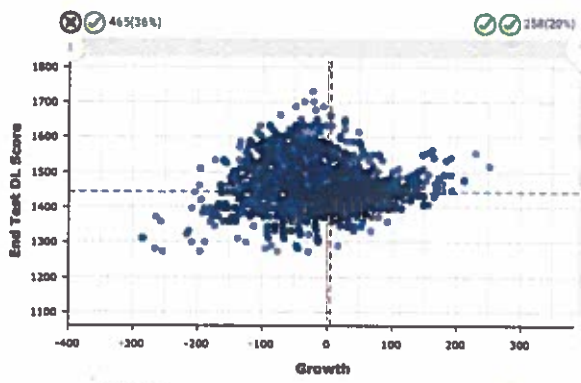
8TH GRADE MATH



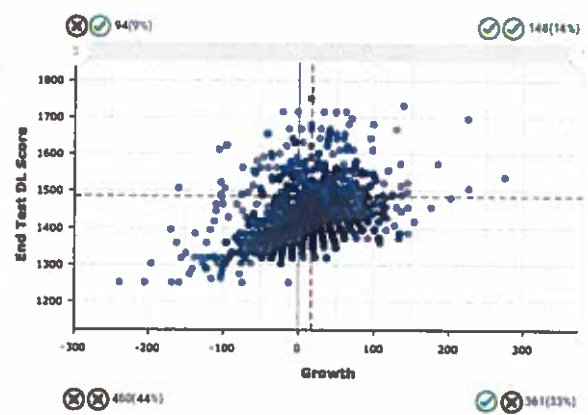
9TH GRADE ELA



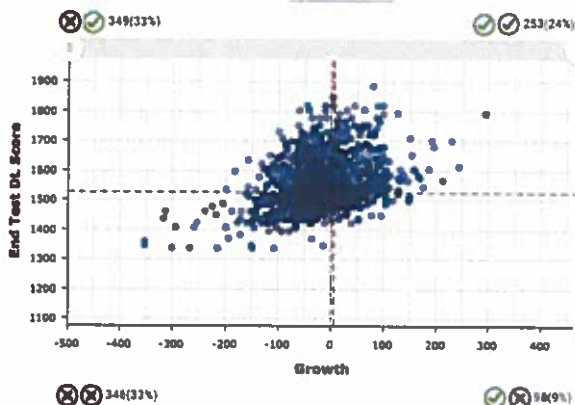
9TH GRADE MATH



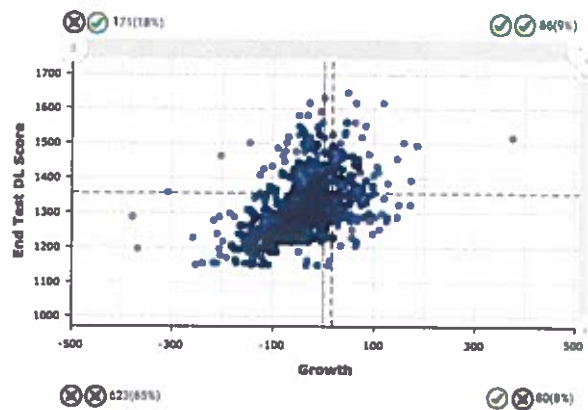
10TH GRADE ELA



10TH GRADE MATH



11TH GRADE ELA



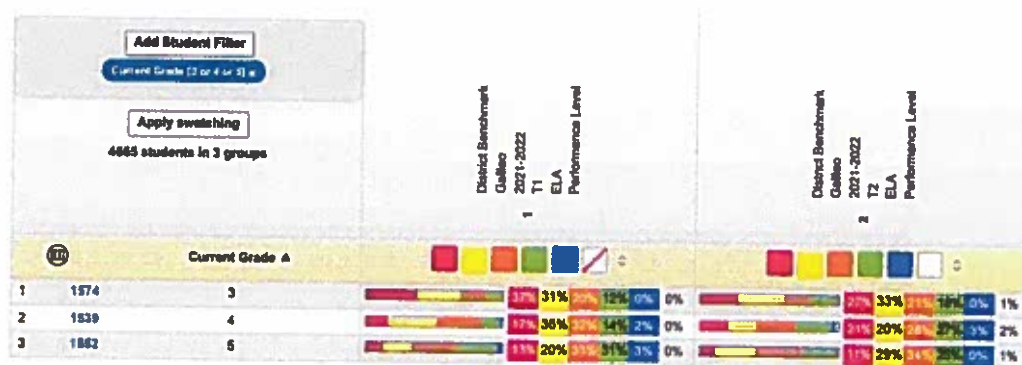
11TH GRADE MATH

ELEMENTARY FALL TO WINTER PERFORMANCE LEVEL ANALYSIS

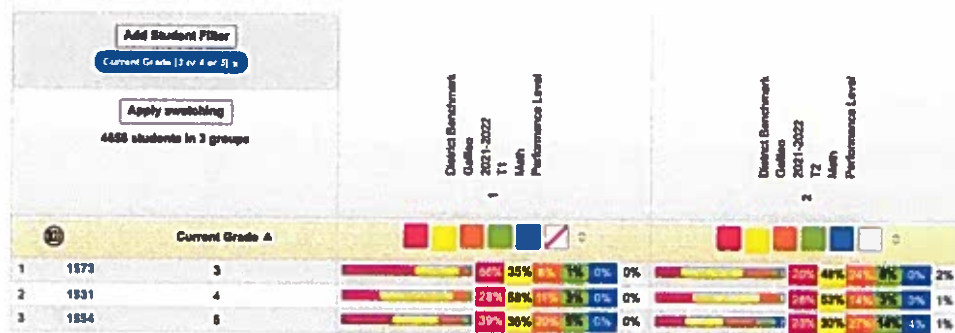


TO WHAT DEGREE DID STUDENTS MOVE PERFORMANCE
LEVELS?

FROM FALL TO WINTER, WHAT % IMPROVED PERFORMANCE LEVELS?

