

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

Dr. Nicholas Gledich, Superintendent
Dr. Mary Thurman, Deputy Superintendent
Personnel Support Services

School Accountability (SAC) Training Agenda

November 10, 2016

Tesla Professional Development Center

6:00pm – 8:00pm

Room 116/129

- | | |
|---------------|---|
| 6:00 – 6:05pm | Welcome and Introductions – Carl Schueler – DAC Chairperson |
| 6:05 – 6:40pm | School Performance Framework Ed Plute - DAC Accreditation Chair |
| 6:40 – 7:15pm | Suicide Prevention/Intervention Nancy Homan – Special Education Facilitator |
| 7:20 – 7:55pm | Break-out session – *Elementary Schools – Stay in room 116/129 (Split into two groups) *Secondary Schools/Charters – Proceed to room 112/113 Topic suggestion - <ul style="list-style-type: none">• Has your SAC discussed suicide prevention/intervention/assessment protocol in your school?• Does your SAC need assistance with anything? Communication follow-up discussion |
| 7:55 – 8:00pm | Conclusion - room 116 <ul style="list-style-type: none">▪ Evaluation of Training (leave at door)▪ Door Prize |

UNDERSTANDING SCHOOL PERFORMANCE FRAMEWORKS

SAC TRAINING

NOVEMBER 10, 2016

ED PLUTE, DAC ACCREDITATION/ACHIEVEMENT COMMITTEE,
CHAIR

Understanding School Performance Frameworks

For ease of reference, from this presentation to your SPF, label the last page of your SPF, which is referred to as the "scoring guide", as shown.

| | |
|---|---|
| A | Scoring Guide for 2016 District School Performance Framework |
| B | Academic Achievement |
| C | Student Growth |
| D | Attendance and Punctuality |
| E | Academic Achievement: Mean Scale Score by Proficiency Cut Points |
| F | Academic Achievement: Student Achievement at Proficiency |
| G | Academic Achievement: Student Achievement at Proficiency |
| H | Academic Achievement: Student Achievement at Proficiency |

Understanding School Performance Frameworks

HOW ARE THE STUDENTS IN YOUR SCHOOL PERFORMING ACADEMICALLY AND HOW DO YOU KNOW?

SCHOOL PERFORMANCE FRAMEWORK (SPF) GIVES YOU A "ONE WORD" ANSWER TO THE COMPLICATED QUESTION.

THE PERFORMANCE FRAMEWORKS MEASURE ATTAINMENT ON THE FOUR KEY PERFORMANCE INDICATORS IDENTIFIED IN SB 09-163 AS THE MEASURES OF EDUCATIONAL SUCCESS:

- ACADEMIC ACHIEVEMENT
- ACADEMIC LONGITUDINAL GROWTH
- ACADEMIC GAPS
- POSTSECONDARY AND WORKFORCE READINESS

Understanding School Performance Frameworks

School Plan Categories

The **School** Performance Framework assigns to each school one of *four plan types*:

- 1. Performance Plan**
The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
- 2. Improvement Plan**
The school is required to adopt and implement an Improvement Plan.
- 3. Priority Improvement Plan**
The school is required to adopt and implement a Priority Improvement Plan.
- 4. Turnaround Plan**
The school is required to adopt and implement a Turnaround Plan.

Understanding School Performance Frameworks

THE DISTRICT 11 BOARD OF EDUCATION ACCREDITS SCHOOLS
BASED ON THE SPF CATEGORY TYPE.

Cut Points for Plan/Category Type Assignment

| | | |
|---|-------|--|
| Total | 80% | Accredited with Distinction and Performance Plan (D-11 only) |
| Framework | 53.0% | Accredited with Performance Plan |
| Points | 42.0% | Accredited with Improvement Plan |
|  | 34.0% | Accredited with Priority Improvement Plan |
| | 25.0% | Accredited with Turnaround Plan |

The category can be lowered by one level based on
"Accountability Participation Rate"

Understanding School Performance Frameworks

POINTS ARE EARNED FOR THE FOLLOWING CATEGORIES:

ACADEMIC ACHIEVEMENT (ES, MS, HS)

ACADEMIC GROWTH (ES, MS, HS)

POSTSECONDARY AND WORKFORCE READINESS (HS)


FOR ALL STUDENTS, AND FOR EACH DISAGGREGATED GROUP (ACADEMIC GAPS)

WITH THE FOLLOWING WEIGHTS:

ES, MS :ACADEMIC ACHIEVEMENT: 40%

ACADEMIC GROWTH: 60%

HS : ACADEMIC ACHIEVEMENT: 30%

 ACADEMIC GROWTH: 40%

POSTSECONDARY AND WORKFORCE READINESS: 30%

Understanding School Performance Frameworks

ACADEMIC ACHIEVEMENT

THE ACADEMIC ACHIEVEMENT INDICATOR REFLECTS ACHIEVEMENT AS MEASURED BY THE **MEAN SCALE SCORE** ON COLORADO'S STANDARD ASSESSMENTS.

DIFFERS FROM PREVIOUS SPFS WHERE ACADEMIC ACHIEVEMENT WAS REFLECTED BY A PERCENTAGE OF PROFICIENT AND ADVANCED.

