

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

School Accountability (SAC) Training Agenda

November 5, 2020

Via Webex

6:00pm – 8:00pm

- 6:00 – 6:05pm **Welcome and Introductions**
Velvet Stepanek – DAC Chairperson
- 6:05 – 6:20pm **Staffing Challenges –**
EDSLs/David Engstrom, Deputy Superintendent-ALL/Phoebe Bailey, Assistant Superintendent-Personnel Support Services
- 6:20 – 7:00pm **New Prototype Model for USIP**
Dr. David Khaliqi
- 7:00 – 7:05pm **Move to Break-out Webex rooms**
- 7:05 – 7:45pm **Break-out Sessions (Choose 1)**
- **READ Act –**
Christy Feldman, Elementary Literacy Specialist
 - **Trauma-Informed Care Through the Lens of the Neurosequential Model in Education: Creating the Foundation for Learning**
Jennifer Schulte, Facilitator MTSS, Paula Hergert, El Paso County
 - **D11 Security Operations, Department Overview (with focus on Middle and High Schools)**
Jim Hastings, Commander-Security Operations
- 7:45 – 7:50pm **Move back to Main Webex Room**
- 7:50 – 8:00pm **Conclusion**
Lyman Kaiser, Chair-Training & SAC Support Subcommittee



READ Act Update

Christy Feldman
 CSSD11 Elementary Literacy Facilitator
 DAC/SAC Presentation 2020




What is the READ Act?

- Colorado Reading To Ensure Academic Development Act
- Focus on K-3 Literacy
- Focus on students reading well below grade level


Requirement: Core Instruction

Provide high quality core instruction

- Research based block of time (90 min.)
- Approved curriculum resources
- Intentional and explicit instruction

2020-21 Adjustments


- Flexible instruction models
- Increased use of ConnectED
- Addition of *Amplify Reading* as a supplement K-5



Work ahead

Ensure all core and supplemental materials are approved

- Reading Wonders 2014 will need replaced/upgraded
- Review supplemental materials



Requirement: Assessment



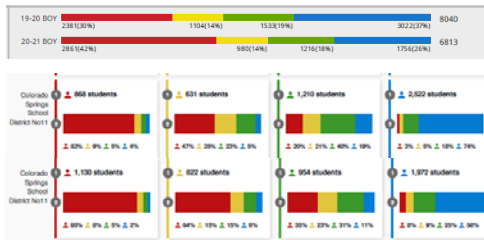
All K-3 students assessed

- State approved assessment- Acadience Reading (DIBELS Next)
- Alternatives for students who cannot take Acadience Reading
- Exempt: Non-English Speakers in first year

2020-21 Adjustments

- Safety measures to protect staff and students
- Protocols for remote administration of assessment

The Data



Requirement: Identify SRD and READ Plans

Identify students who have significant reading deficiency and develop READ plans

- Red composite score
- Validation and Diagnostic
- Develop intervention plan with parent input



2020-21 Adjustments

- Consider MOY data from 2019
- Kindergarten identification delayed to MOY
- Students lacking validation data delayed to MOY
- Parent meetings are virtual



Requirement: Intervention



Provide intervention support above and beyond core

- Additional minutes of instruction
- Targeted in an area of need
- Approved materials
- Adjusted based on data

2020-21 Adjustments

- Flexible instruction models
- Safety measures to protect staff and students

Work ahead
 Ensure all intervention materials are approved



State Funding

ELAT Project

- Early literacy assessment tool
- Acadience Reading (DIBELS Next)

SRD funds

- Building Distribution \$708K
- District Use \$368K

2021 Adjustments

- Funding based on Spring 2018 SRD numbers



Requirement: K-3 Teacher Training

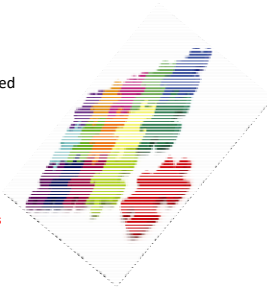
- By the Fall of 2021, each district that receives READ funding must ensure that all K-3 teachers complete evidence-based training in teaching reading (minimum 45 hours)
- Show evidence of effective practice (implementation of training)
- A teacher is deemed to have successfully completed the training if districts submits evidence that the teacher passed an end-of-course assessment.



What It Means...

By August 2021

- 100% of our "teachers of K-3 reading" will need to have met the requirement
- Required staff includes:
 - K-3 classroom teachers
 - Sped and CLD teachers
 - Certified Interventionists (full and part time)



NOTE: There is NO option for second year extension unless using LETRS

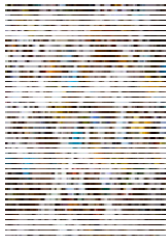


Consequences of Not Meeting Requirement

- Potential deficit in highly qualified K-3 staff
- Potential deficit in providing high quality intervention
- Potential staffing issues at buildings
 - Teachers may need to be repurposed/ repositioned
- Loss of READ Act SRD funding that is used to support our most at risk readers



Multiple Pathways...



- District Sponsored Training
 - LETRS
- CDE Sponsored Training
- Endorsement on License
 - Reading Teacher or Reading Specialist
- State Approved Assessment
 - Praxis 5205
- Prior College Course or Training Submitted to CDE
- Other CDE approved vendor course

The Plan- LETRS Enrollment



- Spring 2020
 - ELG Cohort begins LETRS
 - Approx. 110
 - Early Adopter Cohort begins LETRS
 - Approx. 330 Full LETRS
 - Approx. 25 Leadership Modules
- Fall 2020
 - Fall Cohort begins LETRS: October
 - Approx. 160
 - Staff identify pathway choice: November
 - Winter Cohort begins LETRS: December
 - # TBD

LETRS Notes



- Approximately 75 hours
- Application of learning built in
 - Case studies
- Two end of course assessments
 - Must earn a Certificate of Mastery to meet the requirement
- Extended time allowed
 - Units 1-4 complete by Fall 2021
 - Units 5-8 complete by Fall 2022



Support Available



- Facilitator Group
 - First round training November 2020
- Study Groups
 - Building supported
 - Specialist supported
- Information Sessions
 - Specialist sponsored
- Pacing Guides and Support Materials
- Individual Support by request





Best Hopes

- 100% of K-5 staff trained in science of teaching reading.
- 100% of K-5 staff receive the follow-up coaching and support needed to implement the training.
- D11 will reduce the SRD identification percentage to less than 5%.
- All elementary students receive excellent first instruction.
- All elementary students receive targeted intervention/ extension support by name and need.
- D11 will formally address screening for dyslexia and ensure effective intervention, support, staffing and/or programing for identified students.
- D11 will build effective partnerships with parents and the community to promote early literacy for all D11 students.