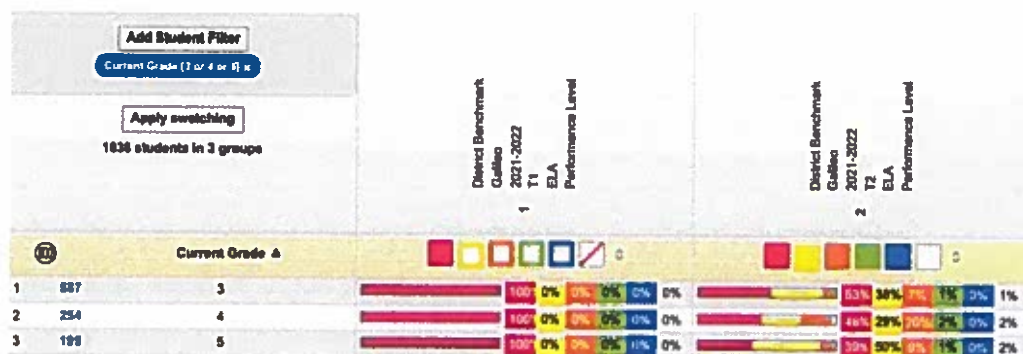


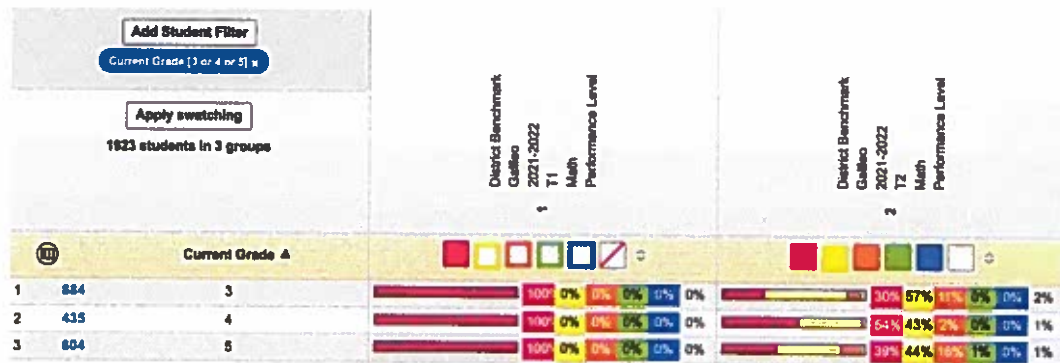
ELEMENTARY ELA



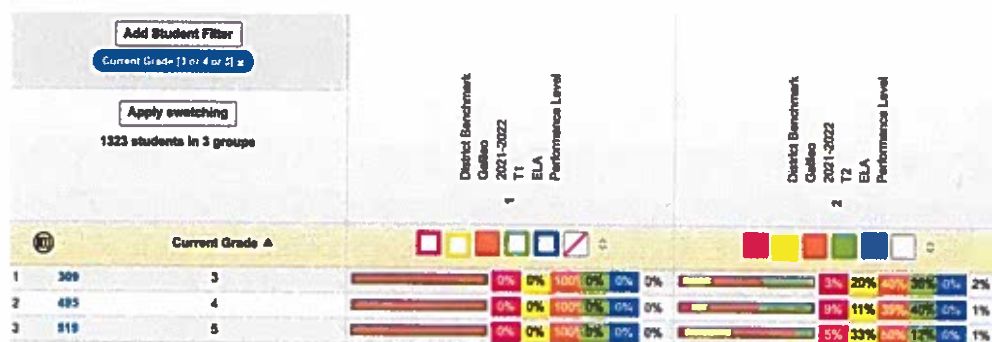
ELEMENTARY MATH

AMONG STUDENTS IN THE LOWEST PERFORMANCE LEVEL (RED) AT T1, WHAT PERCENTAGE IMPROVED 1 OR MORE PERFORMANCE LEVELS?



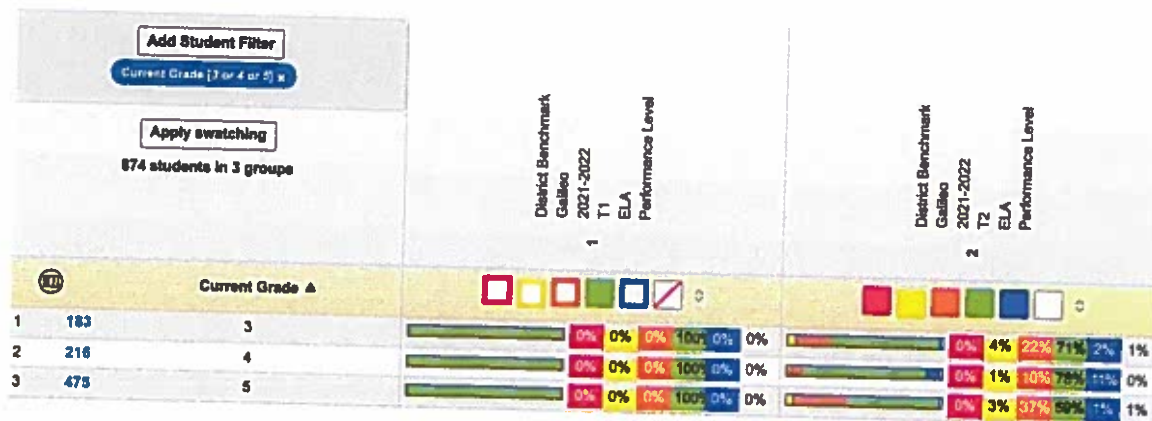


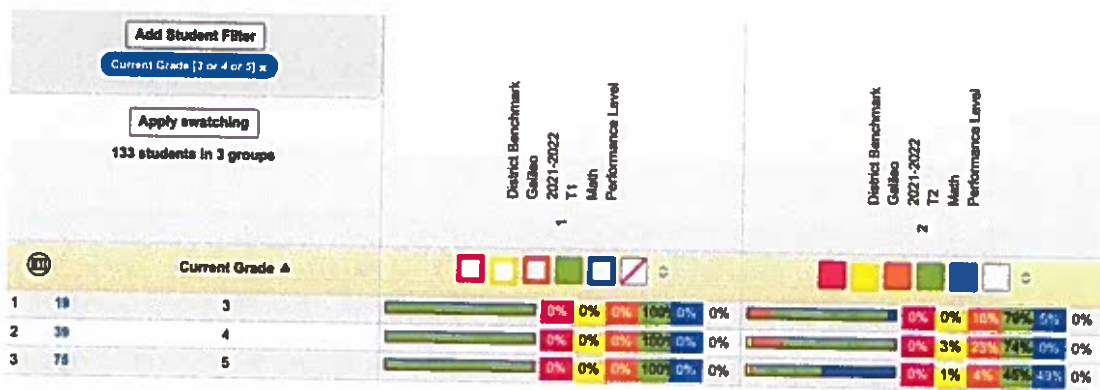
AMONG STUDENTS IN THE MIDDLE PERFORMANCE LEVEL (ORANGE)
AT T1, WHAT PERCENTAGE IMPROVED OR DROPPED 1 OR MORE
PERFORMANCE LEVELS?



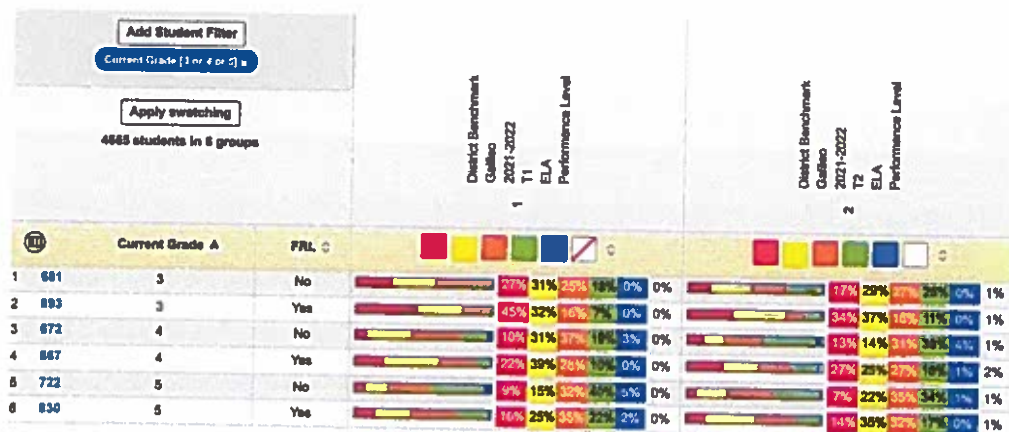


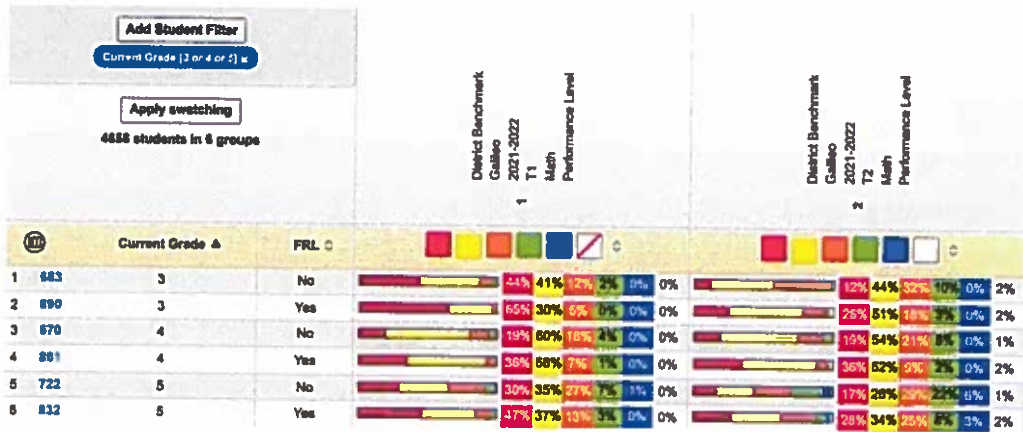
AMONG STUDENTS IN THE PASSING PERFORMANCE LEVEL (GREEN)
AT T1, WHAT PERCENTAGE IMPROVED OR DROPPED 1 OR MORE
PERFORMANCE LEVELS?