THE ACHIEVEMENT OF ALL STUDENTS WILL AFFECT THE MEAN SCALE SCORE.

Understanding School Performance Frameworks

Academic Achievement: Mean Scale Score by Percentage Cut-Points

| D | English Language Arts | | | | |
|---|-----------------------|-------|--------|-------|-------|
| | Percentile | Elem | Middle | High | All |
| | 15 th | 722.3 | 724.1 | 724.6 | 723.1 |
| | 50 th | 739.5 | 740.1 | 739.6 | 739.6 |
| | 85 th | 755.9 | 757.3 | 753.3 | 754.9 |

Mean scale score percentile cut points established by 2016 baseline

Understanding School Performance Frameworks

Based on the percentile ranking, the school earns points.

| | Performance Indicator | Measure | Rating | All Students | Each Disaggregated Group |
|---|-----------------------|------------------|---------------|--------------|--------------------------|
| A | Academic Achievement | ≥ 85 | Exceeds | 8 | 1.00 |
| | | $50 \leq , < 85$ | Meets | 6 | 0.75 |
| | | $15 \leq , < 50$ | Approaching | 5 | 0.50 |
| | | < 15 | Does Not Meet | 2 | 0.25 |

All Students

Disaggregated Groups: English Learners

Free/Reduced-Price Lunch Eligible

Minority Students

Students with Disabilities

ES-Previously Identified for READ Plan

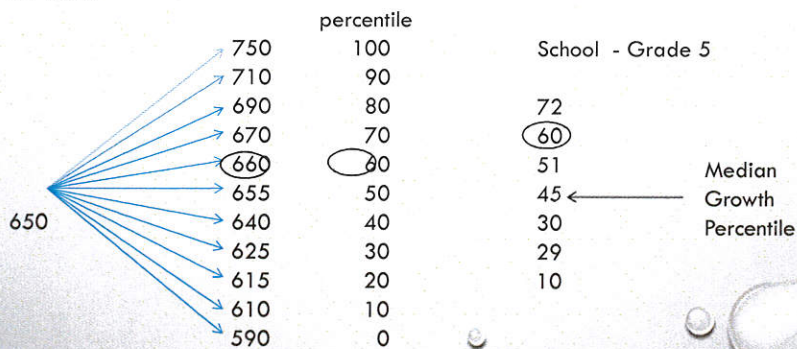
Understanding School Performance Frameworks

Academic Growth

MEDIAN GROWTH PERCENTILE EXAMPLE

2015 PARCC
Math – Grade
4
RIT score

2016 PARCC
Math – Grade 5
RIT score



Growth for a student is based on growth for other, comparable students
The median growth percentile assigned is the "median"

Understanding School Performance Frameworks

B

There a scoring table (similar to the academic achievement scoring table) for Academic Growth

Understanding School Performance Frameworks

Refer to the second page of your SPF

ACADEMIC ACHIEVEMENT

Data for ELA, Math, Science for All Students and Disaggregated Groups

The total points earned will be in the first page summary (rescaled to "weight")

ACADEMIC GROWTH

Data for ELA, Math, ELP(2015) for All Students and Disaggregated Groups

The total points earned will be in the first page summary (rescaled to "weight")

Understanding School Performance Frameworks

POSTSECONDARY AND WORKFORCE READINESS IS AN ADDITIONAL CATEGORY FOR HIGH SCHOOL.

GET POINTS BASED ON:

- DROPOUT RATE
- AVERAGE COLORADO ACT COMPOSITE SCORE
- MATRICULATION RATE

IN THE YEAR AFTER GRADUATION, WHAT PERCENT OF STUDENTS ENROLL IN A 2- AND 4- YEAR INSTITUTIONS OF HIGHER EDUCATION OF A CAREER/TECHNICAL EDUCATION PROGRAM

- GRADUATION RATE AND DISAGGREGATED GRADUATION RATE (BEST OF 4- 5- 6- OR 7-YEAR)

C

There is a score card for postsecondary and workforce readiness

Understanding School Performance Frameworks

Refer to front page of SPF

Final "one word" result with total framework points given (out of 100)

Indicator Rating Totals

| | | |
|--|-------|----------------|
| Academic Achievement | 47.5% | 14.3/30 |
| Academic Growth | 61.0% | 24.4/40 |
| Postsecondary & Workforce Readiness | 44.4% | 13.3/30 |
| Cut points for each performance indicator | | 52/100 ← Total |

| | | | |
|---|--|-----------------|---------------|
| E | Achievement, Growth, Postsecondary Readiness | School earned % | |
| | | ≥87.5% | Exceeds |
| | | 62.5% ≤, <87.5% | Meets |
| | | 37.5% ≤, < 62.5 | Approaching |
| | | <37.5% | Does Not Meet |

Assurances

Test Participation Rates

Understanding School Performance Frameworks

Participation

| | Total Records | Valid Scores | Participation Rate | Parent Excuses | Accountability Participation Rate | Rating |
|---------|---------------|--------------|--------------------|----------------|-----------------------------------|-------------------|
| ELA | 400 | 131 | 32.8% | 249 | 86.6% | Does not meet 95% |
| Math | 400 | 135 | 33.8% | 253 | 91.8% | Does not meet 95% |
| Science | 337 | 96 | 28.5% | 219 | 81.4% | Does not meet 95% |
| COACT | 301 | 300 | 99.7% | 0 | 99.7% | Does meet 95% |

