

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

**District Accountability Committee
Full DAC Committee Meeting**

October 17, 2019
6:00 – 8:00 pm

**Tesla Opportunity Center – 2560 International Circle
Room 116**

1. Welcome/Introductions/Opening Remarks– Velvet Stepanek, DAC Chair– 5 minutes
2. Spotlight – Arts Month –10 minutes
3. Equity Policy Update – Alvin Brown – 20 minutes
4. Student Success & Wellness – Social, Emotional Learning, Cory Notestine – 60 minutes
5. Accreditation Subcommittee Report – Ed Plute – 5 minutes
6. Budget Subcommittee Report – 5 minutes
7. Training & SAC Support Subcommittee Report – Velvet Stepanek – 10 minutes
8. Miscellaneous – Velvet Stepanek – 5 minutes

*T & SS meetings, December 3, January 7, February 4, March 3,
April 7, May 5, Volunteer Services Conference Room
SAC Training, November 7, February 6, April 2, Tesla
DAC meetings, November 21, January 16, February 20, March 19, April 16, May 14, Tesla
Accreditation/Achievement meetings, October 28, November 11, December 9, Human Resources
Building, IT-A*

RESOLUTION 2019-26
DIVERSITY AND EQUITY IN EDUCATION

Expressing support for the importance of diversity and equitable practices in education

Whereas Diversity enriches the human experience and strengthens the community. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment;

Whereas Diversity promotes personal growth and a healthy society. Diversity challenges stereotyped preconceptions, encourages critical thinking, and helps students and staff learn to communicate effectively with people of varied backgrounds;

Whereas Diversity strengthens communities and the workplace. Education with a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic, global society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions; and

Whereas Diversity enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century requires us to make effective use of the talents and abilities of all citizens in work settings that bring together individuals from diverse backgrounds and cultures.

Whereas Equity is achieved when all students receive the resources they need to graduate prepared for success. Significant student achievement gaps still exist during a time when changing national demographics show sizable increases to diverse student groups over the past fifteen years; Now therefore, be it

Resolved, that the Colorado Springs School District 11 Board of Education values and honors the diversity of the family and of the social and cultural backgrounds of all its students, parents/guardians, and personnel; and encourages its schools to recognize and celebrate their diversity. Be it further,

Resolved, that the District 11 Board of Education encourages the District to continue to reach out and make a conscious effort to build healthy and diverse teaching and learning environments where all people feel welcomed and are treated with dignity and respect. And,

Resolved, that the Board of Education encourages the District to build an ecosystem of equitable practices to meet the unique needs of all. Equity is the lens through which the District should take action to enhance the educational experience of all students in order to unleash their potential to fundamentally change the world.

In Witness Whereof, we have hereunto set our hands and caused the official seal of said school district to be affixed this 21st day of March 2019.

Dr. Michael J. Thomas
Superintendent of Schools



Maricela Hidalgo
Maricela Hidalgo, Secretary to the
Board of Education

Jim Mason
Jim Mason, President

Shawn Gullixson
Shawn Gullixson, Vice President

Theresa A. Null
Theresa Null, Secretary

Julie S. Ott
Julie Ott, Treasurer

Nora S. Brown
Nora Brown, Director

Mary Coleman
Mary Coleman, Director

Elaine Naleski
Elaine Naleski, Director

EQUITY POLICY

Equity Statement:

Colorado Springs School District 11 (hereinafter referred to as “the District” or “District 11”) is committed to equity, and is committed to providing an ecosystem of equitable practices to meet the unique needs of all.

The Board hereby finds and declares the following:

- All students can learn and profoundly impact our world.
- The Board acknowledges persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes among student groups based on race, ethnicity, disability and socioeconomic status.
- The Board recognizes that Students of Color (i.e., students who have a racial identity other than Caucasian) have been disadvantaged by long-standing inequities, the causes of which are multi-faceted, and reflect historical, social, and institutional factors.
- The Board believes that as a diverse urban school district, a systemic approach is critical to ensure that ALL students, including Students of Color and other marginalized groups have equitable learning opportunities, experiences, and outcomes.
- The Board recognizes the impact of systemic inequities on teaching and learning, and that it is critical that all staff be adequately trained in diversity, cultural competencies, and equity.
- The Board recognizes a need for the District to build a system that supports an ecosystem of equity to enhance the complex K-12 education system.

Definitions

Equity: District 11 defines equity as a framework that provides everyone access to the same opportunities. We recognize that advantages and barriers exist, and that, as a result, everyone doesn't start from the same place. Equity begins by acknowledging unequal starting places and works to continually correct and address the imbalance.

Marginalized: a person or group treated as peripheral or less important than other people or groups, typically (but not exclusively) based on race, color, culture, ethnic origin, ability, LGBTQ status, or English acquisition.

Achievement Gaps: the discrepancy in educational achievement between, for example, Students of Color and Caucasian students.

Systemic Racism: the collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. Systemic racism looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.

Cultural Competencies: the knowledge, attitudes, skills and practices that allow individuals to form relationships and create learning environments that support the academic achievement and personal development of learners from diverse racial and cultural groups, which are vital for adults to foster productive academic relationships with students. Cultural competence includes: recognizing the educational impact of race and culture, addressing demographic inequities in achievement, building relationships across racial and cultural differences, adapting curriculum to reflect racial and cultural diversity, and ongoing self-reflection about one's cultural competence.

Cultural Responsiveness: the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.

Cultural Accountability: an organization of accountable employees. Results are communicated and understood by everyone. Accountability is determined proactively, before the fact, not reactively, after the fact.

Equity Policy:

A. The District believes:

- 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.

B. The District shall welcome and empower ALL students and families as essential partners in their students' education, school planning and District decision-making. The District fosters welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. Additionally, the District will partner with entities who have demonstrated culturally specific expertise (i.e. government agencies, non-profit organizations, businesses, etc.) in order to support our educational goals.

C. On an ongoing basis, the District shall annually allocate its financial, capital and human resources equitably and not necessarily equally.

D. The District shall utilize hiring practices that support and stimulate racial, gender, and language diversity in its staff by recruiting, employing, training and retaining its employees. The District is committed to increasing the recruitment and retention of a highly qualified diverse staff. The District believes it is critical that students of all ethnicities, backgrounds, and cultures are exposed to role models familiar to them. The recruitment of a diverse workforce affords all students an opportunity of inclusiveness in the education system. Diversity in our education workforce provides all children with the opportunity to learn from others with dissimilar backgrounds and recognizes the value of diversity in all learning environments.