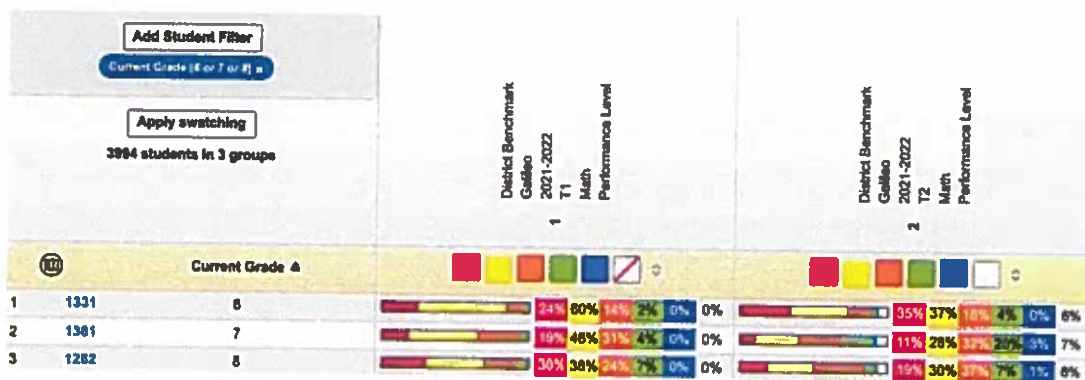
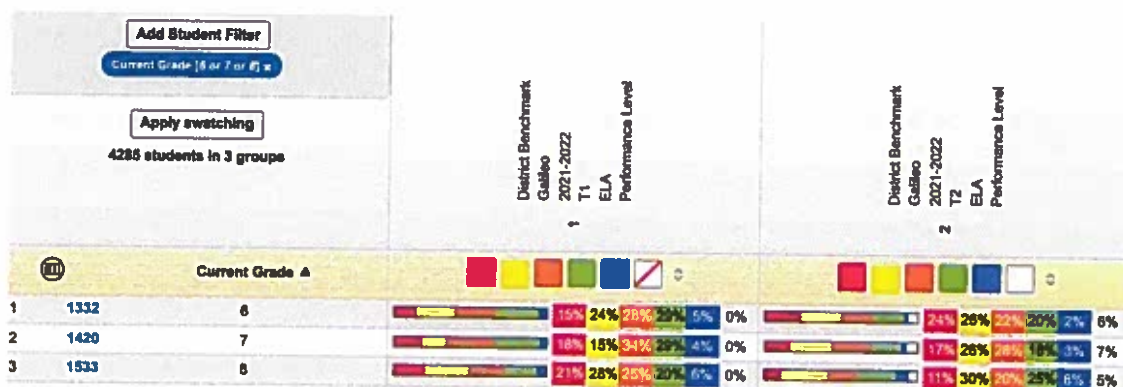
TO WHAT DEGREE DID ECONOMIC DISADVANTAGE AFFECT
STUDENT PERFORMANCE?



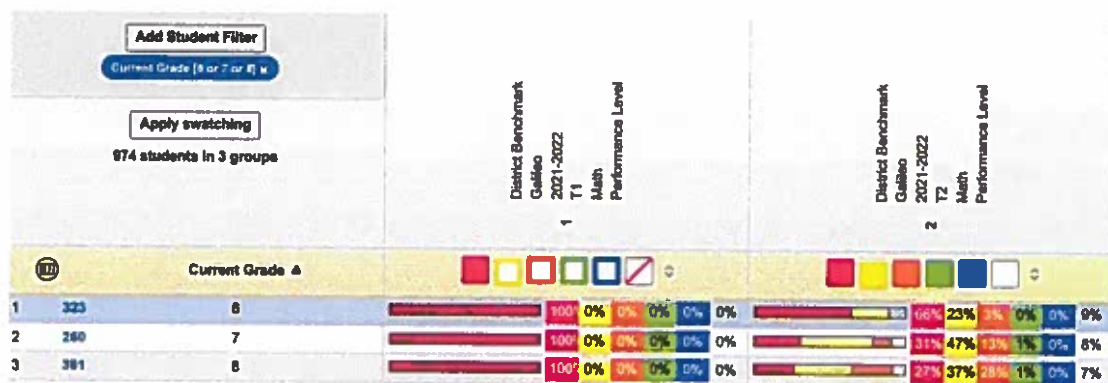
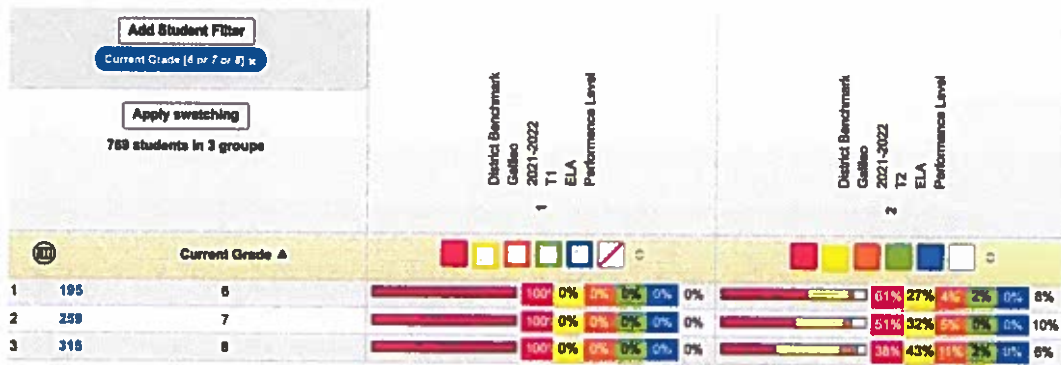


MIDDLE FALL TO WINTER PERFORMANCE LEVEL ANALYSIS

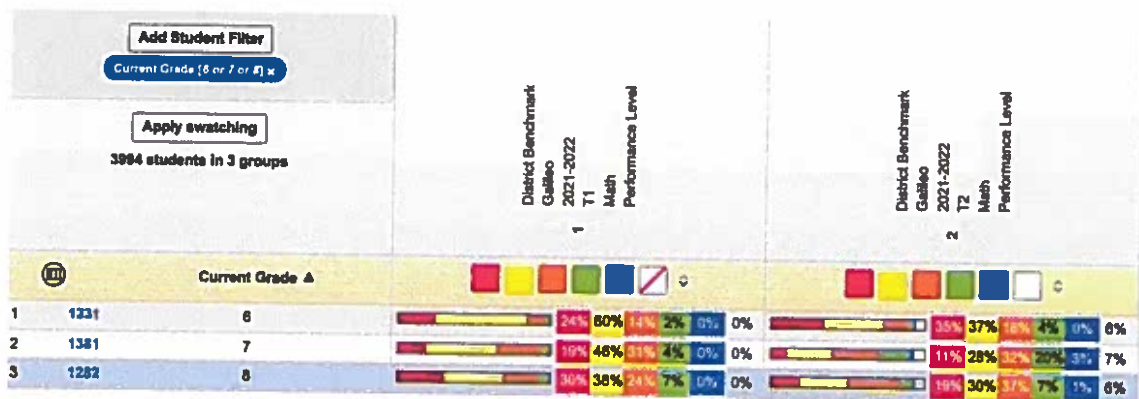
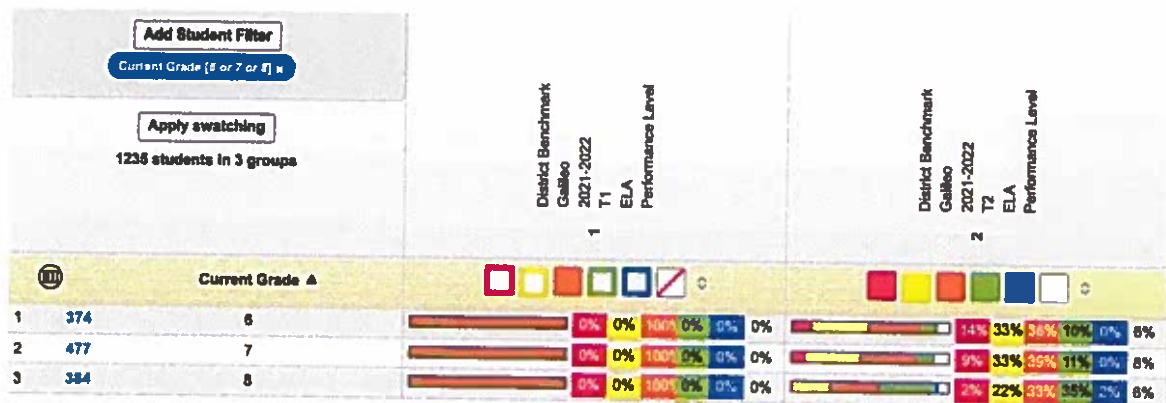
FROM FALL TO WINTER, WHAT % IMPROVED PERFORMANCE LEVELS?



