



School Accountability Committee (SAC)

**Handbook/Informational
Resource
2021**

Preface

A strong School Accountability Committee (SAC) is essential to improve the quality of education our students receive. The purpose of the SAC is to inform, encourage and provide opportunities for parent and community members to be involved in the planning and evaluation of the school's instructional program and quality improvement processes. It is an opportunity for all to participate and have a voice. A SAC that engages parents and community members, while working in coordination with principals helps make each of our schools stronger.

We hope this edition of the Colorado Springs District 11 SAC Handbook provides resources that you need to help the SAC at your school. While we are unable to provide every possible resource and material a SAC might need in this book, we have put pertinent information together to strengthen every SAC within District 11. Our sincere hope is that you find this handbook to be a helpful tool in providing information and resources necessary to equip your SACs to be effective and to have positive impacts in your school.

We will continue utilizing many forms of communication to provide SACs with the resources to be effective and essential. Please utilize our District Accountability Committee (DAC), SAC training sessions and seminars, emails, the monthly DAC newsletter, and the DAC website for help. The dates and agendas for the quarterly SAC training sessions will be widely publicized. We strongly encourage principals and SAC members to attend.

This handbook will help you better understand the role, purpose, and tasks of your SAC.

SACs are composed of volunteers and we applaud the dedication, commitment, and countless hours of volunteer service provided by our parents and community members on behalf of our students. Your participation is the key to success for our students.

We hope you find this handbook to be a helpful tool as we partner together as “a dynamic, collaborative community of energized educators, engaged students, and supportive partners with a passion for continuous learning.”

If you have any questions or requests for areas of training, please do not hesitate to contact us.

Velvet Stepanek
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Assistant Superintendent –
Personnel Support Services
DAC Administrative Liaison

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SCHOOL DISTRICT VISION, MISSION AND STRATEGIC PLANNING

Vision

Every student prepared for a world yet to be imagined.

Mission

Provide excellent, distinctive educational experiences that equip students for success today and in the future.

Beliefs

We believe in excellence in all we do.

We believe in:

- **Equity:** each child deserves to have access to high quality, standards based, data-driven instruction
- **Transparency:** honest, clear communication especially with how and why decisions are made
- **Engagement:** frequent two-way communication with our customers
- **Learning Environment:** each student deserves a safe, positive learning environment
- **Principled leadership:** model all behaviors expected from staff and stakeholders

Goals:

Colorado Springs School District 11 will:

- **Demonstrate improvement of student achievement**
- **Demonstrate a high performing team**
- **Embrace a culture of constant innovation**
- **Communicate and engage frequently with our customers**
- **Provide a safe learning and working environment**
- **Demonstrate operational efficiencies**
- **Demonstrate fiscal prudence and financial responsibility**

STRATEGIC PLANNING PROCESS

The overall strategic planning process of the District will be embodied in a series of plans using the concepts outlined above and developed based on a District Business Plan designed to execute the overall Goals of the District. Each Goal will have defined outcomes, measures, targets, strategies, and actions. The Business Plan will be supplemented by a District-wide five-year Capital Investment and Funding Plan, a District-wide five-year Technology Plan, a vehicle replacement plan, the Mill Levy Override Plan, and by Division/Department-level and school level plans as appropriate

or required by statute. The Business Plan and supplemental District-wide plans will be reviewed and updated annually, with the exception of the five-year Capital Investment and Funding Plan which may only be updated bi-annually.

Adopted November 15, 1978

Revised August 13, 1986

Revised 1994

Revised August 2000

Revised June 2009

Revised January 22, 2014

Reviewed May 30, 2018

LEGAL REFS: C.R.S. 22-32-109.1(1.5)

CROSS REFS: AEC Annual Reporting to the Public
District Business Plan (latest version)

GUIDING PRINCIPLES: FOR RELATIONSHIPS THAT LEAD TO SUCCESS

We value and use these guiding principles for accomplishing the *Mission* and our working relationships.