E. The District shall promote and facilitate opportunities for all staff to improve their cultural competencies and cultural accountability in serving our diverse student body and community.

**CONFIDENTIAL –
WORK IN PROGRESS**

Colorado Springs School District 11
Board of Education Policy
AG, Equity Policy
Adopted _____ 2019

F. The District shall engage in business practices that model equity. For example, the District shall promote the diversification of its vendor and supplier corps, to include minority and women-owned businesses, in accordance with law and District policy. See Board Policy DJ, Procurement and Contracting.

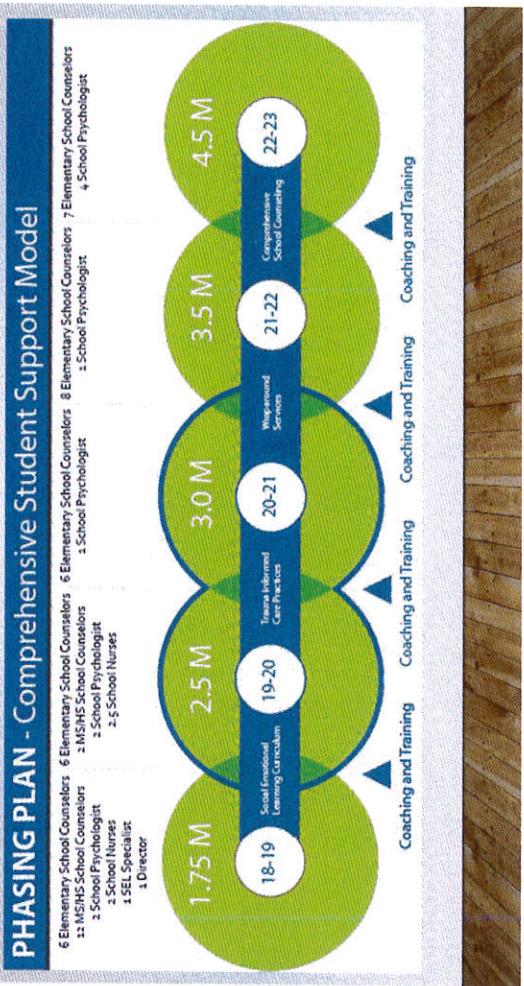
G. The District shall provide teaching staff with professional development specifically designed to strengthen the employee's knowledge and skillset for eliminating opportunity encumbrances and achievement gaps between Students of Color and Caucasian students, as well as between students of different socioeconomic backgrounds. Practices, procedures and programs that result in over or under representation of any group of students compared to peers shall be reviewed, with urgency and through the lens of accountability, to assure that such results are due to meeting student legitimate educational, social or emotional needs.

H. Teachers, administrators and District staff shall collaborate to establish and implement culturally responsive instructional practices, curriculum and assessments. In addition, teachers, administrators and District staff shall adopt a teaching and learning culture that includes high expectations of students and staff, varied teaching and learning styles, and individualized as well as systemic supports for teachers and students.

The Board and Administration shall actively model its commitment to equity to align all processes and procedures to applicable law and this policy. To that end, the Board holds itself, all District site decision makers, and all faculty, support staff and participants, accountable for building a District-wide culture of equity.

Adopted _____ 2019

CROSS REF.: Policy AC, Nondiscrimination/Equal Opportunity
 Policy DJ, Procurement and Contracting
 Policy GBA, Open Hiring/Equal Employment Opportunity and
 Affirmative Action
 Policy GBAA, Employee Sexual and Racial Harassment/Discrimination
 Policy JB, Equal Educational Opportunities
 Policy JBB, Sexual and Racial Harassment/Discrimination toward
 Students



STUDENT SUCCESS AND WELLNESS



BOE PRESENTATION SEPTEMBER 4, 2019

YEAR I SEL DISTRICT FALL SPRING COMPARISON

Competencies	K-2 Teacher Perception FALL	3-5 Student Perception FALL	K-5 Teacher Perception SPRING	3-5 Student Perception SPRING
Assessed SEL Competencies				
Compassion	NA	58%	NA	60% ↗ 2%
Classroom Effort	55%	NA	61% ↗ 6%	NA
Emotion Regulation	69%	46%	70% ↗ 4%	45% ↘ 1%
Engagement	61%	66%	65% ↘ 4%	57% ↘ 9%
Grit	NA	50%	NA	51% ↗ 1%
Learning Strategies	NA	61%	NA	61% ↔
Self-Efficacy	48%	48%	56% ↗ 8%	50% ↗ 2%
Self-Management	45%	66%	51% ↘ 6%	63% ↗ 3%
Sense of Belonging	NA	62%	NA	56% ↘ 6%
Social Awareness	61%	66%	63% ↗ 2%	63% ↗ 3%

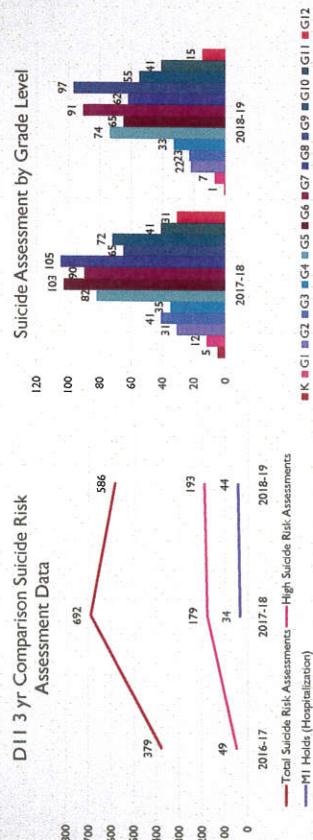
* = 1 school experienced no change
** = 2 schools experienced no change
*** = 3 schools experienced no change