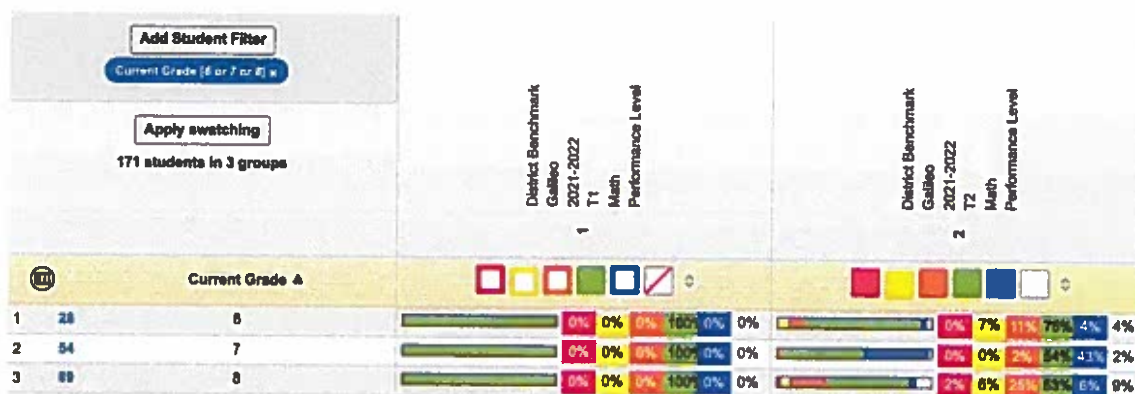
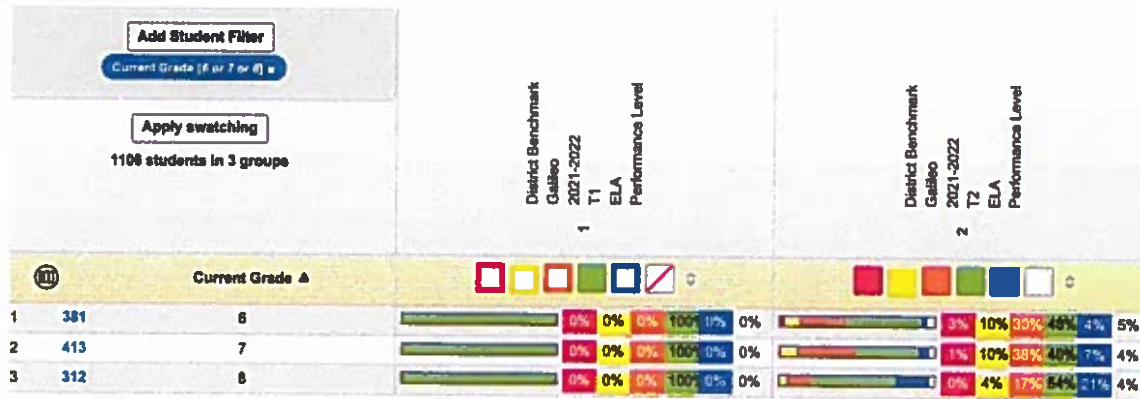
AMONG STUDENT'S IN THE LOWEST PERFORMANCE LEVEL (RED) AT T1, WHAT PERCENTAGE IMPROVED 1 OR MORE PERFORMANCE LEVELS?



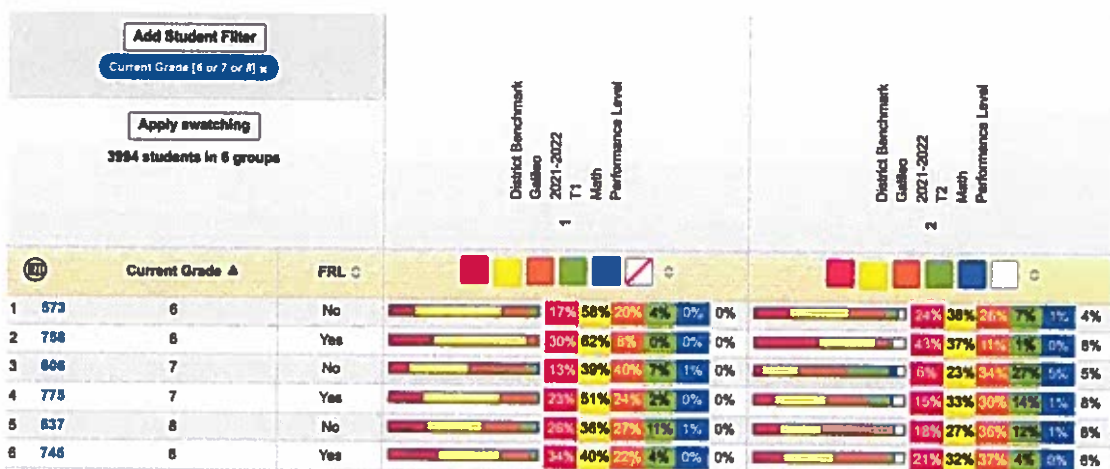
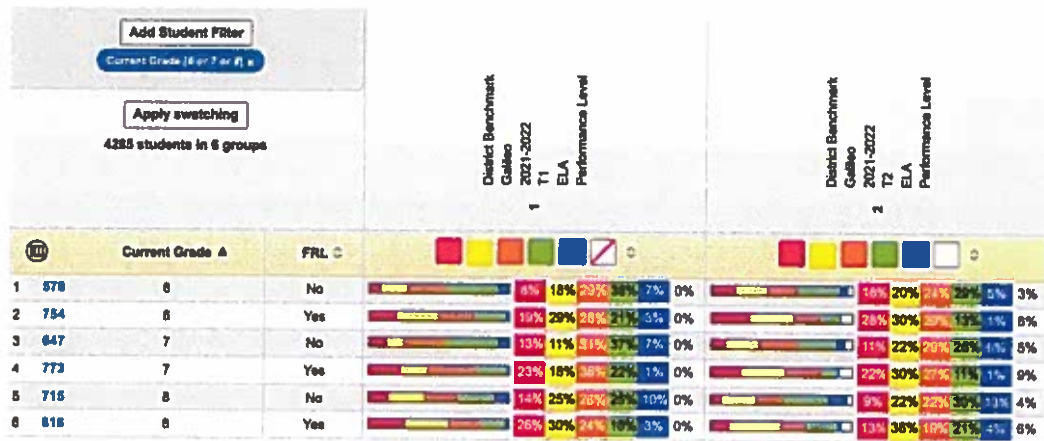
AMONG STUDENTS IN THE MIDDLE PERFORMANCE LEVEL (ORANGE)
AT T1, WHAT PERCENTAGE IMPROVED OR DROPPED 1 OR MORE
PERFORMANCE LEVELS?