Questions, Comments, Points of Interest



Please contact:

Christy Feldman
Elementary Literacy Facilitator
christy.feldman@d11.org
 719-520-2023
 719-338-9914

Data Reports Explanation:

The first report shows a comparison of Beginning of Year (BOY) data for Acadience Reading for all schools. The top line for each school is last Fall and the second line is this Fall. The lines show the percentage of students in each of the performance categories. Two things to note:

1. Note the loss of enrollment for this year when seeing the total number of students on the side.
2. Note the significant increase of students scoring in the below grade categories of yellow and red this Fall.

The second two reports are a comparison of where students scored when school “ended” and where they scored when they came back in the fall. You can note the time periods in the top of the each report. The first report is from a year ago- where students were scoring at the end of the school year 2019 and where they started in the Fall of 2019- a full year of instruction. The second report is this year. The report is adjusted to Middle of Year (MOY) last year because we were not able to collect End of Year (EOY) data last spring. It shows where students were scoring middle of year and where they are scoring this Fall. There are notes to consider at the bottom of each report to help you compare them.



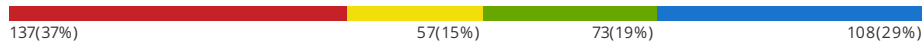
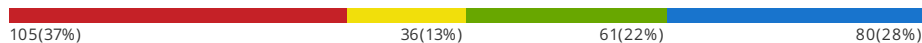
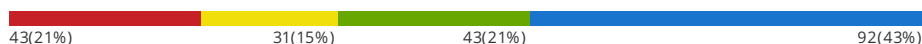
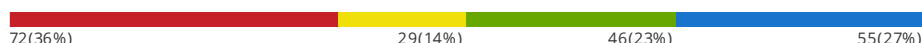
















Note the last two pages are a little confusing until you understand how the report works. I will be providing additional explanation during the meeting, but am happy to address questions at another time if needed 😊

Comparing Populations: mCLASS:DIBELS Next

View	Population	Time	Measure
Segment Results by: School Report Level: District Grade Divider: Off Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: 4 Grades District: Colorado Springs School District No 11 School: All Schools	School Year: 2 Years Period: 2 Periods	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels

School	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Total Students
Colorado Springs School District No 11 Current as of 10/30/2020					
Reference Data Reference Point: District					
	19-20 BOY				8040
	20-21 BOY				6813
Academy ACL	19-20 BOY				134
	20-21 BOY				138
Adams Elementary	19-20 BOY				287
	20-21 BOY				246
Audubon Elementary	19-20 BOY				216
	20-21 BOY				160
Bristol Elementary	19-20 BOY				178
	20-21 BOY				148
Buena Vista Elementary	19-20 BOY				133
	20-21 BOY				126
Carver Elementary	19-20 BOY				184
	20-21 BOY				151
Chipeta Elementary	19-20 BOY				297
	20-21 BOY				241
Columbia Elementary	19-20 BOY				201
	20-21 BOY				166
Edison Elementary	19-20 BOY				197
	20-21 BOY				182
Freedom Elementary	19-20 BOY				259
	20-21 BOY				202

Fremont Elementary	19-20 BOY		291
	20-21 BOY		230
GLOBE Charter	19-20 BOY		100
	20-21 BOY		80
Grant Elementary	19-20 BOY		311
	20-21 BOY		245
Henry Elementary	19-20 BOY		211
	20-21 BOY		185
Howbert Elementary	19-20 BOY		176
	20-21 BOY		151
Jackson Elementary	19-20 BOY		242
	20-21 BOY		227
Keller Elementary	19-20 BOY		256
	20-21 BOY		233
King Elementary	19-20 BOY		209
	20-21 BOY		190
Madison Elementary	19-20 BOY		195
	20-21 BOY		188
Martinez Elementary	19-20 BOY		269
	20-21 BOY		254
McAuliffe Elementary	19-20 BOY		352
	20-21 BOY		280
Midland Elementary	19-20 BOY		144
	20-21 BOY		87
Monroe Elementary	19-20 BOY		286
	20-21 BOY		210
Penrose Elementary	19-20 BOY		227
	20-21 BOY		211
Queen Palmer Elementary	19-20 BOY		157
	20-21 BOY		142

Rogers Elementary	19-20 BOY		221
	20-21 BOY		172
Roosevelt Charter Academy	19-20 BOY		375
	20-21 BOY		282
Rudy Elementary	19-20 BOY		209
	20-21 BOY		202
Scott Elementary	19-20 BOY		392
	20-21 BOY		326
Steele Elementary	19-20 BOY		193
	20-21 BOY		178
Stratton Elementary	19-20 BOY		195
	20-21 BOY		159
Taylor Elementary	19-20 BOY		133
	20-21 BOY		113
Trailblazer Elementary	19-20 BOY		188
	20-21 BOY		147
Twain Elementary	19-20 BOY		255
	20-21 BOY		220
West Elementary	19-20 BOY		136
	20-21 BOY		114
Wilson Elementary	19-20 BOY		231
	20-21 BOY		227