THINK WIN/WIN -- CREATE THE CONDITION FOR UNDERSTANDING MUTUAL GOALS

- ✚ Work together to understand each other's needs.
- ✚ When we offer solutions that help each other do a better job we contribute to creating success for all of us.

LISTEN FIRST, TALK SECOND, MANAGE BY FACTS -- CREATE THE CONDITION FOR MAKING GOOD DECISIONS

- ✚ Keep the elephant on the table – admit to the brutal facts - and work toward success.
- ✚ Build trust with the truth and work together through the good times and the challenges.

TRUST BUT VERIFY -- CREATE THE CONDITION FOR VALUING AND ADDRESSING SUCCESS CRITERIA

- ✚ Expect success. Expect high quality deliverables. Demonstrate high standards for performance.
- ✚ Celebrate success. Appreciate the conclusion of each event.

REMEMBER: —A DOLLAR IS A DOLLAR -- CREATE THE CONDITION FOR SOUND FISCAL MANAGEMENT

- ✚ Work to set realistic expectations for costs and what exactly demonstrates business value.
- ✚ Demonstrate fiscal responsibility with each other's money. Would they spend it as you would?

FIRST DO NO DAMAGE -- CREATE THE CONDITION TO BALANCE INNOVATION WITH MINDING THE STORE

- ✚ Don't turn the business process upside down without a very good reason – but don't leave it broken if it's clearly yours to fix.
- ✚ Don't stop the production line without a very good reason – but don't ignore it if it's not working.

WHATEVER IT TAKES -- CREATE THE CONDITION WHERE WE EACH BELIEVE NOTHING IS IMPOSSIBLE

- ✚ Never say never. Avoid —can't. Look for ways to say, —yes instead of —no.
- ✚ Work with a sense of urgency to ensure we meet our end user needs.

ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

The Colorado Springs School District 11 Board of Education (the Board) accepts its ultimate responsibility for all facets of school operations and programs. Because it is accountable to residents of Colorado Springs School District 11 (the District), the Board shall maintain a program of accountability which consists of the following elements:

1. Clear statements of expectations and purposes for operations, programs, departments and positions.
2. Provisions, resources, and support necessary for staff to achieve stated expectations and purposes, subject to available financial resources.
3. Evaluation of operations, programs, instruction, and services to determine how well expectations and purposes are being met.
4. Evaluation of the efforts of employees of the Board, and of the Board itself, in line with stated objectives. The first purpose of personnel evaluation shall be to help each individual make a maximum contribution to the goals of the school system.

As required by law, the Board shall adopt and maintain an accountability program to measure the adequacy and efficiency of the educational program.

The Board shall appoint a District Accountability Committee (DAC) which shall consist of at least three parents/guardians of students enrolled in the District public schools, at least one teacher, at least one Education Support Professional (ESP) employee representative, one school administrator employed by the District and at least one person involved in business or industry within the District's boundaries. A parent/guardian shall not be eligible to serve as a parent/guardian on the DAC if he or she is employed by the District or a relative is employed by the District. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. At least one parent/guardian must have one or more students in a District charter school and at least one must have a demonstrated knowledge of charter schools. The Board shall strive to have a balance of membership consistent with the District's Equity Policy AG, as set forth in Regulation AE-R-1.

The overall role of the DAC shall be to make recommendations to the Board relative to the accountability of programs, improvement of education, and expenditure of funds in the District. Specific responsibilities are outlined in Article III, Responsibilities of the DAC Bylaws (See Regulation AE-R-1). The Superintendent or his/her designees shall serve as Administration resource person(s) to the DAC and DAC standing subcommittees.

Each District public school, including District charter schools, shall establish a School Accountability Committee (SAC). To the extent feasible each SAC shall consist of at least eight (8) members to include three parents or legal guardians of students in the school, at least one teacher who provides instruction in the school, at least one ESP employee employed at the school, at least one adult representing the PTA/PTO of the school, at least one person from the

local school community, and the principal of the school or his/her designee. A parent/guardian shall not be eligible to serve as a parent/guardian on the SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. The school principal, with advice from representative organization(s) of parents/guardians, teachers, and students will make a good faith effort to meet this membership criteria. The school shall strive to have a balance of membership consistent with the District's Equity Policy AG.