YEAR I SEL HIGHLIGHTS

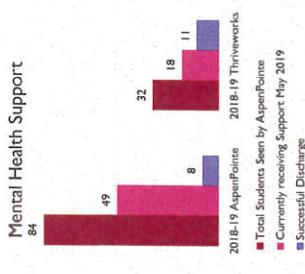
Competencies	3-5 Student Perception	K-5 Teacher Perception
Assessed SEL Competencies		
Compassion	3 of 6 saw Growth*	NA
Classroom Effort	NA	6 of 6 saw Growth
Emotion Regulation	2 of 6 saw Growth*	3 of 6 saw Growth**
Engagement	0 of 6 saw Growth*	4 of 6 saw Growth*
Grit	3 of 6 saw Growth*	NA
Learning Strategies	5 of 6 saw Growth	NA
Self-Efficacy	4 of 6 saw Growth*	6 of 6 saw Growth
Self-Management	1 of 6 saw Growth**	4 of 6 saw Growth
Sense of Belonging	1 of 6 saw Growth	NA
Social Awareness	0 of 6 saw Growth***	3 of 6 saw Growth

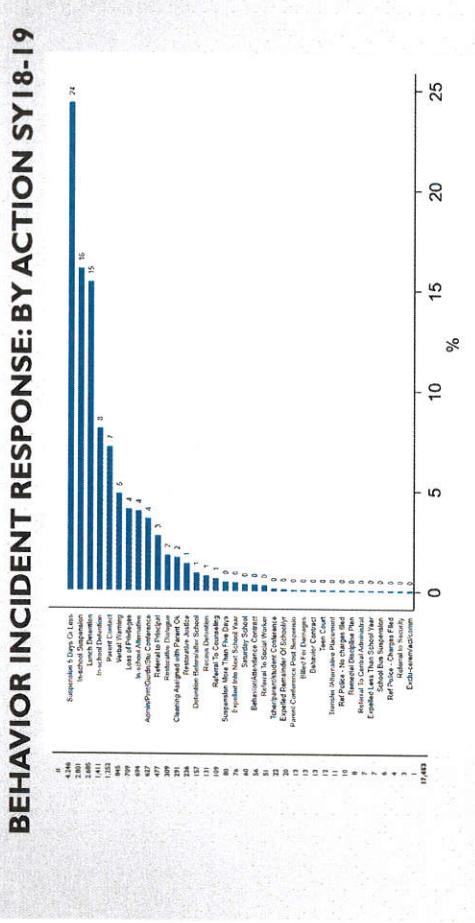
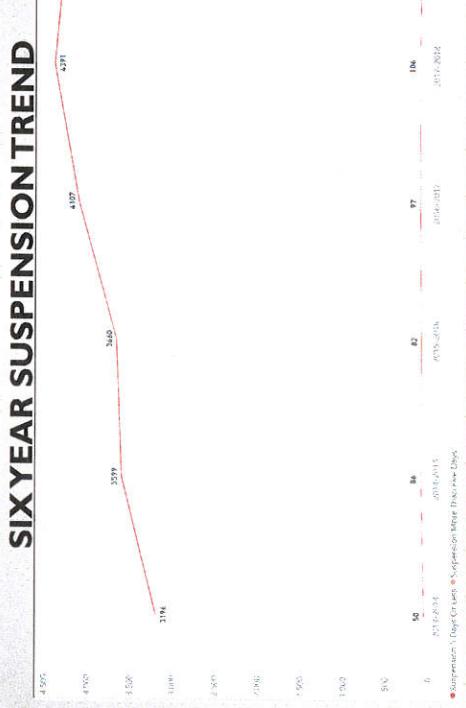
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*** = 3 schools experienced no change

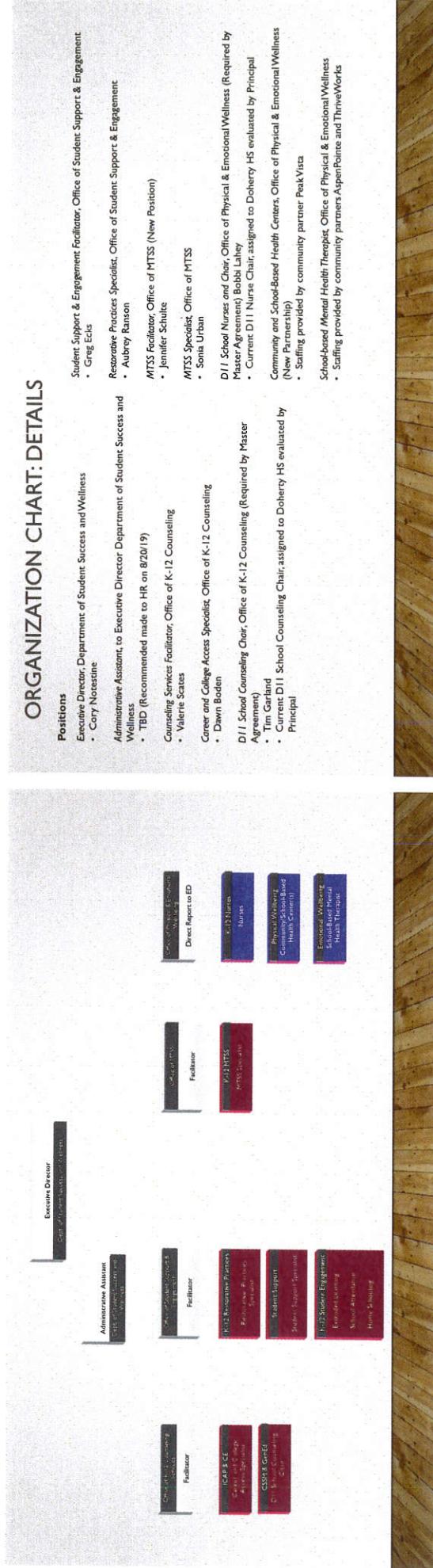
BEHAVIORAL HEALTH DATA



BEHAVIORAL HEALTH DATA







WHERE ARE WE NOW AND WHERE ARE WE MOVING

- Comprehensive Student Support Model (CSSM)
- School Counselor Corps Grant Program (SCCGP)
- Multi-Tiered System of Supports (MTSS)
 - Capturing Kids Hearts (CKH)
- Student Support and Engagement
 - Restorative Practices