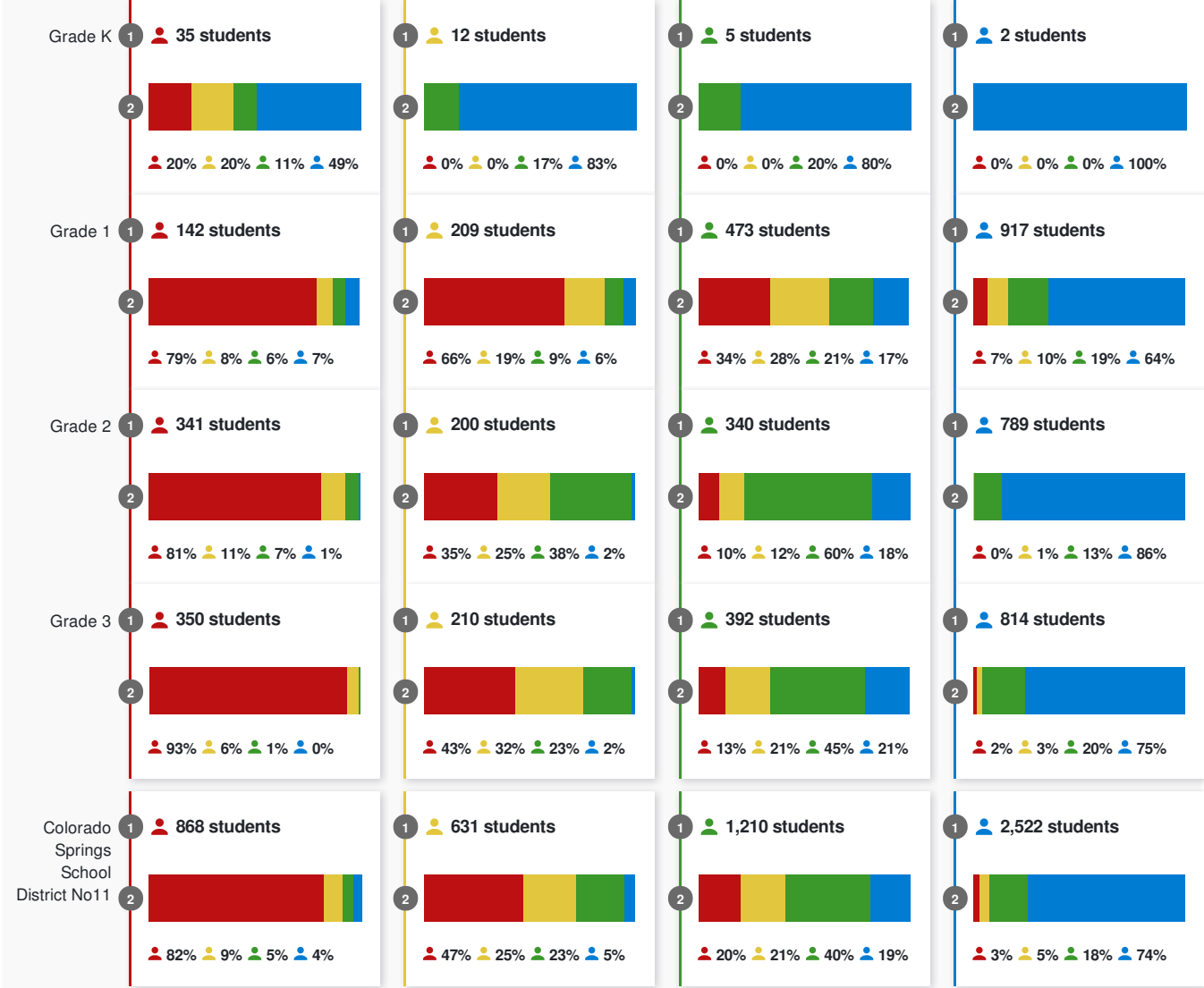
Correlation

View	Population	1 Measure 1	2 Measure 2
Segment Results by: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: 4 Grades District: Colorado Springs School District No 11	Assessment: DIBELS Next Measure: Composite Score School Year: 2018-2019 Period: 18-19 EOY	Assessment: DIBELS Next Measure: Composite Score School Year: 2019-2020 Period: 19-20 BOY

5,231 students with results in measures 1 & 2



Colorado Springs School District No 11



Things to notice:
 Students Red at EOY tended to stay red- (typical data)
 Students Yellow at EOY- we still have students lost to red- but not as dramatic as this year, also students moving up to higher levels looks much better
 Students Green at EOY- much better retention rates with the exception of 1st grade
 Students Blue at EOY- retention rate is excellent - most less than 10% lost to red or yellow

Correlation

View

Population

1 Measure 1

2 Measure 2

Segment Results by: District
Grade Divider: On
Display Data As: Percentage

Show Students Enrolled: On Test Day
Grade: 4 Grades
District:
Colorado Springs School District No 11

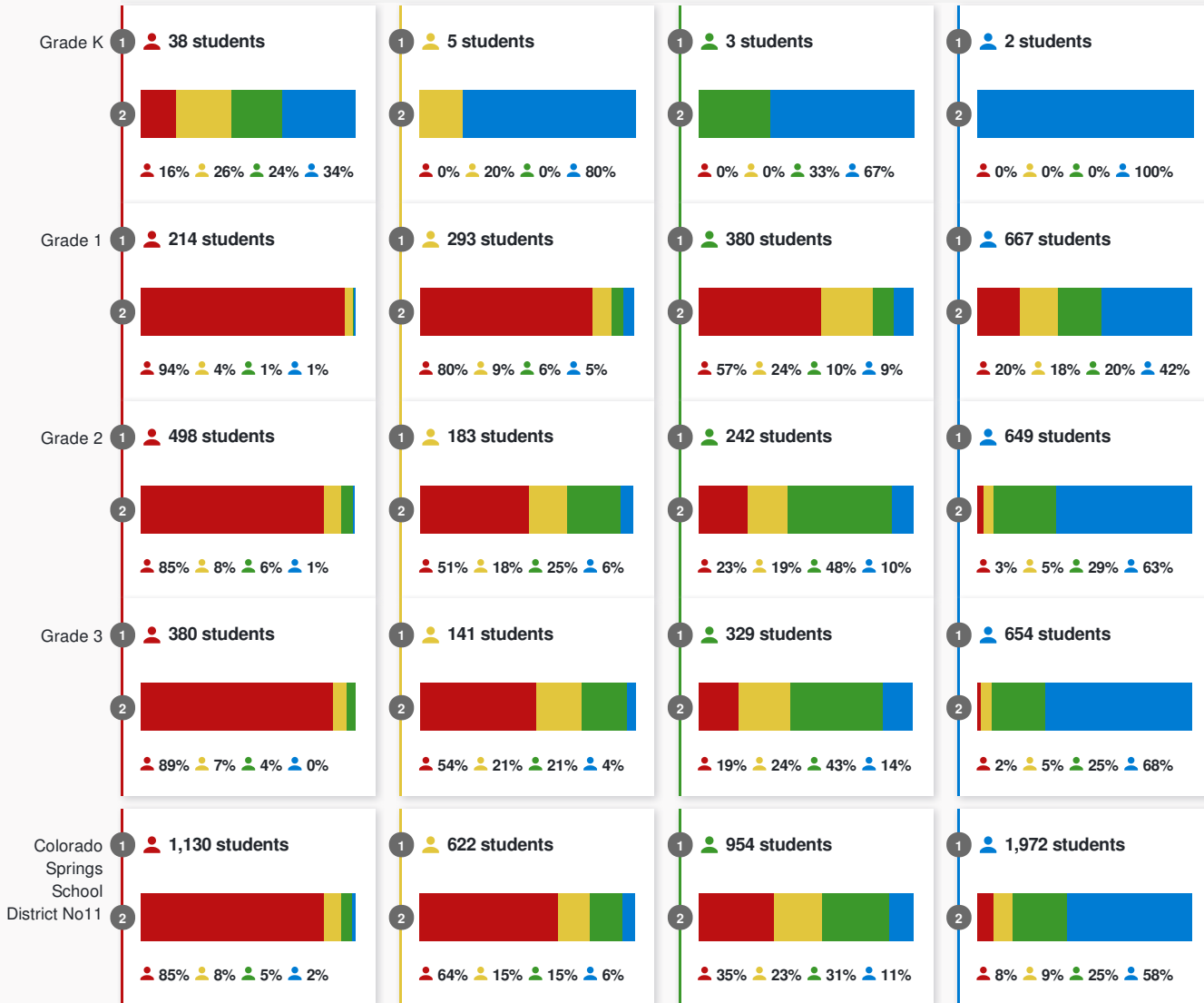
Assessment: DIBELS Next
Measure: Composite Score
School Year: 2019-2020
Period: 19-20 MOY