The overall role of school-level accountability committees (SACs) shall be to make recommendations to the principal, DAC and the Board as appropriate relative to the improvement of education, safety, learning environment, and expenditure of funds in their schools. Specific responsibilities are outlined in Regulation AE-R-2, School Accountability Committees.

For both DAC and SACs, the parent/guardian membership must be larger than the membership of any other segment of the committee. The chairs of standing DAC committees will also be a parent/guardian or community member.

The DAC and SACs must work to increase parent/guardian engagement in schools by publicizing openings on the DAC and SACs, soliciting parents/guardians to serve on the DAC and SACs, and by assisting school personnel in communications with parents/guardians.

All DAC and SAC meetings shall be open to the public. Meeting notices for DAC meetings shall be posted in the same place and in a similar manner as notices of Board meetings. Notices for SAC meetings shall be posted in the school and in school media.

Every effort shall be made by the Board, the Superintendent, the staff and the accountability committees to fulfill the responsibilities inherent in the concept of accountability as well as the intent of the Educational Accountability Act. The Board shall approve all revisions to Regulations AE-R-1 and AE-R-2.

Current practice codified 1980
Revised June 1988
Revised February 1991
Revised December 1992
Revised April 2010
Revised May 8, 2013
Revised January 22, 2014
Revised May 11, 2016
Revised March 10, 2021
Revised June 9, 2021

LEGAL REFS: C.R.S. 14-15-101, et seq.
 C.R.S. 22-2-117 (waivers from State Board of Education)
 C.R.S. 22-7-301, et seq.
 C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)
 C.R.S. 22-11-301 and 302 (District Accountability Committee)
 C.R.S. 22-11-401 through 406 (School Accountability Committee)
 C.R.S. 22-32-142
 C.R.S. 24-6-402 (Colorado Sunshine Law)
 1 CCR 301-1, Rules 2202-R-1.00 et seq.

CROSS REFS:

AED, Accreditation
AE-R-1, District Accountability Committee (By-laws)
AE-R-2, School Accountability Committees
AG, Equity Policy
BDF, Advisory Committees
BG, School Board of Education Policy Process
IHBJ and IHBJ-R, Parent Involvement in Title I Education
JIC, Student Conduct, Discipline, and Attendance Code
JK, Student Discipline
KB, Parent/Guardian Engagement

SCHOOL ACCOUNTABILITY COMMITTEES
(Minimum Requirements for SAC By-Laws)

Purpose

The school accountability committee (SAC) represents the school community's point of view at large. Each SAC concerns itself with the improvement of education, safety, and learning environment for students in its school. Toward the accomplishment of this purpose, the SAC works in cooperation with the principal to:

1. Adopt rules for its operation (by-laws) consistent with these organizational guidelines.
2. Request assistance from the school's District Accountability Committee (DAC) Chair, Vice Chair, Training and SAC Support Subcommittee, and/or school representatives to the DAC as appropriate.
3. If a performance or improvement plan is required based on the school's accreditation status, advise the principal concerning preparation of the school's Performance or Improvement plan, and make recommendations regarding the contents of the plan [per C.R.S. 22-11-403 thru 22-11-406].
4. If a Priority Improvement plan or Turnaround plan is required based on the school's accreditation status, publicize and hold a public SAC meeting to receive input concerning possible strategies to be included in the school Priority Improvement plan, or Turnaround plan. The SAC shall make recommendations to the principal and the Colorado Springs School District 11 Board of Education (the Board) concerning the contents of the school Priority Improvement plan or Turnaround plan, taking into account recommendations received at the public meeting. *[At a minimum, the plans must identify the local, state, and federal resources that the school will use to implement the identified strategies with fidelity and incorporate strategies to increase parent/guardian engagement in the public school.]*
5. In coordination with the principal, submit the school's plan to the DAC and the Colorado Springs School District 11 (the District) Superintendent (or designee) by the date specified by the Superintendent (or designee).
6. Publicize the Board public hearing held to review the school's written Priority Improvement or Turnaround plan if one is required. Members of the SAC are encouraged to attend the public hearing.
7. At least quarterly the SAC should assess, in coordination with the principal, the achievements and challenges relating to successful implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan whichever is applicable.
8. Make recommendations to the principal on priorities for the expenditure of school funds with a focus on achievement, safety, and equity; and identify additional funding needs as

appropriate. The SAC shall send copies of its recommendations for the upcoming school year to the DAC, Superintendent (or designee) and the Board not later than February 1 of each year. When requested, the SAC will also provide input on use of Student Activities Funds.