QUESTIONS

APPENDIX B.1
STUDENT BEHAVIOR DATA AND TRENDS

APPENDIX B.2
STUDENT BEHAVIOR DATA AND TRENDS

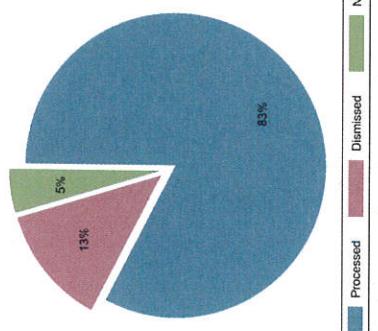
I. REFERRALS

- I. Referrals
- II. Behavior Incidents
- III. Response
- IV. Attendance
- V. Additional Trend Data

- Referring someone or something for consultation, review, or further action
- Referrals coded in the Q system as processed, new, or dismissed
- Referrals can not be deleted from Q by building staff
- The use of the Q referral system is required per CSEA master agreement

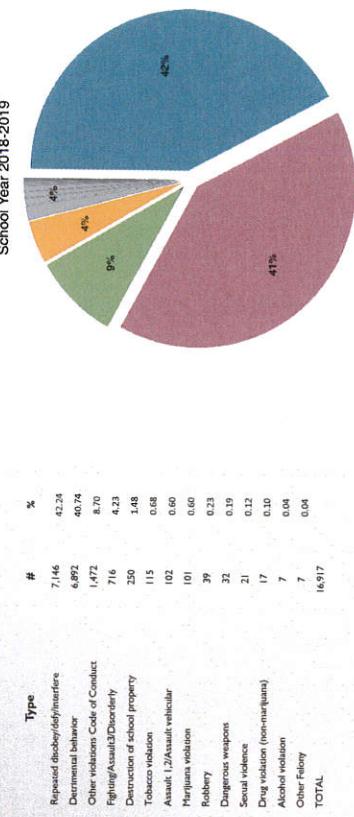
APPENDIX B.3 STUDENT BEHAVIOR DATA AND TRENDS

Referrals: By Status
School Year 2018-2019



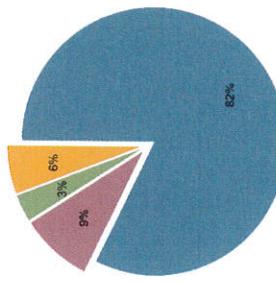
APPENDIX B.4 STUDENT BEHAVIOR DATA AND TRENDS

Referrals: By Type
School Year 2018-2019



APPENDIX B.5
STUDENT BEHAVIOR DATA AND TRENDS

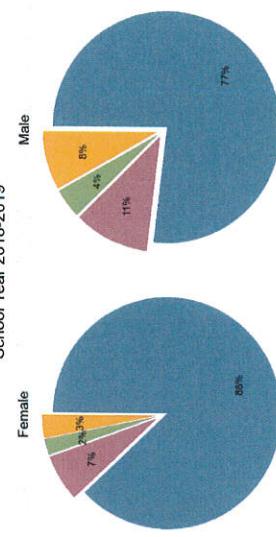
Referrals: Percent of Student Body
School Year 2018-2019



n = 26,670

APPENDIX B.6
STUDENT BEHAVIOR DATA AND TRENDS

Referrals: Percent of Student Body - By Gender
School Year 2018-2019



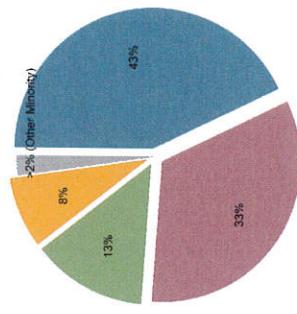
n = 26,670

Referrals
0 ■ 1 ■ 2 ■ 3 ■



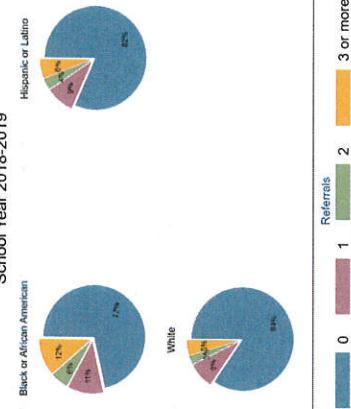
APPENDIX B.7 STUDENT BEHAVIOR DATA AND TRENDS

Referrals: Percent of Student Body - By Race/Ethnicity
School Year 2018-2019



APPENDIX B.8 STUDENT BEHAVIOR DATA AND TRENDS

Referrals: Percent of Student Group
School Year 2018-2019



APPENDIX B.9 STUDENT BEHAVIOR DATA AND TRENDS

II. INCIDENTS

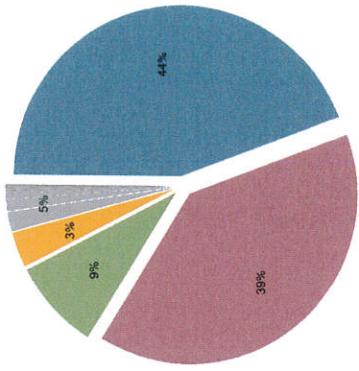
- An incident is recorded when a referral is processed through the Q system or when an administrators enters a behavior event

APPENDIX B.10 STUDENT BEHAVIOR DATA AND TRENDS

II. INCIDENTS

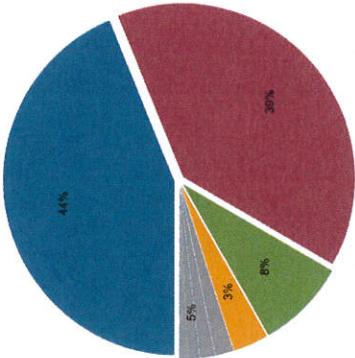
Type	#	%
Repeated disorderly/interfere	7,435	43.75
Delinquent behavior	6,888	39.47
Other violations Code of Conduct	1,482	8.49
Fighting/Assault/Disorderly	577	3.31
Marijuana violation	300	1.72
Tobacco violation	247	1.42
Destruction of school property	189	1.08
Alcohol violation	45	0.26
Dangerous weapons	39	0.22
Drug violation (non-marijuana)	28	0.16
Assault 1/2/Assault vehicular	9	0.05
Robbery	7	0.04
Sexual violence	5	0.03
Other Felony	2	0.01
Total	17,453	100