Assessment: DIBELS Next
Measure: Composite Score
School Year: 2020-2021
Period: 20-21 BOY

4,677 students with results in measures 1 & 2



Colorado Springs School District No 11



Things to notice:

Students Red at MOY tended to stay red- (typical data)

Students Yellow at MOY- large amount- over 50%- of those students lost to Red BOY this year

Students Green at MOY- large amount- at most grades lost to Red and Yellow BOY this year (especially notice 1st grade)

Students Blue at MOY- loss of a little less than half to lower levels BOY this year (again 1st grade is noticeable for loss of students)

School Accountability Committee Presentation

TRAUMA-INFORMED CARE THROUGH THE LENS OF THE NEUROSEQUENTIAL
MODEL IN EDUCATION: CREATING THE FOUNDATION FOR LEARNING

NOVEMBER 5, 2020



Introductions

Colorado Springs School District 11

- Jennifer Schulte, Ph.D.
- MTSS Facilitator
- NME Trainer

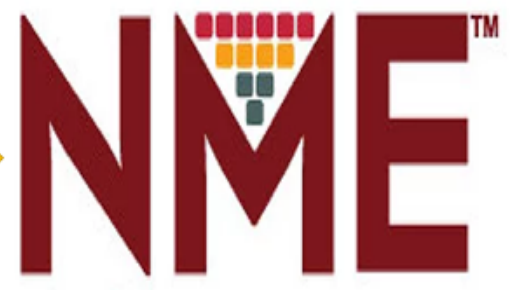
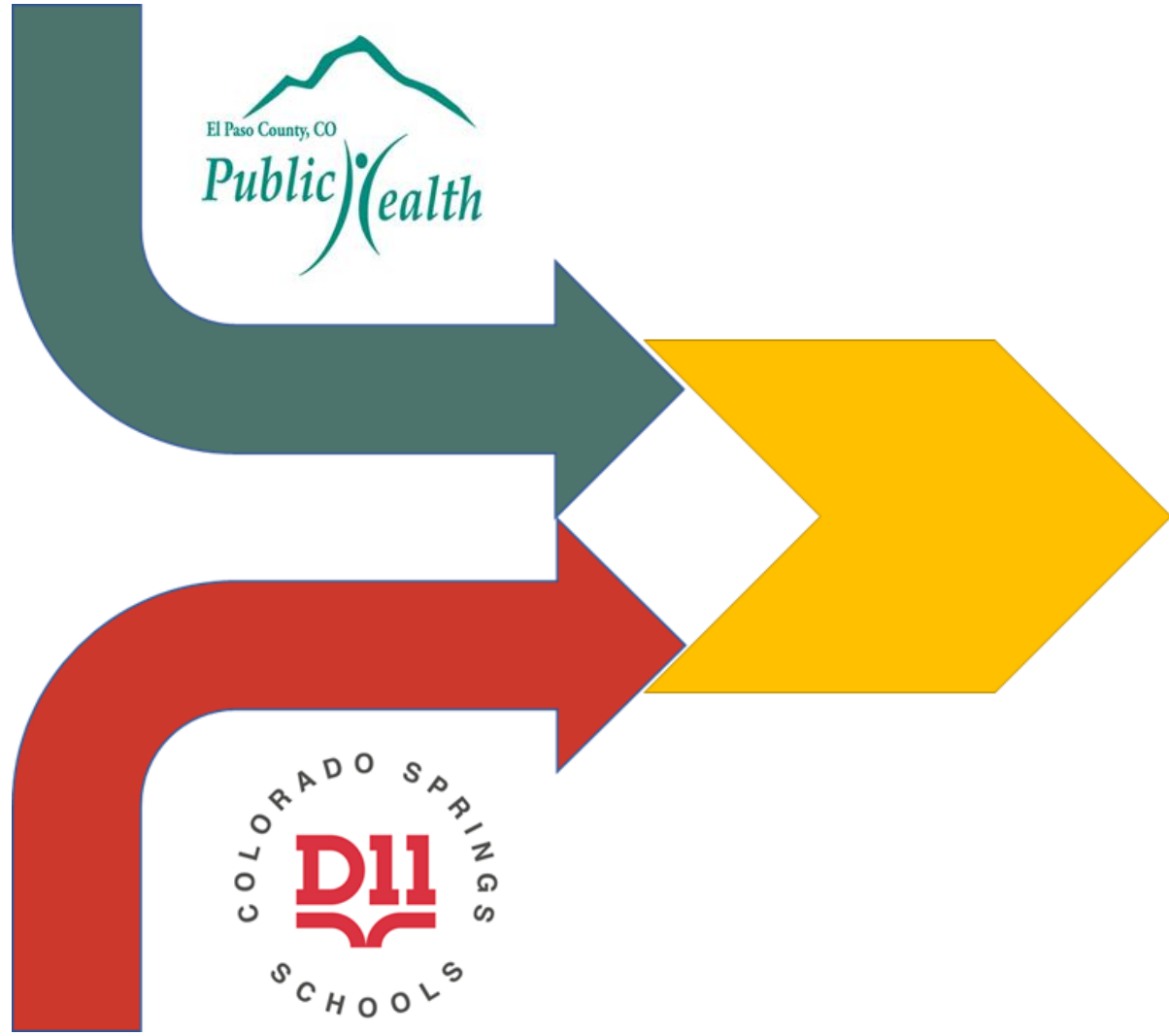
El Paso County Public Health