9. Increase the level of parent/guardian engagement in the school consistent with the school's racial/ethnic/economic/ special education/gifted/migrant and English Language Learner (ELL) student representations and the District's Equity Policy AG.

10. Publicize opportunities to serve and solicit parents/guardians to serve on the SAC. In soliciting parents/guardians to serve on the SAC, the SAC shall direct the outreach efforts to help ensure that the parents/guardians who serve on the SAC reflect the student populations represented in the school (as provided in section 9 above).

11. Assist the District in implementing at the school the parent/guardian engagement policy adopted by the Board.

12. Assist school personnel to increase parents'/guardians' engagement with teachers, including but not limited to parents'/guardians' engagement in creating students' Reading to Ensure Academic Development Act (READ) plans, in creating students' Individual Career and Academic Plans, and in creating students' plans to address chronic absenteeism and/or habitual truancy.

13. Provide input and recommendations to the DAC and District administration, on an advisory basis, concerning school principal evaluation procedures and development plans.

14. Develop additional SAC areas of study, as needed, which will address the educational needs of the school.

15. The Board may also task the SAC directly in other Board policies.

Membership

The SAC membership composition will be developed in accordance with the guidelines in policy AE, Accountability/Commitment to Accomplishment. A parent/guardian shall not be eligible to serve as a parent/guardian on the SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father.

The SAC will encourage terms of membership of two years but will accept terms of one year. Terms of membership of two years are encouraged so that over this period members may develop a full understanding of and make significant contributions to the accountability process in their school. Individuals may serve for multiple terms.

For members with two-year terms, the SAC will make a best effort to stagger these terms of membership so that no more than approximately one-half of the committee's membership expires in any one year. Subject to the approval of the SAC, the principal and/or chair will make recommendations for vacant positions.

Officers, terms and duties

A chair will be elected from the SAC membership. A vice chair or co-chair and secretary may also be elected. The term of office will be one or two years, and may be renewed at the discretion of the SAC. The chair, co-chair, and/or vice chair should be a parent/guardian elected from the parent/guardian representatives on the SAC. Officers will be elected by the majority of the membership present at the last meeting of the existing school year or at the first meeting of the next school year but no later than September 1 of each year.

The Chair will preside at all meetings, appoint subcommittee chairs as needed and, in general, conduct the business of the committee. The Chair or Secretary (if elected) will take minutes of the meetings, record attendance and provide a written copy for the records. The Chair will also ensure that the school community has been notified and has the opportunity to participate in DAC/SAC/Parent/Guardian work sessions and conferences sponsored by the District DAC.

Meetings

Meetings will be held at least quarterly but more typically monthly during the school year to address the goals and items listed under "Purpose" above.

A schedule of meetings (dates and times) will be established by the SAC. All meetings will be open to the public. Meeting notices and minutes will be posted in school buildings and on school web sites. Member notification will be by email or other electronic means where possible.

Special meetings may be called by the chairman or by a majority of the total SAC membership. At least seven days' previous notice of special meetings will be given to all SAC members including the principal via phone or written contact.

If prior proper notice is given, the voting membership present will constitute a quorum for the full SAC.

Subcommittees

Subcommittees will be formed as deemed necessary by the chair and principal. Subcommittee meeting schedules and plans of work must be approved by the SAC.

By-laws and amendments

By-laws will be adopted by the SAC which are consistent with these minimum requirements. They may be amended by a majority vote of the SAC membership at any regular meeting following advance written notice of at least seven days to all members. All amendments also must be consistent with these minimum requirements.