If two or more assessments do not have an accountability participation rate of 95% or higher, the accreditation ranking/plan type will be decreased by 1 level

Participation Rate

$$\frac{135}{400} = 33.8\%$$

Accountability Participation Rate

$$\frac{135}{400-253} = 91.8\%$$

253 parent excuses
135 valid scores
12 absent
400 total records

However, 5 students from absent to excused:

$$\frac{135}{400-258} = 95.1\%$$

258 parent excuses
135 valid scores
7 absent
400 total records

Understanding School Performance Frameworks

May see a rating:

Accredited with Improvement Plan: Low Participation

The "Low Participation" requires the school to write, in its USIP, an action plan on how the school intends to increase participation in the CMAS tests.

How are the students doing and how do you know?

A "participation rate" of less than 85%, means the results of the assessment is not reflective of the school.

What other means does the school have to assess how well are the students doing?

Understanding School Performance Frameworks

UNIFIED SCHOOL IMPROVEMENT PLAN (USIP)

TWO DIFFERENT TIMELINES, ONE FOR THE STATE PROCESSES, ONE FOR THE SCHOOL AND DISTRICT.
THESE ARE TYPICALLY MULTI-YEAR PLANS.

TIMELINE FOR THE STATE:

TIMELINE FOR TURNAROUND AND PRIORITY IMPROVEMENT PLAN TYPES:

JANUARY 15

TIMELINE FOR PERFORMANCE AND IMPROVEMENT PLAN TYPES:

APRIL 15

TIMELINE FOR THE DISTRICT:

2016 NEW USIP FORM, ALL ELECTRONIC

SCHOOL STARTS – MID AUGUST

USIP FIRST DRAFT – NOV. 15

Understanding School Performance Frameworks

Handouts:

1. Revisions to the 2016 District and School Performance Framework
2. Annotated School Performance Framework
3. Understanding the new preliminary draft frameworks for schools and districts

References:

District Accountability Handbook V 6.0, Oct 2016 – Check out the index for sections related to School Accountability Committees.

http://www.cde.state.co.us/accountability/district_accountability_handbook2016

Links to the CDE UIP Quality Criteria for 2016-17. The quality criteria have been created to offer guidance on creating improvement plans that incorporate state and federal accountability requirements. They are used by CDE to evaluate UIPs, especially Performance Improvement and Turnaround school UIPs. They provide a good reference for DAC and SACs in assessing their own District/School UIPs.

2016 Updates to the UIP Quality Criteria (Updated Oct 17th, 2016):

<http://www.cde.state.co.us/uiip/revisions-to-the-uiip-quality-criteria-2016>

UIP Quality Criteria – School Level (PDF) (Updated: October 14, 2016)

http://www.cde.state.co.us/uiip/quality_criteria_2016-17_school_level

Understanding School Performance Frameworks

Summary

How are the students in your school performing academically and how do you know?

School Performance Framework (SPF) gives you a “one word” answer to the complicated question.

The performance frameworks measure attainment on the four key performance indicators identified in SB 09-163 as the measures of educational success:

- academic achievement
- academic longitudinal growth
- academic gaps
- postsecondary and workforce readiness

Depending on the “participation rate” the SPF may not provide enough information to answer the student achievement question.

The accountability rating and plan type drive the nature of the USIP.

Understanding School Performance Frameworks

Questions?