Incidents: By Type
School Year 2018-2019



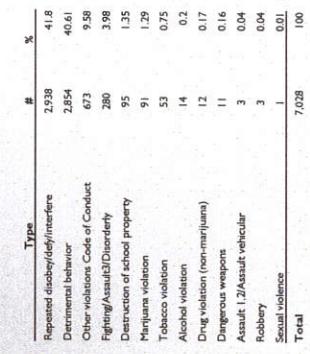
APPENDIX B.11
STUDENT BEHAVIOR DATA AND TRENDS

Incident: Elementary Schools - By Type
School Year 2018-2019



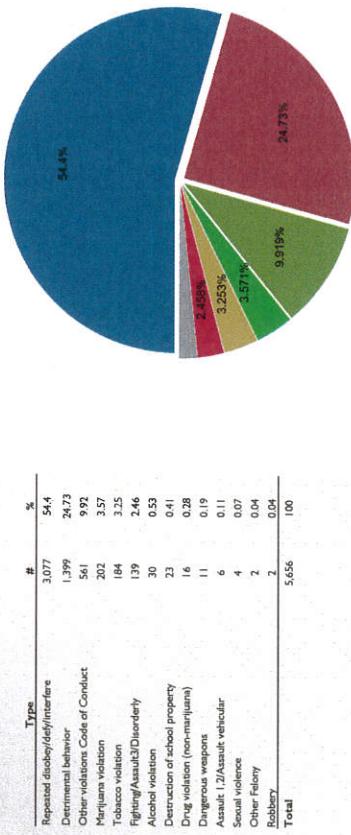
APPENDIX B.12
STUDENT BEHAVIOR DATA AND TRENDS

Incident: Middle Schools - By Type
School Year 2018-2019

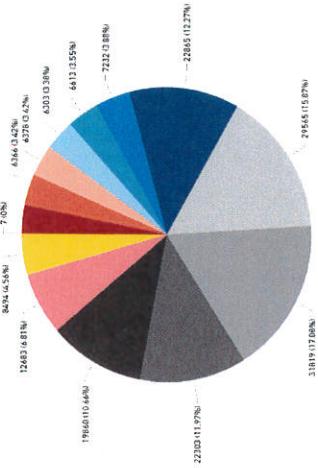


APPENDIX B13
STUDENT BEHAVIOR DATA AND TRENDS

Incident: High Schools - By Type
School Year 2018-2019

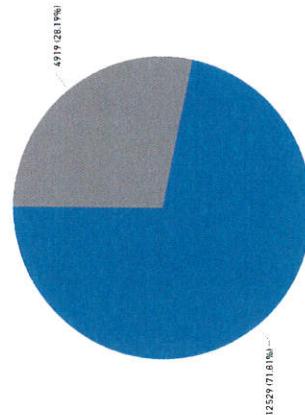


APPENDIX B15
STUDENT BEHAVIOR DATA AND TRENDS
2018-2019 TOTAL INCIDENTS: BY GRADE

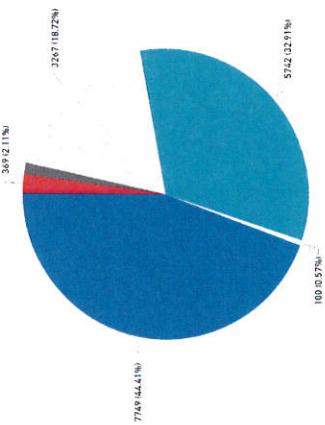


● 1 ● 0 ● 1 ● 2 ● 3 ● 4 ● 5 ● 6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12

APPENDIX B.15
STUDENT BEHAVIOR DATA AND TRENDS
2018-2019 TOTAL INCIDENTS: BY GENDER



APPENDIX B.16
STUDENT BEHAVIOR DATA AND TRENDS
2018-2019 TOTAL INCIDENTS: BY RACE/ETHNICITY

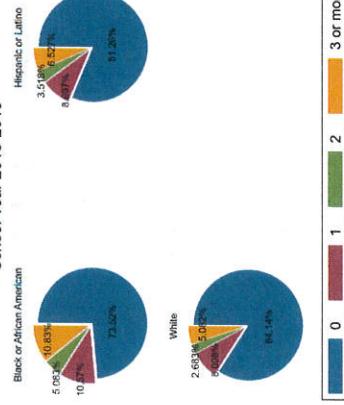


APPENDIX B 17
STUDENT BEHAVIOR DATA AND TRENDS

APPENDIX B 18
STUDENT BEHAVIOR DATA AND TRENDS

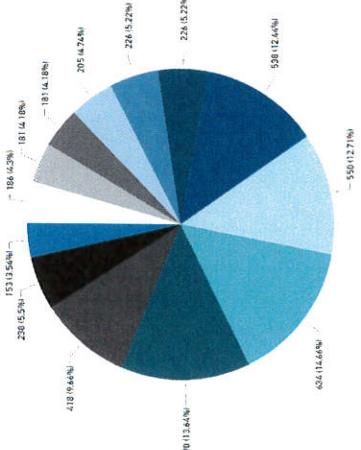
III. RESPONSE/ACTION

Incidents: Percent of Student Group
School Year 2018-2019

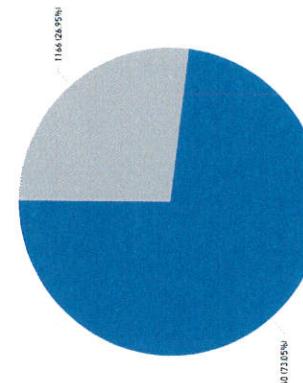


- A response/action is recorded after a referral has been processed or an incident has been added to the Q system by school administration or an authorized designee.
- Actions do not reflect classroom behavior response

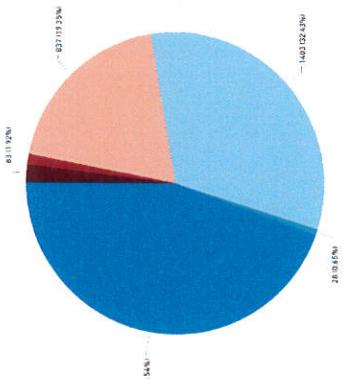
APPENDIX B.20
STUDENT BEHAVIOR DATA AND TRENDS
2018-2019 TOTAL SUSPENSIONS: BY GRADE



APPENDIX B.21
STUDENT BEHAVIOR DATA AND TRENDS
2018-2019 TOTAL SUSPENSIONS: BY GENDER



APPENDIX B.22
STUDENT BEHAVIOR DATA AND TRENDS
2018-2019 TOTAL SUSPENSIONS: BY RACE/ETHNICITY



● American Indian or Alaska Native ● Asian ● Black or African American ● Hispanic or Latino ● White