- Paula Hergert, M.A.Ed
- Prevention and Policy Specialist
- NME Trainer

➤ Partnership
Development

➤ How the
Neurosequential
Model in Education
Enhances Learning

KEY POINTS



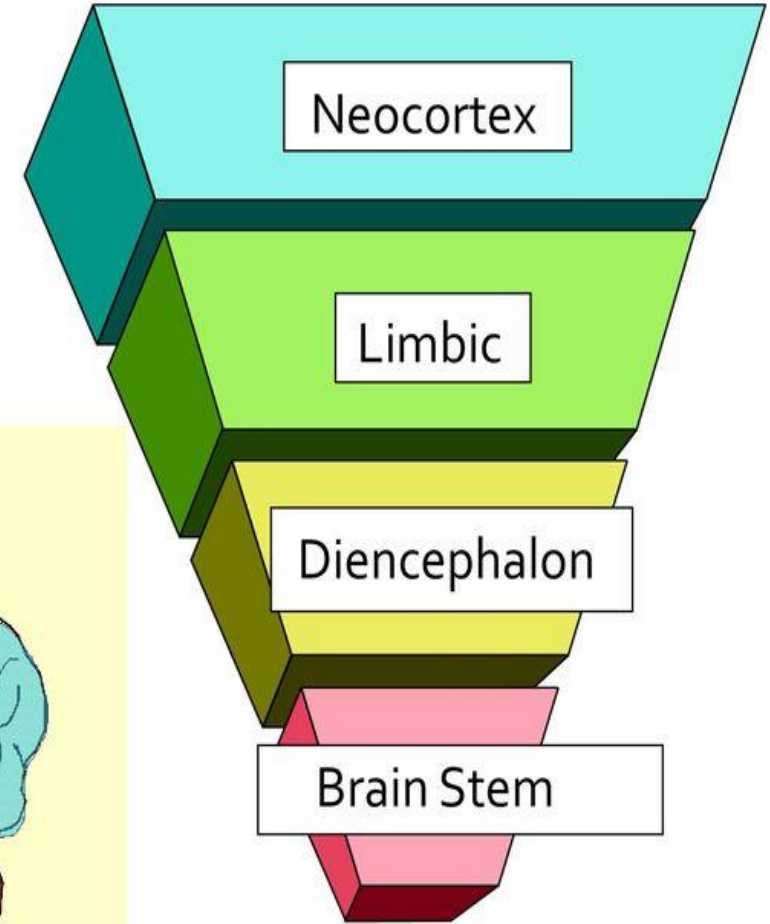
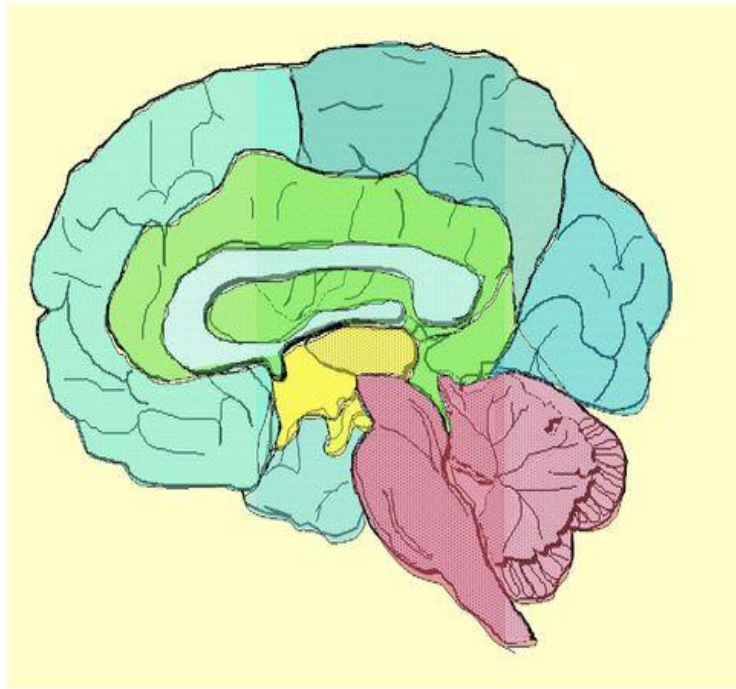
Foundational Concepts of the Neurosequential Model in Education

- **Both educators and students need to understand their own brains: how they develop and organize over time; how they can change and grow in a positive way.**
- Educators and students need to understand how stress affects their brains, particularly how it affects their ability to teach and learn well.

Sequential Brain Development

The growth in each region of the brain depends on receiving stimulation which spurs activity and is the foundation for learning.

The brain is hierarchical from bottom to top and from simple to complex



Memories

Repeated experiences strengthen a pathway, and the brain becomes sensitized and at some point, it becomes a memory.

Memories are an indelible impression of the world; they are the way in which the brain stores information for easy retrieval.

There are different types of memories that help us to navigate our world without having to really think about it.

The creation of memories is part of our adaptation to our environment.

If the early environment is abusive or neglectful, our brains will create memories of these experiences that may adversely color our view of the world throughout our life.

Dr. Bruce Perry, 1999



Attachment

It is our first relationships that shape our capacity to form intimate and emotionally healthy relationships throughout life.