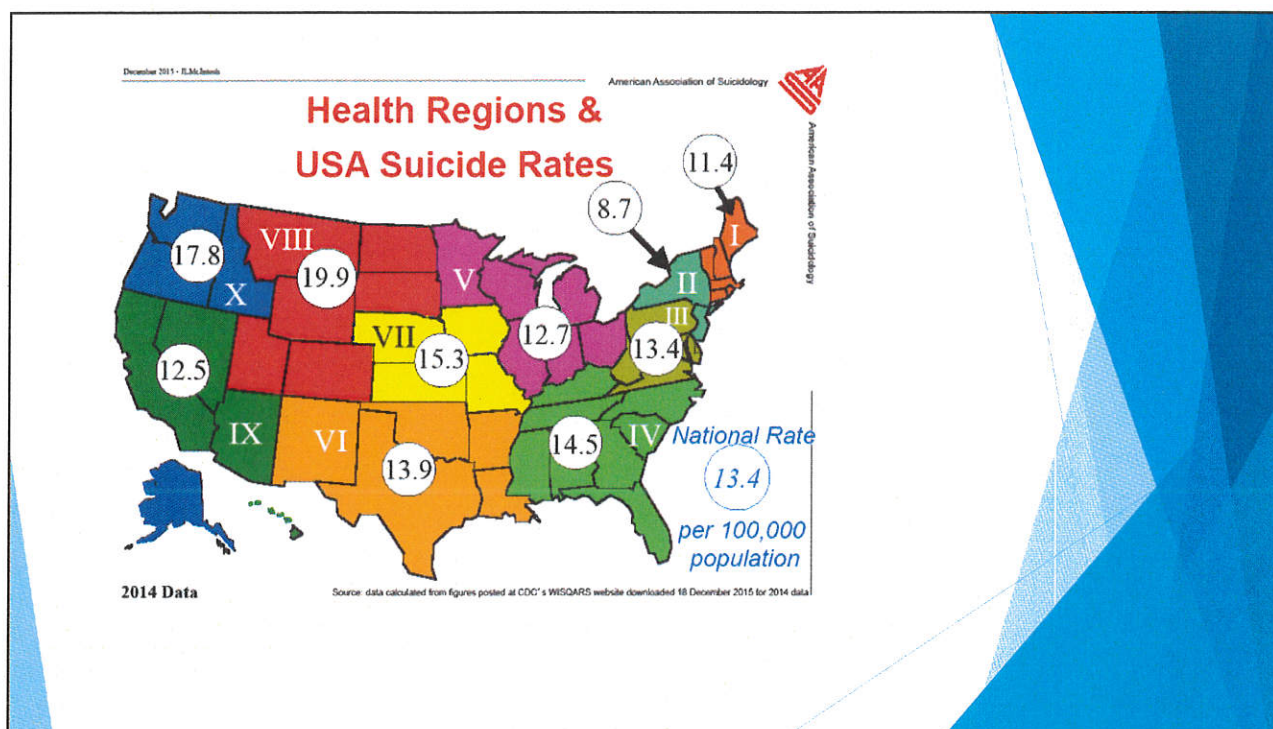
Suicide Prevention/Intervention

School Accountability Committee Training
November 10, 2016

Some Perspective

- On average, 1 person every 12.3 minutes, completes suicide
- There are 25 attempted suicide for every completed suicide
- Suicide is the third leading cause of death among persons age 10-14
- Suicide is the second leading cause of death among persons age 15-24
- Colorado ranks as the state with the 5th highest suicide rate in US
 - 20.2 completed suicides for every 100,000 general population

** Based on data from 2014 - most recent available data



Groups Most At Risk

- LGBT High School Students are more than twice as likely to attempt suicide than their 'straight' peers
- Survivors of childhood sexual abuse
 - Suicide attempts were 2-4 times higher for females survivors
 - Suicide attempts are 4-11 times higher for male survivors
- Those suffering from Depression are at 25 times greater risk than the general population

Gender Differences

- Females are more likely than males to have suicidal thought
- Firearms are the most commonly used method of suicide among males (56.9%)
- Poisoning is the most common method of suicide for females (34.8%)

**Center for Disease Control

Data on Students and Suicide

- 17% of High School students seriously consider attempting suicide
 - 22.4 % of females
 - 11.6% of males
- 13.6% of students made a plan about how they would complete suicide in the last 12 months
 - 16.9% of females
 - 10.35 of males
- 8.0% of students attempted suicide one or more time in the last 12 months
 - 10.6% of females
 - 5.4 of males

** Center for Disease Control

Risk Factors

- Depression, other mental disorders, or substance abuse disorder
- Certain medical conditions
- Chronic pain
- A prior suicide attempt
- Family history of a mental disorder or substance abuse

Risk Factors (continued)

- Family history of suicide
- Family violence, including physical or sexual abuse
- Having guns or other firearms in the home
- Having recently been released from prison or jail
- Being exposed to others' suicidal behavior, such as that of family members, peers, or celebrities

Warning Signs

- Talking about wanting to die or kill oneself
- Looking for a way to kill oneself
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or being in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs

Warning Signs (continued)

- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings

Myth: People who talk about suicide won't really do it.

Fact: Almost everyone who attempts suicide has given some clue or warning. Do not ignore suicide threats. Statements like "You'll be sorry when I'm dead," "I can't see any way out," — no matter how casually or jokingly said, may indicate serious suicidal feelings.

Myth: Anyone who tries to kill him/herself must be crazy.

Fact: Most suicidal people are not psychotic or insane. They must be upset, grief-stricken, depressed or despairing, but extreme distress and emotional pain are not necessarily signs of mental illness.

Myth: If a person is determined to kill him/herself, nothing is going to stop them.

Fact: Even the most severely depressed person has mixed feelings about death, wavering until the very last moment between wanting to live and wanting to die. Most suicidal people do not want death; they want the pain to stop. The impulse to end it all, however overpowering, does not last forever.

Myth: People who die by suicide are people who were unwilling to seek help.

Fact: Studies of suicide victims have shown that more than half had sought medical help in the six months prior to their deaths.

Myth: Talking about suicide may give someone the idea.

Fact: You don't give a suicidal person morbid ideas by talking about suicide. The opposite is true—bringing up the subject of suicide and discussing it openly is one of the most helpful things you can do.