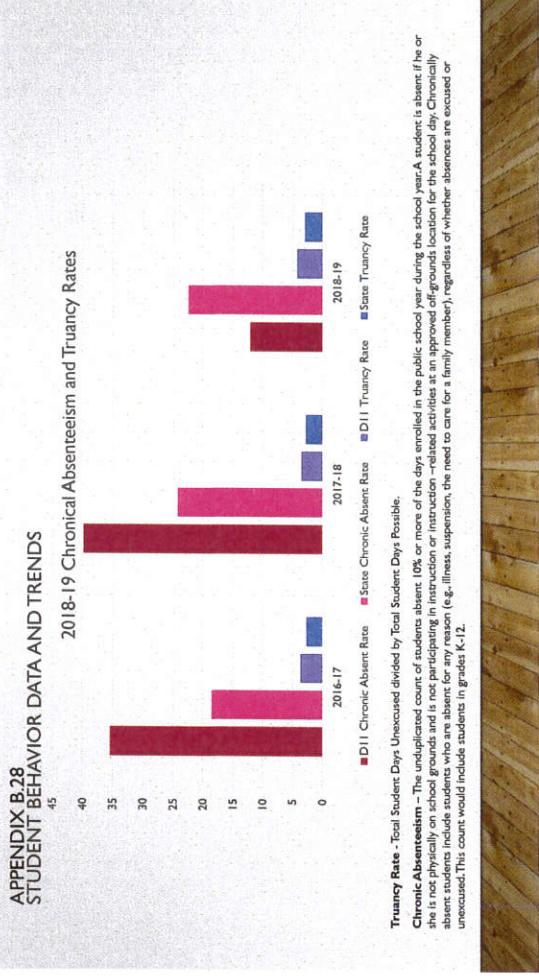
APPENDIX B.18
STUDENT BEHAVIOR DATA AND TRENDS
IV. ATTENDANCE

- **Truancy Rate** - Total Student Days Unexcused divided by Total Student Days Possible
- **Chronic Absenteeism** – The unduplicated count of students absent 10% or more of the days enrolled in the public school year during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. This count would include students in grades K-12.

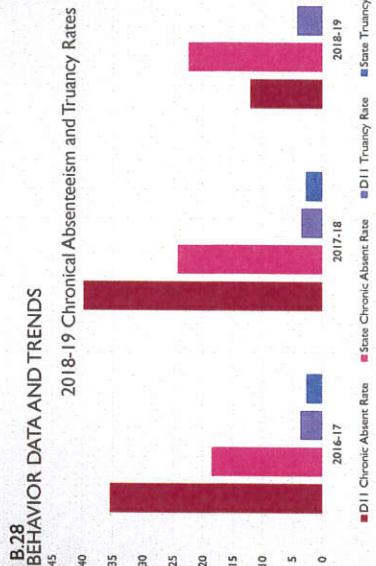


APPENDIX B.28
STUDENT BEHAVIOR DATA AND TRENDS

ATTENDANCE DATA
6 Year Attendance Trends



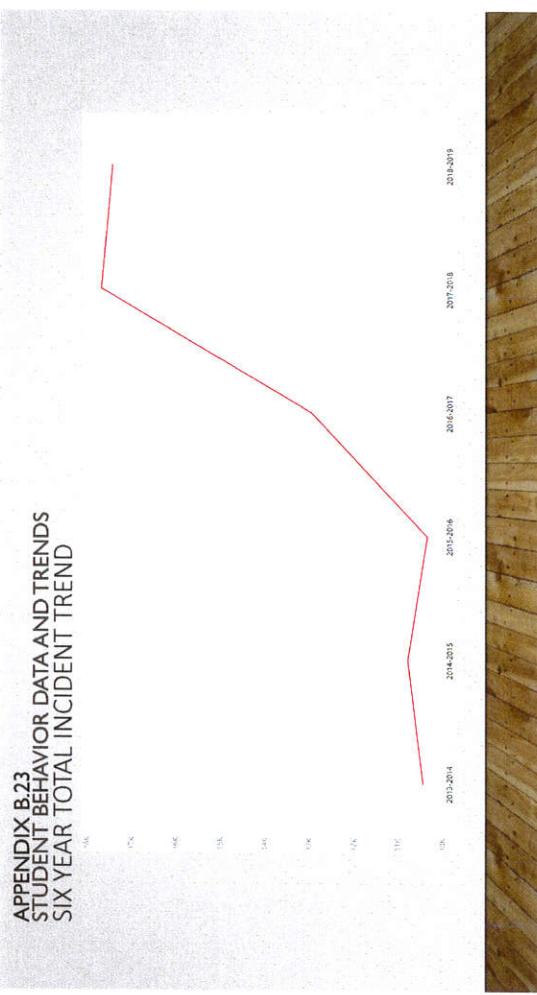
Truancy Rate - Total Student Days Unexcused divided by Total Student Days Possible.
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APPENDIX B.18
STUDENT BEHAVIOR DATA AND TRENDS

V. ADDITIONAL TREND DATA

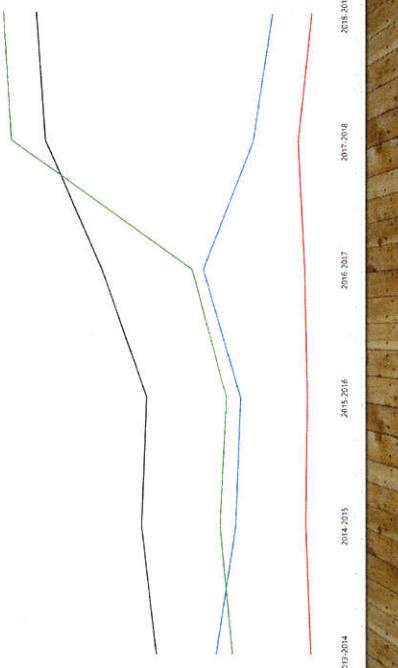
APPENDIX B.23
STUDENT BEHAVIOR DATA AND TRENDS
SIX YEAR TOTAL INCIDENT TREND



**APPENDIX B.24
STUDENT BEHAVIOR DATA AND TRENDS
SIX YEAR INCIDENT TREND: SIGNIFICANT BEHAVIORS**

● Detrimental behavior ● Fighting/Accidents/Disorderly /Other violations Code of Conduct ● Repeated disciplinary incidents