The maternal-child (caregiver) attachment provides the working template for all subsequent relationships that the child will develop in the future.

Foundational Concepts of the Neurosequential Model in Education

- Both educators and students need to understand their own brains: how they develop and organize over time; how they can change and grow in a positive way.
- **Educators and students need to understand how stress affects their brains, particularly how it affects their ability to teach and learn well.**



Brief increases in heart rate,
mild elevations in stress hormone levels.



Serious, temporary stress responses,
buffered by supportive relationships.



Prolonged activation of stress
response systems in the absence
of protective relationships.



Toxic Stress Video

*Center on the Developing
Child, Harvard University*

Prolonged Stress is Chronic/Toxic Stress

Prolonged, severe, or unpredictable stress during early years can literally alter brain development with negative impacts on the child's physical, cognitive, emotional and social growth. Prolonged stress is called chronic stress.

Chronic stress sensitizes neural pathways and over-develops certain regions of the brain involved in anxiety and fear responses which can result in the under-development of other neural pathways and regions of the brain (Shore, 1997)

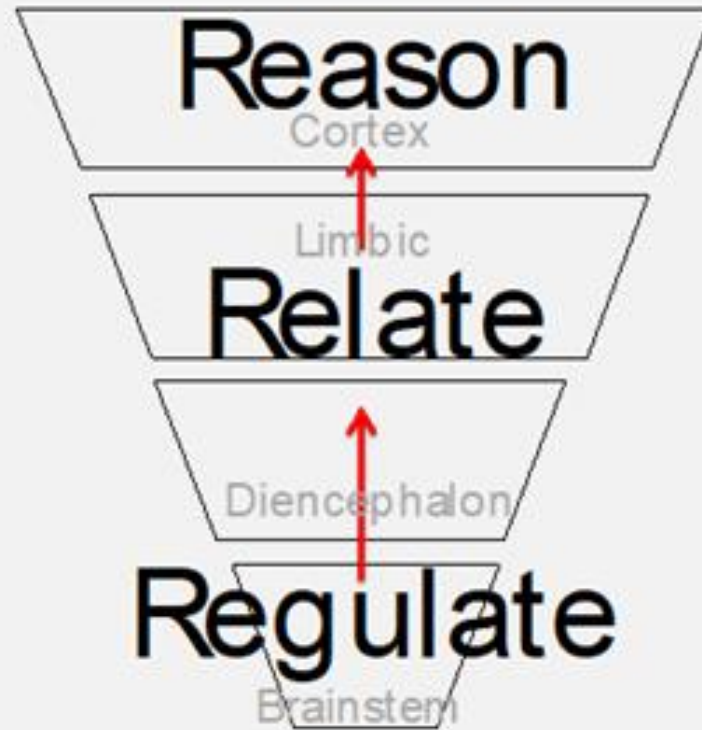
Children experiencing abuse and neglect will focus all brain resources on survival and responding to the threats. If the brain's fear response is activated for threat, it will be unable to "activate" for learning.

State Dependent Functioning

Arousal Continuum

Adaptive Response	REFLECT	FLOCK	FREEZE	FLIGHT	FIGHT
Predictable <u>De-escalating</u> Behavior <i>(behaviors of the teacher when the child or classroom is in various states of arousal)</i>	<ul style="list-style-type: none"> • Calm sounds • Personal space • Predictable touch • Predictable routine 	<ul style="list-style-type: none"> • Quiet voices • Eye contact • Confidence • Rhythmic movement • Clear directions • Somatosensory activities 	<ul style="list-style-type: none"> • Comforting and predictable voice; invited therapeutic touch • Singing, humming, music • Reflective listening • Reassurance 	<ul style="list-style-type: none"> • Calm, quiet, presence • Disengage • Turn off lights, white noise • Reduce sensory input 	<ul style="list-style-type: none"> • Calm affect • Disengage but don't disappear • Adult support • Individual attention
Predictable <u>Escalating</u> Behavior <i>(behaviors of the teacher when the child or classroom is in various states of arousal)</i>	<ul style="list-style-type: none"> • Loud Noises • Close uninvited proximity • Unpredictable touch • Changes in daily routine or schedule 	<ul style="list-style-type: none"> • Frustration or anxiety • Communication from a distance (like yelling) • Complex directions • Ultimatums 	<ul style="list-style-type: none"> • Raised voices • Raising hands/point finger, sudden movement • Threatening tone • Chaos in classroom, disorganization of materials 	<ul style="list-style-type: none"> • Frustration of teacher • Yelling, chaos • Collective dysregulation of peers 	<ul style="list-style-type: none"> • Physical restraint, grabbing, shaking • Screaming • Intimidating stance
"Mediating" Brain Region	NEOCORTEX Cortex	CORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
Cognition	ABSTRACT	CONCRETE	EMOTIONAL	REACTIVE	REFLEXIVE
CLASSROOM "STATE"	CALM	ALERT	ALARM	FEAR	TERROR
CLASSROOM CHARACTERISTICS	Reflection and consolidation of new information is actively taking place; or while testing, efficient retrieval of content is possible.	Active teaching can take place; students are internalizing new content and, 'mind wandering' to efficiently store new content.	Learning new content is difficult; students are either disengaging or acting out. Increases in individual self-regulatory behavior seen.	Learning is impossible. Engaging students difficult. Many demonstrate 'freeze' responses that appear oppositional/defiant. Increased acting out.	Aggression, reckless behavior, openly defying rules and authority. Full 'fight/flight' or "shut down."

Sequence of Engagement



*Dr. Nadine Burke-
Harris*

*California Surgeon
General*

"Educators can deliver the daily doses of healing interactions that truly are the antidote to toxic stress. And just as the science shows that it's the cumulative dose of early adversity that's most harmful, it also shows that the cumulative dose of healing, nurturing interactions is most healing.

Giving children the tools to understand how to recognize what's going on with them, then how to respond—especially to be able to calm their bodies down—truly is healing."

Edutopia, September 11, 2020

Thank you!

What questions
do you have?



Contact Information

Primary Contact:

Jennifer Schulte, Ph.D.