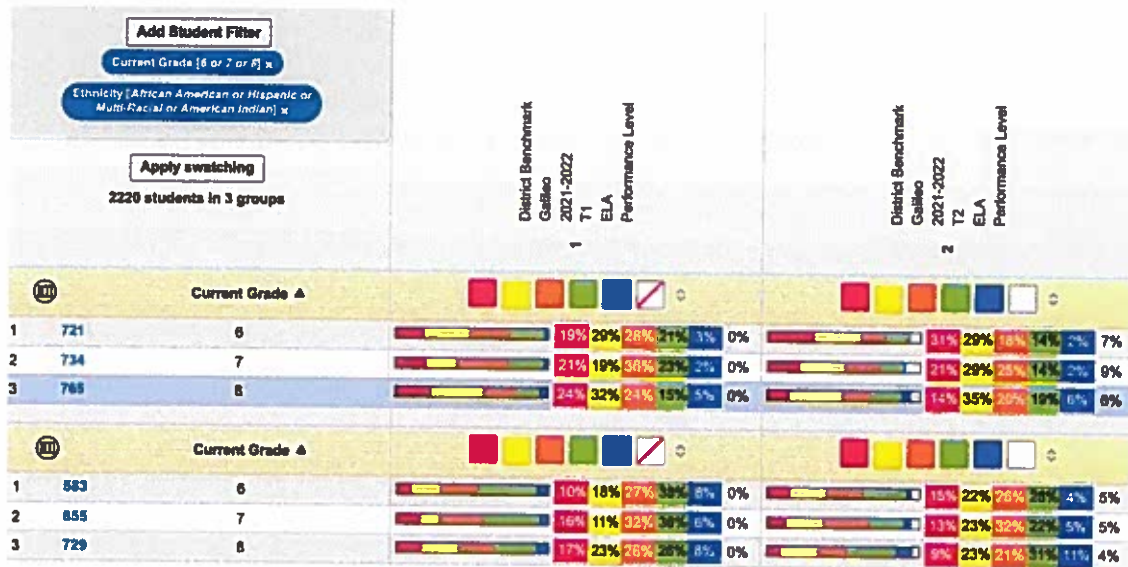


AMONG STUDENTS IN THE PASSING PERFORMANCE LEVEL (GREEN)
AT T1, WHAT PERCENTAGE IMPROVED OR DROPPED 1 OR MORE
PERFORMANCE LEVELS?



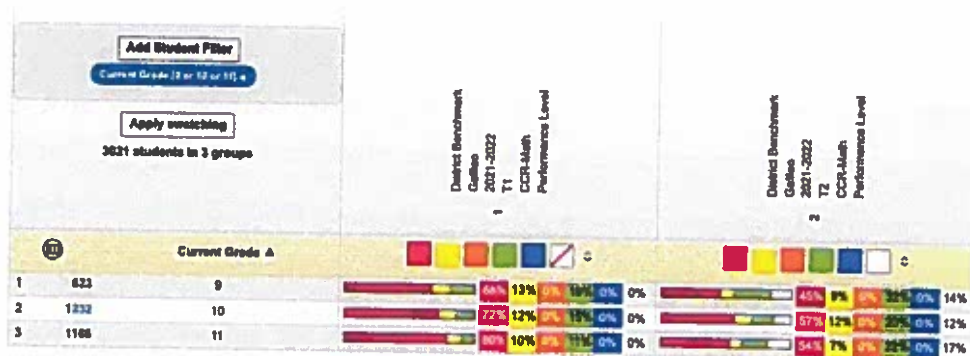
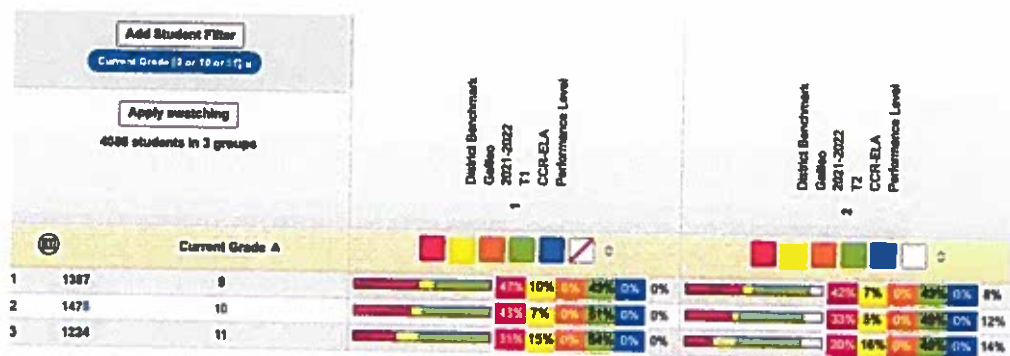
TO WHAT DEGREE DID ECONOMIC DISADVANTAGE AFFECT STUDENT PERFORMANCE?



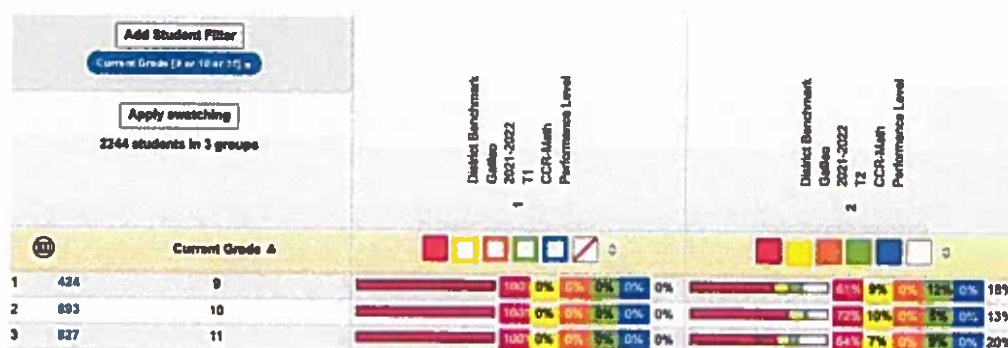


**HIGH.
 FALL TO WINTER
 PERFORMANCE
 LEVEL
 ANALYSIS**

FROM FALL TO WINTER, WHAT % IMPROVED PERFORMANCE LEVELS?



AMONG STUDENTS IN THE LOWEST PERFORMANCE LEVEL (RED) AT T1, WHAT PERCENTAGE IMPROVED 1 OR MORE PERFORMANCE LEVELS?



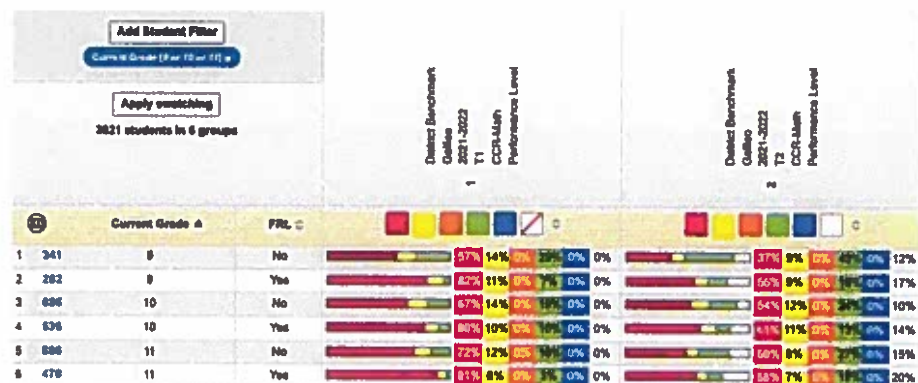
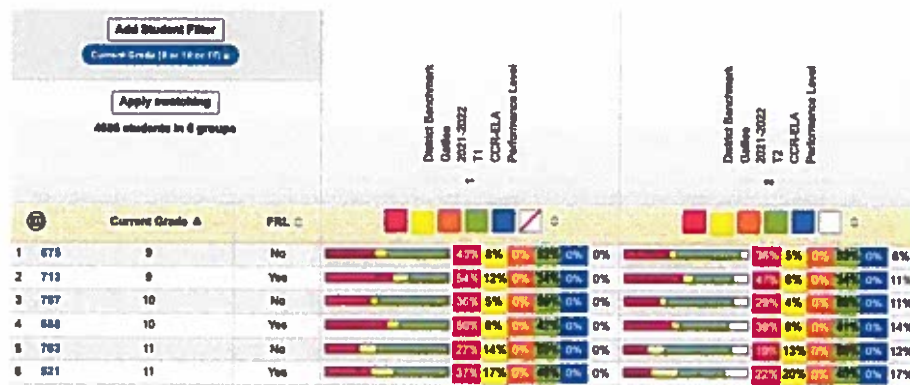
**AMONG STUDENTS IN THE MIDDLE PERFORMANCE LEVEL (ORANGE)
AT T1, WHAT PERCENTAGE IMPROVED OR DROPPED 1 OR MORE
PERFORMANCE LEVELS?**



AMONG STUDENTS IN THE PASSING PERFORMANCE LEVEL (GREEN)
AT T1, WHAT PERCENTAGE REMAINED AT GREEN OR DROPPED 1 OR
MORE PERFORMANCE LEVELS?



TO WHAT DEGREE DID ECONOMIC DISADVANTAGE AFFECT STUDENT PERFORMANCE?