● Marijuana violation ● Tobacco violation

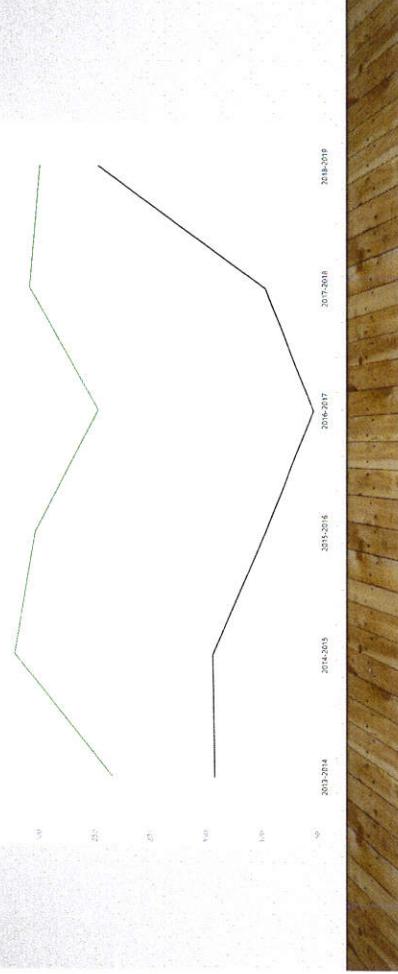


**APPENDIX B.25
STUDENT BEHAVIOR DATA AND TRENDS
SIX YEAR INCIDENT TREND:
MARIJUANA AND TOBACCO BEHAVIOR**

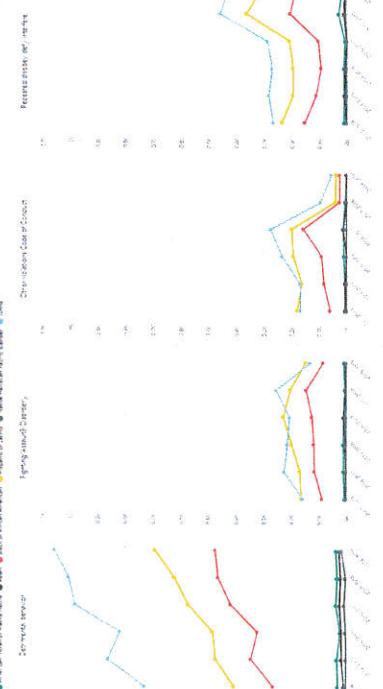
● Marijuana violation ● Tobacco violation

● Repeated disciplinary incidents

● Other violations Code of Conduct



APPENDIX B.27
STUDENT BEHAVIOR DATA AND TRENDS
SIX YEAR INCIDENT TREND: BY RACE/ETHNICITY



Attendance 2019-2020 SAC Trainings

September 26, 2019

- Audubon ES (Aaron Ford)
- Bristol ES (Stephen Handen)
- Buena Vista ES (Vicky McLaughlin, Sharon Gately)
- Carver ES (Rebekah Gunderson)
- Chipeta ES (Amanda Obringer)
- Columbia ES (April Kleu, Blythe Hunt, Chris Brandt)
- Edison ES (Kevin Willis, Brenda Walters, Lolita Wilson)
- Fremont ES (Jane Tucker)
- Keller ES (Stacy Brisben, Emily Conner)
- King ES (Lynn Guido)
- Martinez ES (Chris Giovagnoni, Bobbie Long)
- McAuliffe ES (Toni Schone, Megan Phillips, Chuck Dionne)
- Midland ES (Jennifer Breeding, Courtney Benson)
- Monroe ES (Tessa Dimatulac, Angel Griffith)
- Scott ES (Matt Berkey, Jennifer Radford, Carrie Gagnon)
- Stratton ES (Kyle Rudd)
- Taylor ES (Billy Adams)
- Trailblazer ES (Ken Pfeil, Lisa Ruman, Cari Krebs, James Arthur)
- Twain ES (Shane Foshee, Katy Ortiz, Alyssa Webb, Lynn Boskie)
- West ES (Karen Newton, Sarah Harbin, Tacita Vance)
- Holmes MS (Desiree Sanfilippo)
- Jenkins MS (Kristi Kohner, John Harding, Darleen Daniels)
- Mann MS (Elizabeth Hudgens, Leah Segura)
- North MS (Nila Rickard)
- Russell MS (David Dubois)
- Sabin MS (Neil Pettigrew)
- Swigert MS (Dan Carragher, Daryl Trujillo, Colleen Pearl, Jim Nason)
- West MS (Shalah Parker, Valerie Wetherby)
- Doherty HS (Velvet Stepanek)
- Mitchell HS (Cynthe Winebrenner)
- Bijou (Tineke Seilaff)
- Achieve K-12/Digital (J. Michele Riddle)
- Odyssey ECCO (Joseph Mezzofante)
- Academy ACL (Enrique Montiel)
- Community Prep (Gayle Hinrichs)
- Globe (Callum Frost)
- Lyman Kaiser (Chair, T&SS)
- Parth Melpakam (Community)
- Melisa Olsen (Central Admin. – IT)
- Julie Ott (BOE)

- Victoria Henderson (Military Liaison)
- Trudy Tool (Administrative Assist. Liaison)
- LouAnn Dekleva (T&SS Subcommittee)
- Ed Plute (Chair, Accreditation)
- Devra Ashby (presenter)
- Glenn Gustafson (CFO)
- Phoebe Bailey (DAC Liaison)
-

Total Attendance:

36 Schools represented

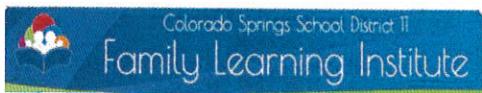
75 total attendees



DR. MICHAEL J. THOMAS
SUPERINTENDENT - DISTRICT 11



MR. JEFF VELEY
MOTIVATIONAL SPEAKER



SCHOOL ACCOUNTABILITY COMMITTEE (SAC) TRAINING

NOVEMBER 7, 2019

Join Us For An Exciting, Thought Provoking Evening Featuring:

- **Dr. Michael J. Thomas –**
 - The Strategic Plan moving into the Academic Master Plan, and the role the SAC will play in that work
- **Mr. Jeff Veley –**
 - Resilience Education for Bullying Prevention <https://www.jeffveley.com>

LIGHT REFRESHMENTS WILL BE SERVED IN ROOM 116 BEGINNING AT
5:30PM

Child Care will be provided for children ages preschool to 12-
Please RSVP to Trudy Tool at: Trudy.Tool@d11.org

When:

November 7, 2019

Time:

6:00 – 8:00pm

Where:

**Tesla Professional
Development
Center-Auditorium
(2560 International
Circle)**

**Highly
recommended for
School
Administrators, SAC
Chairs, SAC
Members and
School Community**

**Open to all parents
and community
members – Parents
are encouraged to
bring their Middle
School and High
School Students**

Please RSVP to Trudy
Tool at:
Trudy.Tool@d11.org
with number of people
attending from your
school and if child care is
needed

About Jeff Veley

Jeff Veley is a mental health professional that's insanely entertaining. Despite extraordinary challenges, he learned how to make friends and manage emotions. Today, he's a speaker who travels the globe empowering kids and grownups. His fun presentations inspire students to be resilient – teaching them how to leverage their adversities for psychological growth.

Jeff's simple strategies for bullying prevention have reached 1 million people and earned two international awards for effectiveness in conflict resolution. A social misfit turned social skills educator, Jeff is able to connect with kids from all walks of life and provide the skills necessary to overcome life's challenges.

A Psychological Approach to Bullying

The “*Peace Sign Approach*” simplifies responding to bullying behavior into simple steps.

Unlike traditional anti-bullying programs that focus on stopping the “bullies”, rely on school-wide systems, and take significant time to implement, the “*Peace Sign*” is not a program, but rather a psychological approach to social aggression. It can be put into effect immediately to help students and reduces aggression in as little as one week.

The “*Peace Sign Approach*” empowers students to face adversity, grow in resilience, and solve their own social problems. It is an effective approach for bullying prevention, intervention, and response. *“Our school counselor has been passionately reviewing the peace sign with many of our students. I am also glad to hear it is still beneficial to them even a year later!”*

— Abby Giroux, Principal, All Saints Academy

DISTRICT- 11 2019 SALUTING AMERICA

AGENDA

(As reported to Volunteer Services & Community Partnerships)



DATE- TIME	SCHOOL	ACTIVITY
	Adams	Tribute Cards
11/11/19, 8:15 a.m.	Audubon	Color Guard, Class performances, recognition of Veterans, Former student playing Taps, Tribute Cards
11/11/19, 8:15 a.m.	Bristol	Presentation of Colors, Pledge of Allegiance, Intro of Guest, Present Cards, Taps
	Buena Vista	Tribute Cards
	Carver	Tribute Cards
	Chipeta	Tribute Cards
	Columbia	Tribute Cards
11/11/19, 1:30 p.m.	Edison	Tribute Cards
	Freedom	Bring a Veteran to lunch and an assembly at 1:30 p.m. to honor Veterans. Tribute Cards.
	Fremont	Tribute Cards
	Grant	
	Henry	School hosting a separate celebration

11/8/19, 8:20 a.m.	Howbert	Breakfast for Howbert Service Members/families. Assembly to honor and thank our Service members. Student Songs. Tribute cards.
11/8/19, 11:45 a.m.	Jackson	Lunch and certificates for each attending veteran, Tribute Cards
	Keller	Tribute Cards
	King	Tribute Cards
	Madison	Veteran's Day Event, Tribute Cards
11/11/2019, TBA	Martinez	Veteran's Day Recognition, POW/MIA Table, Tribute Cards
11/11/2019, 8:00-10:00 a.m.	McAuliffe	
11/11/19,	Midland	Tribute Cards
	Monroe	Tribute Cards
11/7/19, 9:00-9:45 a.m.	Penrose	Mr. Mason speaking, possible boy scout presentation, Tribute Cards
11/4/19, 9:15-9:40 a.m.	Queen Palmer	Color Guard to Raise Colors, Outdoor Flag, Buglers to play Call to Colors, Tribute Cards
11/11/19, 12:40 & 1:40 p.m.	Rogers	Recognition of service members, vocal music presentations, student presentation. Tribute cards
11/8/19, 10:00 a.m.	Rudy	Presentation of Colors by Boy Scouts, Musical Presentations, Short Reception with cake. Tribute cards
11/11/19, TBD	Scott	TBD, Tribute Cards
11/11/19, 8:30 a.m.	Steele	Music, Guest Speaker, School Honor Guard
11/11/19, 8:15 a.m.	Stratton	Breakfast and student presentations. Tribute cards
11/11/19, 1:30 p.m.	Taylor	Assembly honoring veterans with music

11/11/19, 8:05 a.m.-8:45 a.m.	Trailblazer	Flag-waving and Veteran Speaker, Jim Mason Tribute Cards
	Twain	Tribute Cards
11/8/19, all day	Wilson	Singing and honoring of veterans, Tribute cards
	Galileo School of Math and Science	
11/12/19	Holmes MS	Assembly with student speakers and orchestra tributes. Tribute Cards.
11/11/19, 2:45 p.m.	Jenkins MS	Music Tributes and Guest speaker, Tribute cards
11/11/19, 3:00 p.m.	Mann MS	Guest Speaker, Jazz Band, Tribute Cards
11/11/19, 9:00 a.m.	North MS	Veteran's Concert and Color Guard Flag Raising
11/8/19, 2:15 p.m.	Russell MS	Assembly with keynote speaker, Music Performances, Tribute cards
11/11/19, 2:30 p.m.	Sabin MS	Music and speaker. "Walk of Champions" for Veterans
	Swigert	
11/8/19, 9:00 a.m.	West K-8	American Legion Presentation: Color Guard to Present, Post Colors, Indoor Assembly, Bugler
11/8/19, 9:24 a.m.	Coronado HS	Honor guard and female firefighters who have served in the military
11/11/19, 10:10 a.m.	Doherty HS	Honoring community members and staff who have served. Navy JROTC runs the assembly to include the presentation of colors, a speech from a cadet and a demonstration of the drill team.
	Mitchell HS	
	Palmer HS	Tribute Cards
	Roy J Wasson Campus	Achieve Online