'Contagion Effect'

- 'Copy Cat' suicides/Suicide Cluster
- No clear explanation for this phenomenon
 - Many believe Social Media is a contributing factor
- Suggestions to prevent 'Contagion Effect'
 - Avoid romanticizing death
 - Limit Memorials at school
 - Provide as 'normal' of routine as possible
 - Let students and staff know that suicide is a permanent solution to a temporary problem
- Assure those affected have access to support and follow-up

District Eleven's Response

- Suicide Prevention is part of the High School Health Curriculum
- Annual Suicide Awareness/Prevention Training for Staff
- Safe2Tell partnership
- All Mental Health Providers are trained to conduct Suicide Risk Assessments
 - 2012-13 School Year: 112 Suicide Risk Assessments Completed
 - 2013-14 School Year: 145 Suicide Risk Assessments Completed
 - 2014-15 School Year: 177 Suicide Risk Assessments Completed
 - 2015-2016 School Year: 241 Suicide Risk Assessments Completed
 - 2016-17 School year (as of 11/9/16) 81 Suicide Risk Assessments Completed

Suicide Risk Assessment Process

- First priority is to keep the student safe
- Clarify concerns
- Information is gathered to determine the level of risk
 - Gather background information
 - Interview process
 - Student/Family/staff members
- Develop a safety plan/follow-up monitoring
- Always contact parents/guardian

Crisis Response Teams

- Cluster based teams of Mental Health Providers
- Special training to respond to unexpected tragedies
- Go to school immediately after event to provide on site support
- Provide classroom, small group and individual intervention
- Notify building staff if any student is exhibiting extreme/unusual reaction
- Will refer to follow-up care if appropriate
- Will consult with building leadership regarding appropriate 'next steps'

Positive Behavior Intervention System (PBIS)

- Each School is expected to have a PBIS plan on place
- This Plan should include clear expectations regarding student behavior
 - No bullying
 - Respectful behavior
 - Honesty
- Expectations should be taught and modeled
- Demonstration of the Expectations should be reinforced

Possible Next Step

- Consider establishing a District wide Social Emotional Learning Curriculum (SEL) to help our students develop Pro Social Skills:
 - Decision Making
 - Problem Solving Skills
 - Communication Skills
 - Peer Interaction Skills
 - Stress Management Skills
 - Refusal Skills
 - Conflict Resolution Skills
 - Team Work

- Help establish healthy, pro-social skills that will support our students in developing resiliency and the ability to deal with:
 - Suicidal Ideation
 - Bullying
 - Substance Abuse
 - Negative Peer Influence

Community Resources

- Suicide Prevention Partnership
Colorado Springs
(719) 573-7447
- Aspen Point
(719) 572-6100
- Aspen Point Lighthouse Assessment Center
(719) 572-6340
- The National Suicide Prevention Lifeline
1-800-273-TALK (8255)

Questions???

SAC Training Survey

October 13, 2016

Please help us improve our SAC Training by providing your feedback on this short survey. Your answers will remain confidential. Mark the appropriate bubble. Thank you.

| | Outstanding | Excellent | Good | Fair | Poor | Does not apply |
|---|-------------|-----------|-----------|-----------|----------|----------------|
| 1) Use of handouts, PowerPoint, etc. | 4 | 16 | 12 | 2 | | |
| 2) Training provided ideas on how to improve SACs | 7 | 14 | 13 | | | |
| 3) The content provided in the SAC training will help me further understand the roles and responsibilities of School Accountability Committees (SACs) | 4 | 18 | 8 | 4 | | |
| 4) Break-out sessions were beneficial | 7 | 18 | 9 | | | |
| 5) Level of knowledge of this subject before the training | | 9 | 13 | 6 | 6 | |
| 6) Level of knowledge of this subject after the training | 2 | 17 | 14 | 1 | | |
| Totals | 24 | 92 | 69 | 13 | 6 | 0 |
| Best thing(s) about the SAC training: <ul style="list-style-type: none"> • Real, simplified for parent understanding – even new SAC chairs • Break-out – ways of communicating • Handbook/break-out • Tips-3 ideas about running SACs • Providing DAC with SACs expectations • Gaining insights and information of what SAC is and how to communicate • Great ideas and discussion to help us get this up and running | | | | | | |

- Calendar of topics

Best thing(s) about the SAC training (continued):

- Sabin Website example
- Idea sharing
- Networking with other school staff and SAC members
- Discussion with other SACs
- Advertisement of SAC training
- Having various subjects and offering the SAC meeting/training 4x/year
- Clarification of responsibilities
- SAC handbook with the agenda planning guide
- Examples of discussion questions
- Handouts/Presentations/Break-out/agenda/Q & A/Conversations
- Hearing other SAC's issues
- Got some broad level info to share with potential SAC members
- Hearing ideas other groups are using successfully
- Great resources, interesting information on budget
- Hearing how and what is working for other SAC programs
- More communication between DAC/SAC
- The opportunity to talk with others in breakout sessions
- Connections with other schools
- Meeting others, being able to use their knowledge
- Peer networking – help with SAC from other SACs and DAC. Thank you for having this training!

Thing(s) I would change for future SAC trainings:

- Probably not so deep on budget reports
- More SAC info less budget info
- Less budget info
- DAC info – more communication to SAC
- As a first year volunteer, what procedures should be followed for appointment of Leadership team
- Video of a demo SAC meeting
- I don't know yet
- 1 hour – that may not be realistic with the great info that needs to be reported
- The budget portion, while informative, was very high level and should be presented at a future meeting. Keep the first training broad about all the topics covered
- List of all other SAC contacts and DAC contacts so we can reach out for help

SAC Training October 13, 2016

Secondary Session notes

Facilitated by LouAnn Dekleva

What is working in your SAC?