KEY TAKE-AWAYS



School improvement processes are showing results but must also focus on growing our proficient students



Overall the majority of students are still performing below grade level but we are moving more students closer to passing with students improving at least 1 performance level



Growth is strong but needs to average 65%-75% exceeds in order to close gaps in grade-level performance



As a district we are moving in the right direction and will continue to bring more students to grade-level proficiency

Peterson-Schriever Garrison

Child & Youth Education Services



**Victoria Henderson
School Liaison**

20 January 2022

1



Mission

- **Child & Youth Education Services (CYES) School Liaison is committed to outreach, advocacy, and partnership initiatives that generate real time solutions for military connected students in grades Pre-Kindergarten through grade 12 as they face global education challenges and transitions**



STUDENT FOCUSED..... PARTNERSHIP DRIVEN

2



Overview

Child and Youth Education Services

- Previously referred to as the School Liaison Office (SLO), realigned under Child and Youth Services in 2018 but remained housed under A&FRC in Bldg. 350

What is the Role of CYES – Core Programs

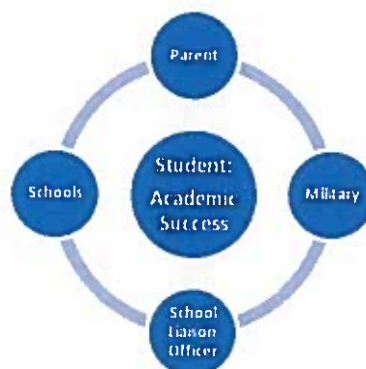
- **School Transition support**
 - ◆ Information and referral
 - ◆ Work with local school districts to support military families 10 main school districts
- Deployment/Parental Absence support
- Installation School and Community Communication
 - ◆ Face of the installation to educators
 - ◆ Stays abreast on educational legislation - policies
- Homeschool support and guidance
- Community Relations, Partnerships and Outreach
 - ◆ Attends School Board meetings, DAC/SAC, special events at the schools, etc.
- Academic planning and post-secondary preparation
 - ◆ Sets up trainings for teachers regarding military children and how to support them
- Special Education support – Partnership with EFMP/SPED Coordinators

3



SL's Core Responsibilities

- School Transition and Deployment Support
- Home School Support
- Installation School Communication
- Partnerships in Education
- Postsecondary Transitions



4



Transition

- Military families are *NO* stranger to transition!!
- School Liaisons number #1 priority to assist in-bound and out-bound families receive the essential information about all of the local school options available and provide support throughout the entire PCS cycle
- Information & referral on local school districts
- Electronic handbook to facilitate transition
 - Located on www.21fss.com
 - Under A&FRC/School Liaison
 - Public, Charter, Homeschooling, Alternative and/or Virtual school options
 - Handbook contains school calendars, district maps, area information, testing information – School Performance Frameworks (SPF)

5



School Transition and Deployment

- School Transition Support – families that PCS to/from the installation
- Special Education Connections – EFMP, SPED
- Youth Sponsorship – Connecting military students
- Parent Education and Educator Education – Professional Development courses
www.militarychild.org
- Youth Resilience Programs– A4L & S2S
- MFLC Point of Contact
- Ensure Compact Compliance www.mic3.net

6



Colorado Choice/Open Enrollment

- Colorado law allows students to attend any school or participate in any program of their choice on a space available basis
 - Space available depends on number of students, number of staff
- Some schools only have space for those students it would be considered a "home" school for or i.e. residential zoning
- Parents submit the application in winter (Nov-Feb) for the upcoming school year - budget submittal in April/May for June approval
- Charter schools are a little different
 - Local districts do not assign children to them
 - Semi-autonomous public school of choice
 - Parents must apply if they want their children to attend
- Peterson is zoned for Colorado Springs School Districts 11 – Dr. Michael Thomas entering 4th year
 - Feeder schools - McAuliffe ES, Swigert Aerospace MS and Mitchell HS

7



MFLC

- Military Family Life Counseling Program
 - Child & Youth Behavioral (CYB) provide broad – ranging support to military children and youth , and to family members and other adults who support them
 - ❖ 8 - Embedded in the Schools, 2 - Child Development Centers and Youth Programs
 - Provides short term, non-medical counseling services to students situational problems
 - Unique challenges i.e. relocation, parent deployment etc.
 - Eligible students of Active Duty service members, National Guard, and Reserve regardless of activation status, Coast Guard and their families when activated for the Navy, and the members of the Civilian Expeditionary Workforce (when currently deployed) and their families



8



New Legislation

- Colorado HB21-1217 Military Family Open Enrollment in Public Schools
- **Proposed Bill** - 4 areas of focus:
 - Uniform tracking system to include identifying the base the military member is assigned to for all children of Federal Government employees.
 - School districts near DoD installations extend open enrollment for active duty military family students for public and charter schools.
 - 10% of open enrollment slots for each academic year for inbound military families.
 - Newly arriving families can use the SL address along with orders to register for school.
- **Final/Passed Bill** 2 areas of focus
 - Newly arriving families can use the SL address along with orders to register for school.
 - Open Enrollment matriculation i.e.



MIC3

- Military Interstate Children's Compact Commission (MIC3)
- Developed in 2006, MIC3 was adopted by all 50 states, the District of Columbia and the Department of Defense Education Activity. MIC3 eases the educational challenges that military children encounter and supports the uniform treatment as they transfer between school districts in member states (only applies to public schools).
- Who is eligible? Children of active duty members or the uniformed services, National Guard and Reserve on active duty orders, and members or veterans who are medically discharged or retired for one year are eligible for assistance under the compact
- MIC3 Commissioner Dr. Keith Owens - superintendent (FFCSD-8)
- The compact addresses educational transition issues:
 - Eligibility – extracurricular activities
 - Enrollment - kindergarten & first grade entrance age
 - Placement - course placement/program prerequisites
 - Attendance - granted excused absences
 - Graduation - waiver requirements





Home School Support

- Home School Resources – local and national
- Access to support services – state/home associations, advocacy groups, community events, library and youth activities
- Information on state and local laws – which vary from state to state
- Finding ways to better support our homeschool families
 - Sharing resources –classes i.e. FB Homeschool community
 - Utilizing the youth center for PE
 - Looking at hosting events/classes (ie: AF STEM Camp, presentations, etc.)



11



Installation School Communication

- Conduit between school, community and installation
 - Serves as the installation POC for local military child education matters
 - Attends local School district(s) meetings to identify issues or practices that might effect military children i.e. Board of Education, School/District Accountability Committees
 - Regularly brief chain of command on school and mil-connected student's educational concerns, as they relate to transitions, deployments, special needs, and military-school collaborations to include MFLC trends and academic trends with appropriate data. Informs of SL activities, initiatives and community partnerships
- Impact Aid – Federal Aid \$\$
- Grant Opportunities
- Emergency Contingency Conditions

12



Military School Advisor

- Works with the School Liaison to support the educational needs of the community.
 - establish vision and installation priorities for working with schools, military and civilian communities
- Assists commander in analyzing logistical problems and recommends priorities and means for resolution.
- Create Support Agreements between installations and school districts when needed. The SL is integrated into the process of drafting, coordinating, reviewing, and approving the SA.

13



Leadership

- Perform trend analyses to identify school system or state policies, practices, procedures and requirements which may adversely impact the education of the military child or present artificial barriers which impact educational success. Develop recommendations geared toward correcting identified deficiencies, briefs installation leadership, and upon their approval, meets with appropriate school system officials to work together to help find a solution

14



Impact Aid

■ What is it?

- Federal program directed by Department of Education
- In-lieu-of tax where the federal government basically pays its “property taxes” to local school districts
- Designed to compensate local school districts that have lost property tax revenue due to the presence of tax-exempt federal property, including military installations, or that have experienced increased expenditures due to the enrollment of federally connected children
- Goes to local school districts, just like local property taxes, to hire teacher, purchase textbooks and computers, pay for utilities, etc.
- Program has not been fully funded since 1969 which impacts what districts receive

15



Impact Aid cont.

■ Application Process

- For districts to qualify there needs to be a minimum of 400 students or federally impacted students need to make up 3% of the population
- School districts need to apply every year for Impact Aid
- Applications are due in January for the following school year
- After school starts.. 1st week of October (student count day) schools send out a survey to parents
- Funding is determined based off of the number of federally connected students which includes military, federal, post office, etc.