Adopted December 1990
Revised March 2010
Revised April 2010
Revised May 8, 2013
Revised January 22, 2014
Revised May 11, 2016
Revised March 10, 2021

LEGAL REFS.: C.R.S. 14-15-101 et seq.
C.R.S. 22-7-301, et seq.
C.R.S. 22-7-1201. et seq (Colorado READ Act)
C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)
C.R.S. 22-11-401 through 406 (School Accountability Committee)
C.R.S. 22-32-109 (1)(oo)
C.R.S. 22-32-142
C.R.S. 24-6-402 (Colorado Sunshine Law)
1 CCR 301-1, Rules 2202-R-1.00 et seq.
1 CCR 301-81, Rules Governing Standards for Individual Career and Academic Plans
1 CCR 301-92, Rules for Administration of Colorado READ Act

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AE-R-1, District Accountability Committee By-Laws
AED, Accreditation
AG, Equity Policy
BDF, Advisory Committees
BG, School Board of Education Policy Process
DM, Cash in School Buildings
IHBJ and IHBJ-R, Parent Involvement in Title I Education
JHB, Truancy
JIC, Student Conduct, Discipline, and Attendance Code
JJF, Student Activities Funds
JK, Student Discipline
KB, Parent/Guardian Engagement

Great Reference Links for SAC and DAC Members

August 2021

Colorado Department of Education (CDE) Home Page – provides access to information on implementation of Federal and Colorado laws on education: <http://www.cde.state.co.us>

CDE website “Resources for Parents” page – provides access to DAC and SAC resources plus a wide range of instruction/curriculum/test and parent engagement resources:
<http://www.cde.state.co.us/Resourcesforparents>. See also http://www.cde.state.co.us/uip/sac_dac

CDE website “Learning at Home” page – provides ideas and resources for learning at home:
<https://www.cde.state.co.us/learningathome>

Link to information on and a by-subject listing of **promising school and family partnership practices** developed under CO State Advisory Council for Parent Involvement in Education (SACPIE):
<http://www.cde.state.co.us/uip/promising>

CDE: Promising Partnership Practices During COVID-19:
https://www.cde.state.co.us/uip/fscp_covid_may2020

CDE: Family-School-Community Partnerships:
<https://www.cde.state.co.us/uip/familyengagement>

National Association for Family, School, and Community Engagement (NAFSCE): Another great resource for ideas on family, school and community engagement for all levels/demographics <https://nafsce.org> .

Latest CDE generated District Accountability Handbook (Sep 2020) – Covers District Accountability and School Accountability committee responsibilities: http://www.cde.state.co.us/accountability/district-accountability-handbook-2020_final_9-10-2020

Priority Improvement and Turnaround Districts and Schools: A Supplement to the CDE District Accountability Handbook (updated Aug 2018):
http://www.cde.state.co.us/accountability/priority_improvement_turnaround_supplement_2018

CDE generated Unified Improvement Planning resources page – for use by schools and districts. Includes latest info for 19-20, 20-21, 21-22 and step-by-step guidance/resources:
<http://www.cde.state.co.us/uip>. See also: <http://www.cde.state.co.us/accountability>

CDE generated Assessment Toolkit designed to help districts and schools communicate with parents about state assessments. <https://www.cde.state.co.us/communications/tools-assessments>

CDE generated State Accountability Data Tools and Reports page – provides descriptions of latest tools and reports and links to all key tools and reports:
<http://www.cde.state.co.us/accountability/schoolviewdataandresults>

CDE generated State, District, and School Performance Framework Reports (final) and percentile ranking info, with data for 10-11, 11-12, 12-13, 13-14, 15-16, 16-17, 17-18, and 18-19 plus the latest UDIP/USIPs: <http://www.cde.state.co.us/schoolview/performance> . (See also District and School Performance Frameworks <http://www.cde.state.co.us/accountability/performanceframeworks>)

Colorado Growth Model Tables of Results (TCAP), for 10-11, 11-12, 12-13, 13-14 15-16, 16-17, 17-18, and 18-19 for State, District, and School levels (includes links to growth-related resources):

<http://www.cde.state.co.us/schoolview/coloradogrowthmodel>

The School Dashboard is a visualization tool that graphs out currently available individual school data over time, such as demographics, achievement, growth and performance framework data:

<http://www.cde.state.co.us/code/schooldashboard>

Colorado READ Act (HB12-1238) Implementation, Rules and Resources:

<http://www.cde.state.co.us/coloradoliteracy/readact/index>.