- Calendar for year
- USIP discussions started
- Budget talks – involved parents
- Web-site
- Testing Paper vs Computer date

What is not working?

- Turnover – causes need to “restart”
- Need parent involvement

Needs

- Trainings (Spread over year)
 - Budget
 - USIP
 - Safety
 - Training for new administrators
 - Recruiting ideas
 - Clarity of purpose not well known
 - Ideas to blend PTA into SAC with guest speaker

What is the best way for DAC/SACs to communicate?

- Need to communicate and involve all stakeholders
 - All grades
 - Special programs
 - Non-english
- DAC meeting minutes
- Web-site
- Central data-base of all SACs
 - N-touch messages
 - Text messaging
 - Out-call
 - Sign in front of school
- Face to face invitations/introductions

How can SACs communicate with each other?

- Master list
- DAC facilitated trainings – break-outs

SAC Training October 13, 2016

Elementary Breakout Session notes

Facilitated by Alana Gregory

What is working in your SAC?

- Sack lunch for kindergarten parents
- Re- label
- Question in group: Do you provide baby sitting for SAC/PTA meetings? Several are looking at ways to support parents who need to bring kids, a) Meet in library and let students work on computers if in school, b) hiring teenager to babysit, etc. Is this something a high school student group could take on?
- Funding support: Can principals help from school fund accounts?— three principals in group said not really viable from district funds. Comments: a) Could possibly use funds donated to PTA, e.g. grant from PTA to SAC, b) Consider trying to get business sponsors to support SAC and PTA/PTO.
- Use channel 16, etc. during Bd meeting pauses to run info clips on what SACs and DACs are and are supposed to do. Promote from district level.
- Audubon: Considering going to every other month meetings with longer, more substantive meetings and mesh with availability of student “results” data.
- Most schools hold their SAC/PTA or PTO meetings on the same day back to back with a shared period for common interest items.
- Several schools indicated they would like sample SAC agendas on the D-11 DAC webpage (reminded them of the monthly agenda guide in the SAC Handbook)

Summary: We did not get to the second set of questions. Participants were engaged and enjoyed the opportunity to interact with peers, would have appreciated a longer session. We need to continue doing these periodically.

-

SAC Chair Information from Schools 2016-17

| School | Name | Email | Meeting Dates |
|---------------------------|------------------------------------|--|--|
| Adams: SAC Chair | | | |
| Audubon: SAC Chair | Virginia Zuckero | Zuckero.virginia@gmail.com ; | 10/19, 11/16, 2/15, 4/19 |
| Bristol: SAC Chair | Stephen Handen | Stephen612001@yahoo.com ; | |
| Buena Vista: SAC Chair | Karen Bleibaum | kbleibaum@live.com ; | First Tuesday of each month at 2:45pm (library) |
| Carver: SAC Chair | | | 10/7 |
| Chipeta: SAC Chair | Lindsay Dougherty Alana Gregory | Lindsay.w.dougherty@gmail.com ; Alana.gregory1997@gmail.com ; | 9/13, after that 1 st Tuesday – no meetings in December or March |
| Columbia: SAC Chair | Shanon Siegel | Happyeyes2@comcast.net ; | |
| Edison: SAC Chair | Kylie Stoecklein | kykaye@hotmail.com ; | |
| Freedom: SAC Chair | Katie Parslow | katieparslow@yahoo.com ; | 1 st Thursday of every month, beginning October 6th |
| Fremont: SAC Chair | Hilary Tierney | hilarytierney@centura.org ; | |
| Grant: SAC Chair | Brendan Blanchard | Bblancha51@gmail.com ; | 2 nd Tuesday of every month before/during PTA meetings |
| Henry: SAC Chair | Neil Pettigrew MaryAnn Allison | Neilretired33yrs@ymail.com ; Gamma2305@yahoo.com ; | Both PTO/SAC meetings are the 1 st Monday of the month, 2:45 – 3:45pm |
| Howbert: SAC Chair | Mary Ann Allison | Gamma2305@yahoo.com ; | 8/30, 11/8, 3/14, 4/11 |
| Jackson: SAC Chair | Janine Herbertson | Janine.herbertson@d11.org ; | Third Thursday of every month |
| Keller: SAC Chair | Emily Conner | Connerclan2003@gmail.com ; | First Thursday of each month |
| King: SAC Chair | Lisa Southcott Carol Nuss | lisajoebkm@hotmail.com ; nussmoose@gmail.com ; | |
| Madison: SAC Chair | Alan Briggs | Alan_briggs@vanguardchurch.org ; | |
| Martinez: SAC Chair | Darleen Daniels | Dmdnsd2010@yahoo.com ; | |
| McAuliffe: SAC Chair | Patricia Loveall | Patricia.loveall@d11.org ; | |
| Midland SAC Chair | | | |
| Monroe: SAC Chair | Melissa Aska | bipandbop@gmail.com ; | |
| Penrose | Kristi Kohner | Kristi.Kohner@d11.org ; | 2 nd Monday at 4:30pm |