MTSS Facilitator

Colorado Springs School District 11

jennifer.schulte@d11.org

(719) 310-6955

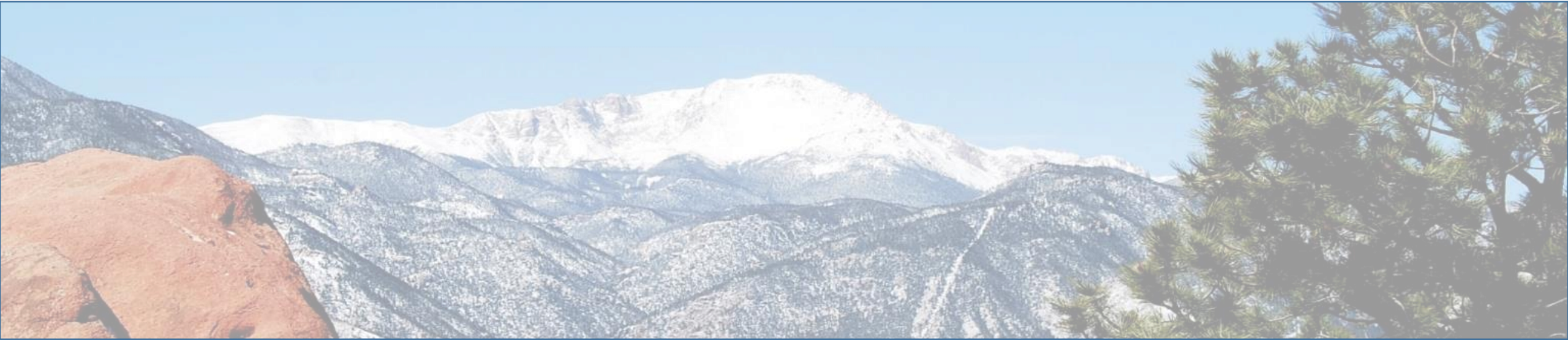
Paula Hergert, M.A.Ed.

Prevention and Policy Specialist

El Paso County Public Health

paulahergert@elpasoco.com

(719) 237-6038



Security Operations Department Overview

SAC Training Session
November 5, 2020

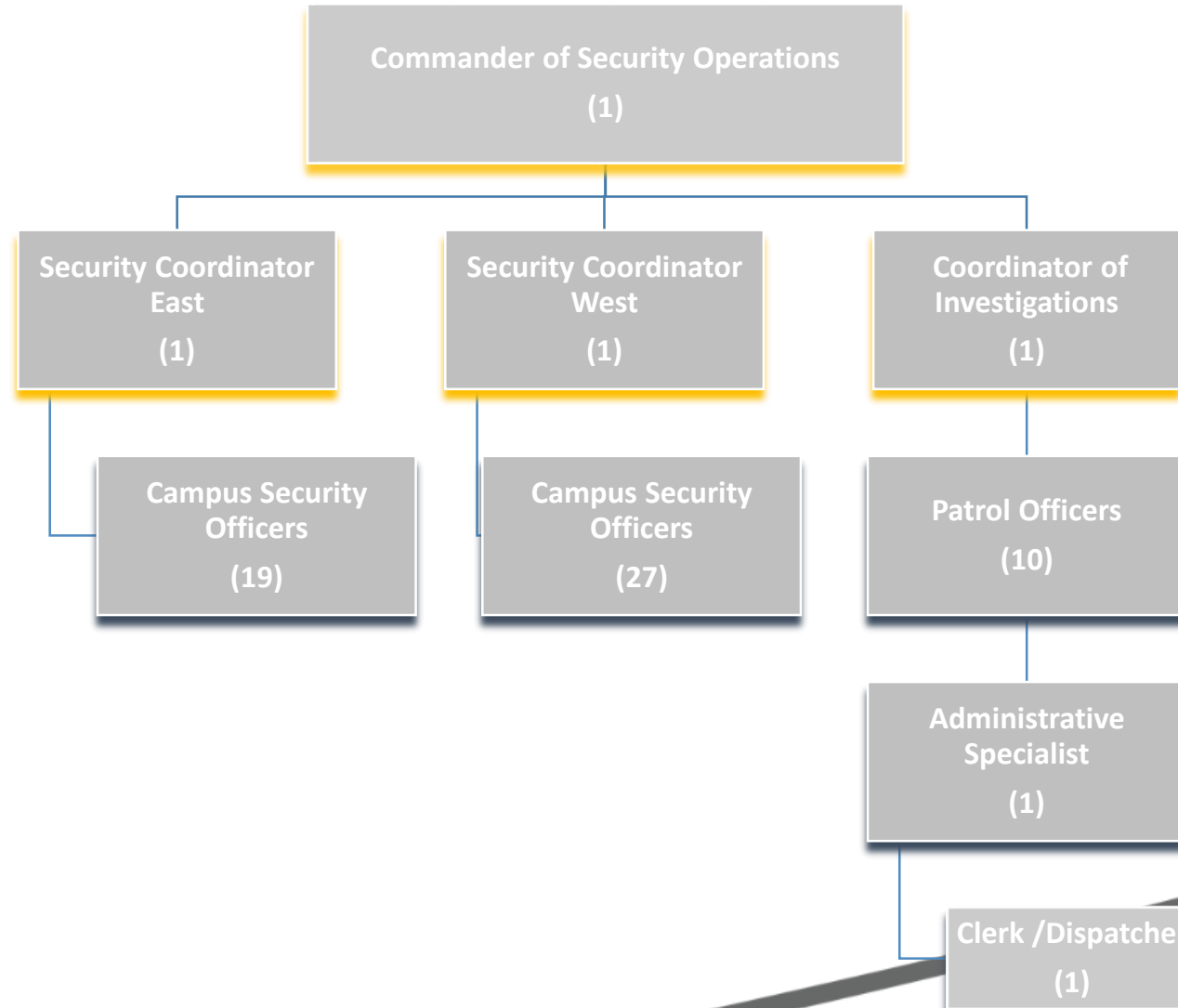
James Hastings, Commander of Security Operations



Security Operations Department Mission

To provide security services and a safe learning and working environment to District 11 students, parents, staff and community members.

Security Operations Organization Chart



Security Operations Department Functions

Commander of Security Operations

- Reports to Assistant Superintendent of Technology Services.
- Supervises plans ,organizes, and directs the operations of school district security services.
- Responsible for administrative enforcement, crime prevention, investigations, facility security, emergency preparedness, and liaison with all emergency service agencies.