<http://www.cde.state.co.us/coloradoliteracy/generalinfo-parents> (Colorado READ Act info for Parents)

Latest CDE update (Updated first week of every month) gives the latest info on availability of test results, growth data, school and district performance frameworks, USIPs and much, much more. It is available at

<http://www.cde.state.co.us/cdeupdate> .

Every Student Succeeds Act – Implementation in Colorado: <http://www.cde.state.co.us/fedprograms/essa>

Listing and definitions for all CDE acronyms (includes most used by D-11 also):

<http://www.cde.state.co.us/cdeacronyms>

Useful Colorado Springs D11 Related Website links:

Parent/Community page with key links: <https://www.d11.org/domain/251>

D-11 Family-School Partnerships – An Implementation Guide:

<https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/842/FamilySchoolPartnershipsToolkit.pdf>

D11 District Accountability Committee page: <https://www.d11.org/site/Default.aspx?PageID=937>

(Contains information and resources for DAC and SACs)

D11 Board of Education home page (meeting dates, agendas, minutes, etc.; policies and regs; how to contact Board members): <https://www.d11.org/domain/69>

D11 Academic Master Plan and Facilities Master Plan: D11 has been actively updating its Academic Master Plan and Facilities Master Plan for over a year. For the latest info go to <https://www.d11.org/domain/5096> .

D-11 2021-22 Assessment Calendar:

<https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/541/2020-%20Assessment%20Calendar.pdf>

D-11 School capacity model (all levels) and associated school utilization information;

<https://www.d11.org/domain/3231>

School District 11
School Accountability Committees (SACs)
Agenda Planning Guide 2021-22

Forward: This guide is intended to give Principals and SAC Chairs a reference and reasonable flow for agenda topics and actions that meet the broad responsibilities of School District 11 SACs. SACs should tailor agendas appropriate to their school's needs and emphasis with a focus on instructional and social emotional challenges as identified in the school "One Plan"/Unified School Improvement Plan (USIP). Mandatory items/deadlines are noted where applicable.

AUGUST-if August meeting (Themes: Orientation and "One Plan"/USIP development)

- Elect SAC leadership (if not done in April/May-required by Sep 1st)
- Orientation of new SAC members
 - Review roles and responsibilities (See Regulation AE-R-2, SAC Bylaws)
 - Review membership status and guidelines
- Detailed review of school "One Plan"/USIP status and instructional focus for 21 - 22 (Update drafts generated during spring 21 "One Plan" symposium based on spring state test results and Administration feedback.)
- Discuss what data will be collected/monitored to assess progress toward goals
- Also review Social Emotional Learning (SEL) challenges and initiatives (e.g. COVID 19 stressors and student re-engagement)
- Review PowerSchool (new SMS) implementation plans and plans for training parents in effective use
- Review/meet with PTA(PTO) leadership and F.I.T. Volunteer Coach on school strategies for parent engagement

SEPTEMBER (Theme Instructional Focus and USIP)

- SAC orientation (if not done in Aug.)
- Review SAC Handbook for school year 2021-22
- If not done in Aug, review school "One Plan"/USIP status and instructional focus for 21 - 22 (Update drafts generated during spring 21 "One Plan" symposium based on spring state test results and Administration feedback.)
- Review school "One Plan"/USIP monitoring and evaluation strategy (School planning teams should review and update Action Steps, Evidence and Artifacts at least monthly)
- Review District/state assessment plans/actions for school for 21-22
- Review Acadience (ES) fall test results and READ Act/instructional plans for students with Reading Deficiencies (if available)

OCTOBER (Theme: Instructional Focus)

- Train SAC on USIP elements and monitoring data (as needed) – finalize USIP for Oct 15, 2021 submission if needed
- Review/discuss School Readiness plan for kindergarten and READ Act implementation, funding, and student status/results (ES only)
- Review school focus on Individual Career and Academic Plans (ICAPs) and new graduation requirements approved by D-11 Board of Ed. in fall 2020 (MS & HS only)

- Review Fall Universal Screener and other progress monitoring data results (if available) and compare against “One Plan”/USIP goals
- Review Early Warning System data since start of school and identify areas of concern in academics, discipline and attendance.