**SAC Chair Information from Schools
2016-17**

| School | Name | Email | Meeting Dates |
|------------------------------------|-----------------------------------|--|---|
| SAC Chair | Savanna Lynne LeCheminant | savannalynne@yahoo.com ; | |
| Queen Palmer: SAC Chair | Barbara Weiss | | 10/14, 12/9, 3/3, 5/12 |
| Rogers: SAC Chair | Pricilla Lopez | La13tex@gmail.com ; | |
| Rudy: SAC Chair | | | |
| Scott: SAC Chair | Velvet Stepanek Parth Melpakam | vstepanek@msn.com ; melpakam@yahoo.com ; | 10/3, 11/1, 11/30, 2/1, 3/1, 4/3, 5/1 |
| Steele: SAC Chair | Henry Watts | henryanderika@yahoo.com ; | |
| Stratton: SAC Chair | Sarah Schuchard | sgigax@yahoo.com ; | 2 nd Tuesday of each month at 6:00pm |
| Taylor: SAC Chair | Lisa Phillips | Phillips_lp@hotmail.com ; | 2 nd Friday of each month from 8:15 – 8:45am (called Second Cup of Coffee) |
| Trailblazer SAC Chair | Sherry Butcher | Sherry_butcher@pcisys.net ; | 10/11, 11/8, no Dec meeting, 1/10, 2/7, 3/14, 4/11, 5/9 5:00 – 6:15pm (media ctr) |
| Twain: SAC Chair | Marissa Comisky | marissacomiskey@gmail.com ; | |
| Wilson: SAC Chair | | | |

SAC Chair Information from Schools 2016-17

Middle School

| School | Name | Email | Phone # | Meeting Dates |
|---------------------------------------|------------------------------|--|------------------------------|--|
| Galileo: SAC Chair | | | | |
| Holmes: SAC Chair | Eddie Hurt | | 268-0603 (h) 339-3765 © | |
| Jenkins: SAC Chair | Nancy Maresh-Melo | Nancy.mareshmelo@d11.org ; | | |
| Mann: SAC Chair | Jen McKee | Gratitude77@live.com ; | | |
| North: SAC Chair | Tom Remick | remickt@earthlink.net ; | 510-5093 | 2 nd Monday of each month at 6:30pm |
| Russell: SAC Chair | Naomi Boris Mark Boris | Naomi92@yahoo.com ; Mboris08@gmail.com ; | 520-304-2051 520-360-8023 | 9/13, 10/11, 11/8, 12/13, 1/10 Both SAC & PTA meet at 6:00pm |
| Sabin: SAC Chair | Velvet Stepanek | vstepanek@msn.com ; | 964-6002 | 8/8, 9/12, 10/10, 11/14, 12/12, 1/9, 2/13, 3/13, 4/10, 5/8 Media Center 6:00 – 7:30pm |
| Swigert: SAC Chair | Eryn Stivison Mark Miller | Eryn.stivison@d11.org ; Mark.Miller@d11.org ; | 328-6912 328-6900 | 3 rd Wednesday of the 2 nd month of the quarter |
| West Campus: SAC Chair | Jesse Davila Karen Newton | jdavila@uccs.edu ; Karen.Newton@d11.org ; | 307-221-3155 328-3904 | 2 nd Tuesday of every month at 4:30pm (media center) |

**SAC Chair Information from Schools
2016-17**

HIGH SCHOOL/ALTERNATIVE SCHOOL

| School | Name | Email | Phone # | Meeting Dates |
|--|----------------------------------|--|----------------------|---|
| Coronado: SAC Chair | Emily Boehlke Tina Coleman | boehlkefamily@aol.com ; coleman2755@comcast.net ; | 229-3765 | |
| Doherty: SAC Chair | Audrey DeRubis | Taos4@comcast.net ; | 629-6023 | 9/12, 10/10, 11/14, 12/12, 1/9, 2/13, 3/13, 4/10, 5/8 6:00 – 7:30pm |
| Mitchell: SAC Chair | | | | |
| Palmer: SAC Chair | Kathy Solomon | palmer@thesolomons.com ; | 531-7658 | 2 nd Thursday of each month, 7:00 – 8:00am |
| Bijou School: SAC Chair | Tina Seilaff | seilaffe@comcast.net ; | 231-5861 | 9/15, 11/17, 2/26, 4/20 4:30pm (Conference room 251E) |
| Tesla HS: SAC Chair | Rita Godsey | Ritagodsey2866@gmail.com ; | 244-0910 | 9/27, 10/25 3:00pm |
| Achieve K- 12/Digital SAC Chair | Eva Nunes | Evanunes11@yahoo.com ; | 659-5974 | 8/30, 12/1, 2/15, 5/11 |
| Early College HS SAC Chair | Joseph Mezzafante Jenny Moore | mezzafantej@gmail.com ; lumps@me.com ; | 641-5351 649-1857 | First Tuesday of every month, 4:30 – 6:00pm |