Security Operations Department Functions

School Security Coordinators

- Crisis Response Team
- Supports Principals & Assistant Principals
- Supervises: Campus Security Officers
- Coordinate Security for Special/Athletic Events
- Train Campus Security Officers
- Train Crossing Guards

Security Operations Department Functions

Coordinator of Investigations

- Investigates personnel issues
- Background investigations
- Principal notifications
- Crime of Violence
- Investigations
- Co-supervises patrol and office

Security Operations Department Functions

Coordinator of Investigations

- Incident Investigations
- Internal students and staff incidents
- Crime of Violence Hearings
- Fingerprinting & Background investigations
- Coordinates criminal Investigations with the police and District Attorney's Office

Security Services – Elementary Schools



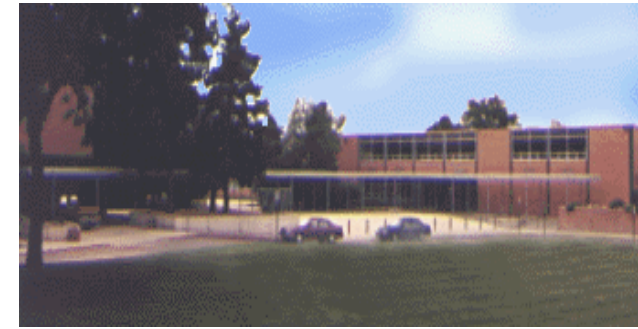
- Emergency Response
- Alarm Response
- After-hours security checks
- Student threat assessment
- Security assessments
- Crisis planning
- Crossing Guards
- Personnel investigations
- Surveillance cameras
- 2–way radios
- One “adopt-a-cop”
 - **No Campus Security Officers**
 - **No CSPD Police Resource Officer**
 - **Access control systems**
 - **Card access**

Security Services – Middle Schools



- Emergency Response
- Alarm Response
- After-hours security checks
- Student Threat Assessment
- Security Assessments
- Crisis Planning
- Personnel Investigations
- Surveillance Cameras
- Two –way radios
- On-site staff:
 - Two Campus Security Officers(except West)
 - Access control systems
 - Card access

Security Services – High Schools



- Emergency Response
- Alarm Response
- After-hours security checks
- Student Threat Assessment
- Security Assessments
- Crisis Planning
- Personnel Investigations
- Surveillance Cameras
- Two –way radios
- On-site staff:
 - 4-6 Campus Security Officers
 - 1 CSPD Police Resource Officer (full-time)
 - Card access system
 - Visitor management system

Security Department Frequently Asked Questions

Why do Campus Security officers carry guns in schools?

In 2014 the Superintendent made the decision that Campus Security officers could be voluntarily armed due to a legal opinion. Armed officers act as a deterrent and are able to immediately respond to active shooter situations.

How well trained are Campus Security Officers in the use and safety of firearms?

Campus Security Officers who voluntarily carry a handgun are required to attend a 40 hour P.O.S.T. certified training program before they can carry a handgun. In addition they must attend quarterly training and annual qualification.

Security Department Frequently Asked Questions

Do SROs receive special training to work in schools?

Yes, they receive specialized training through the police department's also receive training through the National Association of School Resource Officers(NASRO).

Are Campus Security Officers and SROs trained in de-escalation techniques in working with student?

Yes, campus Security officers receive CPI training that includes de-escalation techniques. SROs receive de-escalation technique training in an ongoing manner through in-service training and the police academy.

Security Department Frequently Asked Questions

How do Campus Security Officers and SROs work with principals, counselors and students to gain the confidence and support of students?

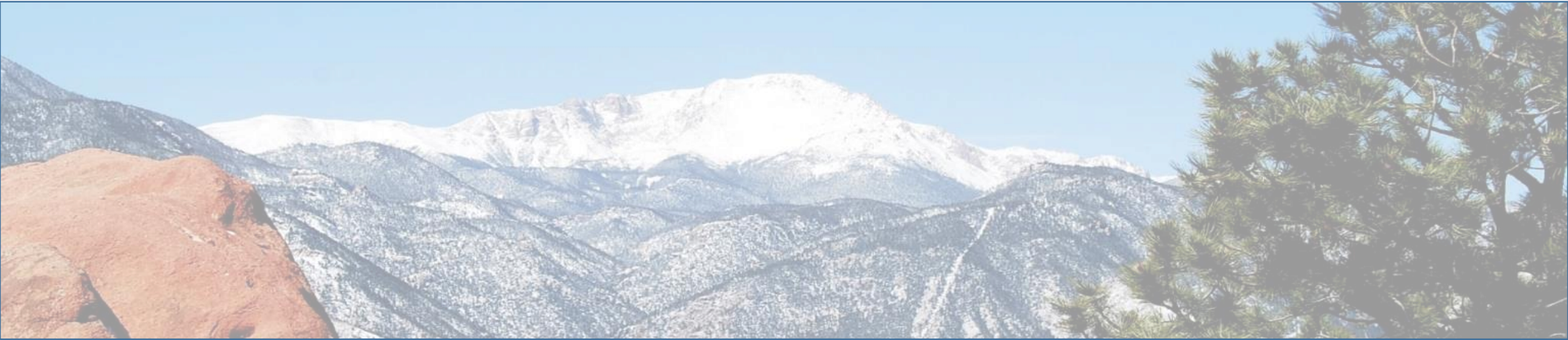
The SRO's role is three pronged in that they act as an agent of law enforcement, as well as an informal teacher and counselor. District 11 SROs teach classes on topics including bullying, internet crimes against children, teen dating, laws and directives and various other topics that are requested by the schools.

Security Department Frequently Asked Questions

How do Campus Security Officers and SROs work with principals, counselors and students to gain the confidence and support of students? (Continued)

SROs. Are heavily involved in In District 11 mediations with students staff, and parents. SROs are also active participants in restorative justice practices.

Campus Security Officers work directly for the school administration and carry out their duties as directed by the principal or assistant principal which includes working with counselors on threat assessments.



Security Operations Department Overview

Questions?

James Hastings, Commander of Security Operations