NOVEMBER (Theme: Achievement Gaps)

- Review/discuss school approach to Response to Intervention (RTI)/Multi-tier Support System (MTSS) and SEL successes/challenges;
 - Differentiation, blended learning, tutoring, etc.
 - Instructional supports for RTI/MTSS Tier 2 and Tier 3 students including support to Gifted & Talented (GT) and English Language Learner (ELL) students
- Review/discuss school’s focus on parent strategies for individual student support (i.e. parent and teacher as partners in student learning, with focus on student technology device use and support and closing COVID related gaps from 20-21)
- Review available progress monitoring data results and compare against “One Plan”/USIP goals

DECEMBER (If meeting – Theme: Catch up and safe learning environment)

- If meeting, use time to complete items not addressed so far and prepare for future tasks.
- Review/discuss with principal the school’s implementation of the educator evaluation system and alignment with instructional goals
- Review/discuss safe learning environment (safety, discipline, attendance, student/staff satisfaction, etc.)
- Review available progress monitoring data results and compare against “One Plan”/USIP goals

JANUARY (Theme: Budget and funding priorities for school year 2022-23)

- Review/discuss school budget alignment with “One Plan”/USIP goals and identify school funding shortfalls, e.g.;
 - Instructional resources to meet multiple learning environments and close COVID related learning gaps
 - Technology resources needed for student learning/testing

Note: Budget/funding recommendations must be submitted to DAC by Feb 1, 2022 to be considered for the school year 22-23 budget.

- Review results of available performance monitoring data, e.g. Winter Universal Screener and Middle of the Year (MOY) Acadience data, and compare to “One Plan”/USIP goals.

FEBRUARY (Theme: Mid-yr “One Plan”/USIP progress review)

- If not done in Jan, principal and teachers provide relevant 1st semester achievement data (including Winter Universal Screener, MOY Acadience, and ACCESS for ELLs test results) and compare against “One Plan”/USIP goals
- Progress in reading, writing, math, social studies and science
- Progress on RTI/MTSS and associated achievement gap strategies
- Progress on SEL successes/challenges
- Progress on parent engagement for student learning

MARCH (Theme: “OnePlan”/USIP updates-if needed)

- Review results of available performance monitoring data, e.g. Spring Universal Screener data, and compare to “One Plan”/USIP goals.
- Review/discuss possible “One Plan”/USIP adjustments (if needed)
- Catch up on delayed topics and/or school unique issues

APRIL (Theme: Assessment/planning for next school year)

- If not done in March, principal/teachers provide relevant 3rd quarter data for progress monitoring. Review available District/state assessment results and assessment challenges including District Universal Screener data for 3rd quarter
- Elect/select SAC chair, secretary and other officers as appropriate for next school year
- Set SAC meeting calendar for next school year

MAY (If meeting – Theme: Continue planning for next school year)

- Review/discuss instructional focus and “One Plan” USIP goals for next year.
- Review progress on SEL successes/challenges
- Plan to participate in District spring symposium for school development of 22-23 “One Plan”/USIP

**Colorado Springs School District 11
Executive Directors by School
2021-2022 School Year**



Mr. Dan Hoff High Schools and Programs 719-520-2035		
Achieve Online	John Bailey	328-3012
Adult/Family Ed	Melissa Burkhardt-Shields	328-3001
Bijou	Mary Ruben-Clapper	328-2060
Coronado HS	Darin Smith	328-3600
Digital School	Johns Bailey	328-3012
Doherty HS	(Interim) Lana Flenniken	328-6400
Mitchell HS	George Smith	328-6600
Palmer HS	Lara Disney	328-5000
Odyssey	Sean Norman	328-2030
Tesla	Jason Miller	328-3100
Athletics	Chris Noll	520-2690