16



Impact Aid cont.

- **How Aid is Determined**
 - Program funded at about 60% of what the need is
 - Each student is given a weighted "score" based off of criteria
 - Amounts are not equally distributed to the districts. Those that rely heavily on the funding get more than other districts. FFCSD-8 is funded 100%
 - Some school districts i.e. Cheyenne Mountain SD-12 has done the math and decided that the amount of time and resources applying for Impact Aid would take is not worth the 15 – 20k return

17



Partnership in Education

- **4H**
- Academic Enhancement
- Adopt a School
- STEM
- Tutor.com
- STARBASE
- Family/Community Involvement
- School Outreach Support Services
- Military One Source
- Building Community Capacity - meetings/committees



**4-H
Military
Partnership**

18



Postsecondary Transitions

- Scholarship Opportunities – disseminate scholarship listing for families
- College Application Process – Provide testing dates throughout community
- ❖ Tutor.com, Khan Academy and College Board
- College and Career Fairs – Employment Readiness workshops
(mock interviews, dress4success)



19



Volunteer Program

- Recruits volunteers to support local schools
 - Guest speakers – Veterans Day assemblies
 - Static Displays – STEM Events
 - Demonstrations – Military working dogs
 - Science Fair Judges
 - Health Fair – Hearing & Vision screening
 - Carnivals – Fun Runs etc.



20



Questions?

Memorandum

To: District 11 Board of Education
Dr. Michael J. Thomas, Superintendent of Schools
Chairman Velvet Stepanek, District Accountability Committee (DAC)

From: DAC Budget Subcommittee

Date: January 14, 2022

Subject: 2021-22 Mid-Year Budget Modifications Recommendations and Report

On December 7th, 2021, the DAC budget subcommittee met and voted on multiple budget modifications. The subcommittee meeting began with an update from the audit task force. The task force reported that a few minor deficiencies in financial reporting were noted but overall, it was a clean audit. The task force members commented that an audit this magnitude might even appear incomplete if a few minor discrepancies were not found. The complete, audited collection of financial statements are available on the district website under financial transparency and include the audit task force opinions and findings. In other business, the subcommittee voted yes unanimously on many mid-year budget modification requests. This report is more extensive than in previous years and the subcommittee wishes to express our appreciation for the time taken to address the concerns of the subcommittee.

ALL-1 presented by Duane Roberson

Yes:15 No:0 Abstain:0

Comments: This was a well-detailed presentation with no additional comments.

ALL-2 presented by Duane Roberson

Yes:15 No:0 Abstain:0

Comments: This was a well-detailed presentation with no additional comments.

ALL-3 Presented by Judy Gudvangen

Yes:15 No:0 Abstain:0

Comments: Our committee finds this request necessary.

ALL-4 Presented by Judy Gudvangen

Yes:15 No:0 Abstain:0

Comments: Our committee finds this request necessary.

ALL-6

Yes:15 No:0 Abstain:0

Member comment: There are 27 districts with unapproved reading programs. The district should ensure that this new version of Wonders is approved.

ALL-7

Yes:15 No:0 Abstain:0

Member comments: They provided a great deal of documentation. The music department needs our support.

BS-1

Yes:15 No:0 Abstain:0

Member Comment: Nothing can be done about it. It is a fixed cost due to utility cost hike.

BS-2

Yes:15 No:0 Abstain:0

No Comments

BS-3,

Yes:14 No:1 Abstain:0

Member comment: Based vote on the conversation to find them from one source or another (audio was unclear, clarification requested).

BS-4

YES :14 No:1 Abstain:0

Member comment 1: Floor cleaners are an expense that could wait as there are more pressing issues at hand.

Member comment 2: This expense could make jobs easier and cleaning more efficient.

BS-5

Yes:15 No:0 Abstain:0

Subcommittee comments: D11 picks the worst vehicles each year and submits a request for them. Unanimous support as this is a real need. They have excellent mechanics but you can only put band aids on problems for so often before it is salvage only. Some of these vehicles could qualify for special plates due to their age.

BS-6

Yes:15 No:0 Abstain:0

Description: Giant lawnmower to be used at multiple schools which would go on a white fleet for transportation could make groundskeeping much more efficient.

Member question: What kind of license does one get for this?

BS-7

Yes:15 No:0 Abstain:0

Description: Production printing. The need for certain aspects of mail delivery to be from school to school was noted.

Member comment 1: There are a lot of materials and physical resources delivered between schools in the Pony and from schools that have a surplus to meet needs in other schools. The Pony is a valuable service.

Member Comment 2: Further study into unnecessary transfer of information may be of interest later.

Member comment 3: Special education documents must be physically transported from school to school and with PowerSchool issues, this is not a year to limit the ability to physically transport materials.

HR-1

Yes:0 No:0 Abstain:15

Member Comment 1: The subcommittee wants to see that the pay would scale up for additional number of days and not have diminishing returns for working more days. Knowing the math could change votes but the subcommittee did not feel informed on how it may benefit our guest staff.

Member Comment 2: The competition for subs is continuing to increase, D20 is offering \$150 a day and \$175 on Fridays. We need to do whatever we can to attract substitute teachers.

Member Comment 3: Subs prefer immediate payout rather than waiting until July to incur a benefit.

This subcommittee seriously supports effective ways to attract substitute teachers. We worry that this plan may not be effective.

HR-2

Yes:15 No:0 Abstain:0

Member comment: HR-2 has been changed but has our full support to retain staff in D11.

Member question: Could there be a process for employees who may not receive the payment due to not being on active status (FMLA) to submit an application for this benefit if they happen to not meet terms of being active on January 1st, but would be returning to work in D11? It seems problematic to have a wellness benefit and not take care of the employees who are unable to be at work at one specific point in time. Some situations could warrant supporting the staff member by allowing for special exceptions.

HR-3

Yes:15 No:0 Abstain:0

No comments

SUPT-1

Yes:14 No:1 Abstain:0

Member comment: The original budget request last year was to purchase classroom furniture and it did not get used for that purpose. It was later limited to purchase furniture for each school's cafeteria or library. If someone comes in and details a scenario for how money will be spent, then when the funds are approved, the money should be spent in that way.

Comment 2: This has been an unprecedented year for vandalism of school property. Should schools be expected to shoulder that burden?

Comment 3: There are no designated budgets for the schools for the purpose of replacing furniture. Is this a priority now? School-based discretionary budgets are very low. Let the schools decide which furniture they get.

Comment 4: Principals had a choice between cafeteria furniture and media center furniture. They had preselected items to choose from and it had to be from their list of approved items. One LTE needed a new circulation desk for the library and that wasn't an option on the supply list. It would be nice to have some more flexibility with furniture selections as schools have different needs.

SUPT-2

Yes:15 No:0 Abstain:0

No comments

SUPT-3

Yes:4 No:2 Abstain:9

Discussion and Comments: Dr Khaliqi asked for a budget modification to staff a building for the purpose of streamlining registration and understanding enrollment trends. He states that a mistake was made in that budget and the original request included all the technology and all of the physical space and staffing pre-covid, but he and Dr. Thomas decided to hold off on that process until they could reconvene at a later time. Later, he had the money for the remodel and therefore assumed he had personnel to cover staff, but that was not there. Somewhere around the 2-year mark, he realized they didn't have those positions. They were lost or taken out. Dr. Khaliqi realized it the day before the actual year-end review for our packet, so could not get it to the subcommittee in time. Currently they have 1 registrar position that has been filled and will be refilled, but he is requesting 3 more. Those registrars will be responsible for a caseload of schools, so they'll be assigned to a particular group of schools. They are intended to know everything, the ins and outs of those schools and will have regular communication with the leadership of those schools and they will be the go-to person for any questions regarding those schools. They are expected to process all the Power School data that flows in. D11 currently has nearly 80% online enrollment which decreases data errors and allows analytics to be run, but those all have to be hand checked so it is not an automated process from start to finish because of FERPA, IEP and documentation issues. This work primarily goes April through August, this year it went through September but then rolls into October count. Dr Khaliqi states each registrar will be responsible for managing and reporting the October count data and the back-to-school data. It will be a centralized model but when the need arises, they could take that model and bring it to the school buildings to get families enrolled and up to speed.