**SAC Chair Information from Schools
2016-17**

HARTER SCHOOLS

| School | Name | Email | Phone # | Meeting Dates |
|---|----------------|--|------------------|--|
| CIVA: SAC Chair | | | | |
| AACL: SAC Chair | | | | |
| Community Prep: SAC Chair | | | | |
| Globe: SAC Chair | | | | |
| Life Skills: SAC Chair | | | | |
| Roosevelt Charter Academy: SAC Chair | LynDel Randash | lrandash@rca-csprings.org ; | 637-0311 ext 114 | Monthly meetings – dates not finalized yet |



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(719) 520-2005

Communications and Community Relations
1115 North El Paso Street, Colorado Springs, Colorado 80903
Fax: (719) 577-4546

donna.hines@d11.org

Date: November 3, 2016

FOR IMMEDIATE RELEASE

Contact: Devra Ashby, 520-2286

Veterans Day Events at Colorado Springs School District 11 Schools

Most School District 11 schools will hold Veterans Day celebrations; listed below are a few of those events. The media is invited to attend any and all of these events. You are asked to check in with the office upon entering the school.

- On Friday, November 4:
 - There will be an assembly at West, 1920 W. Pikes Peak Ave., 9-11 a.m., to honor United States Veterans and active duty military. Coffee and donuts for honored guests will follow the assembly.
 - Russell Middle School, 3825 Montebello Dr., will honor United States Veterans and Active Duty Military with a remembrance and celebration assembly on Friday, November 4, 2016. The celebration will begin with a reception at 1:30 p.m., followed by an assembly from 2 to 3:40 p.m. The band, choir, orchestra, and dance team will perform. Distinguished veterans and active military from across Colorado Springs, including soldiers from the Fort Carson Adopt-A-School program at Russell, have been invited. **The British Broadcasting Company will be present to film James Downing, a 103 year old local Pearl Harbor Veteran.** Other World War II Veterans will be there as the 75th anniversary of the attack on Pearl Harbor is remembered.

Donations for the Honor Flight Network will be collected at the door. Honor Flight Network is a non-profit organization created solely to honor America's Veterans for all their sacrifices. Heroes are transported to Washington DC to visit and reflect at their memorials.

- On Thursday, November 10:
 - Coronado High School, 1590 W. Fillmore St., **will be hosting Mr. Jim Downing, a 103 year old Pearl Harbor survivor at the Veteran's Day assembly.** He will be speaking in two separate assemblies, both in the auditorium, beginning at 9:30. They will be 45 minutes each. Mr. Downing is a very accomplished man, not only serving his country at a time of great need, but also having written several books to include his autobiography, which comes out in November. He was recently the Grand Marshall for the veteran's parade in Cripple Creek and he is currently in contract talks with the Ellen show.
 - Midland International Elementary School will hold a Veterans' Day breakfast, 8-8:30 a.m.
 - Queen Palmer Elementary School, 1921 E. Yampa St., will hold a Veterans' Day Celebration in the auditorium, 1:30-3 p.m. Third grade students will do a musical presentation, cadets from the U.S. Air Force Academy will be guest speakers, and there will be a recognition of Veterans, USAFA cadets, and active duty military and family members. After the assembly, the Veterans, cadets, active duty military members, and guests will be invited to visit classrooms to share stories and answer questions created by Queen Palmer students.

- The Roy J. Wasson Academic campus, 2115 Afton Way, will start the day with a flag raising ceremony at 8 a.m., followed by a breakfast to honor the American Legion and the Veterans on the RJWAC staff.
- On Friday, November 11:
 - Fremont Elementary School, 5110 El Camino Dr., will hold an assembly 8:30-9 a.m., followed by Veterans visiting classrooms to participate in question and answer sessions with the students.
 - Scott Elementary School, 6175 Whetstone Dr., will hold an assembly in the gym, beginning at 9:30 a.m. Veterans have been invited to attend. The Jenkins Jazz Band will be performing, and Scott student council members will be giving memorized speeches. In addition, the students will perform a song and some students will read letters of gratitude. There will be a treat table set up for the Veterans to grab a plate or two of goodies on their way out.
 - The fourth grade students at Monroe Elementary School, 15 S. Chelton Rd., will perform a Veterans' Day music program at 2 p.m. in the gym.
 - The staff and students at Taylor Elementary School, 900 E. Buena Ventura St., invites all Veterans and active military to their Veterans' Day Celebration, which will run 12-2:30 p.m. The celebration will begin with lunch at noon. After lunch, they are invited to read to students, if they would like to do so.
 - Martinez Elementary, 6460 Vickers Dr., will hold a Veterans' Day assembly 8:30-9:30.
 - Sabin Middle School, 3605 N. Carefree Cir., will hold a Veterans' Day celebration in the gym. It will start at 2:15 p.m. The Sabin band, choir, and orchestra will perform, and there will also be a salute to the veterans who attend with cake and punch in the library afterwards.

In addition to the above mentioned celebrations, many schools are having "bring a veteran to school day," "bring a vet to lunch day," flag ceremonies, veterans visiting classrooms, writing Tribute Cards, declaring November 11 Red, White, and Blue day, and a wide variety of other activities teaching the students the meaning of Veterans Day and the importance of honoring our active and inactive military personnel.