Member comments: The registrar at the elementary school does multiple jobs. They are called Staff Assistants. They help in the health clinic, answer phones, they communicate with parent groups and perform a multitude of other duties. With only two staff members in the front office, it would be detrimental to lose that person. Lastly, HR determines allocations... how many staff members per building and in which roles. Moving some of these responsibilities outside of the schools and into administration buildings could lead to a disconnect. Registrars at the elementary and middle school level are at 210 days and registrars at the high schools are at 260. What would happen to people at the high school level who are designated registrars? In a transparent system, the current principals, registrars and staff assistants would all have an understanding of potential implications of this request ahead of time and the benefits and disadvantages to the staff should be included before budget requests. There are needs for improvement and simplifications of the registration process and staffing to evaluate the data, but are these tasks being duplicated elsewhere in D11? Some in the subcommittee were of the understanding that D11 already had a team working on metrics for incoming and outgoing students.

Member question: Will current registrars stay in place?

Secondary will definitely stay because they are involved with transcription of records, counseling and scheduling so they will still be there in their full capacity. One committee member noted that high school registrars do not do scheduling, instead, counselors do that. Dr Khaliqi stated, "middle school, elementary... those positions were always shared, it was a shared registrar with a variety of other positions so those will stay in the school and it will be at the principal's discretion how they want to change the task of the registrars in the building." One member did not think it was at the principal's discretion so further clarification is needed on that.

Member question: "Will there be any FTE laid off as a result of this centralized model?"

Dr. Khaliqi stated not as a direct result of this centralized model. Principals in their buildings might be making decisions around FTE but not due directly to this request. Those registrars are assigned other duties and they'll also be working because we went back to the caseload model. We'll still be in contact with them because families will still go to schools as well so we'll have that constant communication and that communication point will most likely be those registrars in

the building so this doesn't duplicate duties. These are 260-day positions. These registrars would be community liaisons for the schools as well and this is a duty that will be built into the job descriptions to represent the schools at community events and in supporting community outreach.

Member comment: Whenever we add staff, we have to be cognizant of the fact that this will reduce staffing in other places. Given enrollment trends downward, it is 3 more centralized staff and whatever the principals do or administration does, as the number of students decrease, so does the FTE. Every time FTE is added, that is one more that has to go somewhere else down the road. Currently, all enrollment goes through Education Insights in the summer so it is already centralized for 2-3 months per year.

Member question: Would transcription of records become the primary job of registrars in the secondary buildings? Dr. Khaliqi - Yes

Member comment: This sounds like a setup for it to all go to a centralized model. All families want that personal contact. If we reduce that workload, who is to say that in the future, those jobs won't be extinguished or become partial or reduction in hours. Why are current registrars not getting salaries at the level that the new centralized registrars would get?

Dr Khaliqi stated that this allows to hire for experience so no pay cuts to D11 applicants and allowing to hire for experience.

There is a need for these employees to be bilingual, possibly with different languages. If these positions are staffed, it should be with bilingual people who can cover our population's needs.

TS-1

Yes:15 No:0 Abstain:0

Description: Network services data backup software. The committee believes this to be a necessary expense.

TS-2

Yes:12 No:0 Abstain:3

Description: Technology Services Instructional technology library services/ district-wide

Discussion and Comments:

Member Comment: They had LTE's and LRT's and they got into the whole group of ESPs in the buildings who did this function and then now they find out well, that teacher can't do all the functions that they put and posted on so now they want to consolidate those and hire and put 3 of them downtown and have them move out? Well, nobody wants to work at a different school every day, especially with the weather and they can't keep that position and so now they want to put it back on the teachers to say, now, you get to stay and work overtime to get your inventory done. I need the board to understand, this is a battle that's been going on for years and they finally won it and now it hasn't even been 2 years and they can't adequately keep it.

Member Comment 2: I spoke with the media technician at our school and she said the same thing; they were all asked to do overtime hours if possible. She said we were between schools and buildings because a lot of them are in 2 different sites on different days or portions of the day and they didn't understand why this was necessary if they had been given the personnel to start with. It was not okay.

TS-4

Yes:15 No:0 Abstain:0

Member Question: Why are we voting on an annual contract increase?

TS-5

Yes:13 No:0 Abstain:2

Description: Overtime funding for increased security

Yes:13 votes Abstain: 3 votes

The subcommittee is grateful for your attentiveness to the fiscal success and the sustained future of D11. As Vice Chair of the subcommittee, I have been impressed with your focus on the immediate needs of our students and staff, and with your ability to act quickly on important issues. Thank you for your commitment to D11 and for valuing the voices of all community stakeholders. We look forward to seeing the impact of your work.

Amanda Huber

Vice Chair, DAC Budget Subcommittee

Colorado Springs School District 11
DACBC Voting Results: FY21/22 Mid-Year Budget Modification Requests Summary
General Fund

No.	Division	Program	Location	\$ Amount	R/N*	FTE	Voting Results			Owner
ALL-1	Career & Technical Education	009VE	All Middle Schools	90,000	N		Yes: 15	No: 0	Abstain: 0	D. Roberson
ALL-2	Career & Technical Education	009VE	6 Middle Schools/ 1 High School	89,172	N		Yes: 15	No: 0	Abstain: 0	D. Roberson
ALL-3	Special Education Department	17990	SPED Transition 18-21 Program	81,219	R	1.0	Yes: 15	No: 0	Abstain: 0	J. Gudvangen
ALL-4	Special Education Department	17710	SPED/ Spark Online School	45,497	R	0.4	Yes: 15	No: 0	Abstain: 0	J. Gudvangen
ALL-6	Culturally and Linguistically Diverse Education	009ES	All Elementary Schools	30,000	N		Yes: 15	No: 0	Abstain: 0	T. Hybki
ALL-7	Visual & Performing Arts	12500	All D11 Schools	400,000	N		Yes: 15	No: 0	Abstain: 0	L. McDaniel
BS-1	Business Services	26250	Facilities	442,000	R		Yes: 15	No: 0	Abstain: 0	T. Seaman
BS-2	Business Services	26234	Jenkins Middle School/ District-wide	200,000	N		Yes: 15	No: 0	Abstain: 0	T. Seaman
BS-3	Business Services	25300	Distribution Center	21,424	N		Yes: 14	No: 1	Abstain: 0	T. Seaman
BS-4	Business Services	26210	Facilities	70,000	N		Yes: 14	No: 1	Abstain: 0	T. Seaman
BS-5	Business Services	27200	Transportation	295,000	N		Yes: 15	No: 0	Abstain: 0	T. Seaman
BS-6	Business Services	26300	Facilities/ Groundskeeping	150,000	N		Yes: 15	No: 0	Abstain: 0	T. Seaman
BS-7	Business Services	25310	Production Printing	40,360	R		Yes: 15	No: 0	Abstain: 0	P. Stalnaker
HR-1	Human Resources	00900/24110	Human Resources/ Guest Staff	611,750	R		Yes: 0	No: 0	Abstain: 15	K. Urbanski
HR-2	Human Resources	11010	Human Resources/ D11 Employees	5,834,398.5	N		Yes: 15	No: 0	Abstain: 0	K. Urbanski
HR-3	Human Resources	00900	Human Resources/ New Hires	635,000	N		Yes: 15	No: 0	Abstain: 0	K. Urbanski
SUPT-1	Superintendent Office	24110	All D11 Schools	1,000,000	N		Yes: 14	No: 1	Abstain: 0	L. Slama
SUPT-2	Superintendent Office	22140	18 D11 Teachers	212,990	N		Yes: 15	No: 0	Abstain: 0	D. Khalqi
SUPT-3	Superintendent Office	21140	Education Insights	188,148	R	3.0	Yes: 4	No: 2	Abstain: 9	D. Khalqi
TS-1	Technology Services	28440	Network Services	33,305	R		Yes: 15	No: 0	Abstain: 0	R. Caplinger
TS-2	Technology Services	22210	Instructional Technology Library Services/ District wide	48,536	R		Yes: 12	No: 0	Abstain: 3	M. Smead
TS-4	Technology Services	28400	Information Technology	13,866	N		Yes: 15	No: 0	Abstain: 0	J. McCarron
TS-5	Technology Services	26600	Security	20,000	R		Yes: 12	No: 0	Abstain: 3	J. McCarron