Mrs. Jennifer Harris West Side Elementary and Middle Schools 719-520-2018		
Bristol ES	Gabriel Hammel	328-4000
Buena Vista ES	Shannon Molnar	328-4100
Chipeta ES	Sarah Scott	328-5500
Columbia ES	Chris Brandt	328-2700
Howbert ES	Tobin Lefere	328-4200
Jackson ES	Sara Miller	328-5800
Midland ES	Karen Newton	328-4500
Queen Palmer ES	Christina Butcher	328-3200
Steele ES	Ryan Capp	328-4700
Taylor ES	Kimberly Gilbert	328-3500
West ES	Karen Newton	328-4500
Holmes MS	Anthony Karr	328-3800
West MS	Dr. Shalah Parker	328-4900

Mrs. Sherry Kalbach East Side Elementary and Middle Schools 719-520-2035		
Carver ES	Collin Vinchattle	328-7100
Freedom ES	Sandra Park	228-0800
Henry ES	Ginger Ernst	328-7200
King ES	Treg Joslyn	328-6000
Martinez ES	Anna Stewart	328-6100
McAuliffe ES	Toni Schone	228-0900
Rudy ES	Julie Fahey	328-7600
Scott ES	Jennifer Cleaves	328-6200
Wilson ES	Stephanie Atencio	328-7800
Jenkins MS	Darren Joiner	328-5300
Russell MS	David Dubois	328-5200
Sabin MS	Dr. Albert Wiggins	328-7000
Swigert MS	James Nason	328-6900

Mr. Bryan K. Relich Central Elementary and Middle Schools 719-520-2018		
Adams ES	Michelle Slyter	328-2900
Audubon ES	Aaron Ford	328-2600
Edison ES	Dr. Kevin Willis	328-2800
Fremont ES	Tracy Squires	328-5600
Grant ES	Ryan Miller	328-5700
Keller ES	Stacy Brisben	328-5900
Madison ES	Derien Latimer	328-7300
Monroe ES	Dr. Carole Frye	328-7400
Penrose ES	Tamara Forrest	328-7500
Stratton ES	Kyle Rudd	328-3400
Twain ES	Lynn Boskie	328-7700
Galileo MS	Kenneth Miller	328-2200
Mann MS	Leah Segura	328-2300

Dr. Brandan Comfort Innovation Schools 719-520-2018/ 719-520-2035		
North MS	Chris Kilroy	328-2400
Rogers ES	Linda Slothower	328-3300
Spark Online	Julie Johnson	328-4300
Trailblazer ES	Kenneth Pfeil	328-6300
AcademyACL	Nikki Myers	719-434-6566
CIVA	Randy Zimmerman	719-633-1306
Comm Prep	Raj Solanki	719-227-8836
GLOBE	Katherine Siegel	719-630-0577
Eastlake HS	Cassandra Berry	719-300-8947
Roosevelt	Julie TeNyenhuis	719-637-0311



2021-2022 School Principals and Assistant Principals

Elementary Schools

Middle Schools

Adams	328-2900	Michelle Slyter
	AP	Robin Moore
Audubon	328-2600	Aaron Ford
Bristol	328-4000	Gabriel Hammel
Buena Vista	328-4100	Shannon Molnar
Carver	328-7100	Collin Vinchattle
Chipeta	328-5500	Sarah Scott
Columbia	328-2700	Chris Brandt
Edison	328-2800	Dr. Kevin Willis
Freedom	228-0800	Sandra Park
Fremont	328-5600	Tracy Squires
Grant	328-5700	Ryan Miller
	AP	Katie Cincoski
Henry	328-7200	Ginger Ernst
Howbert	328-4200	Toby Lefere
Jackson	328-5800	Sara Miller
Keller	328-5900	Stacy Brisben
King	328-6000	Treg Joslyn
Madison	328-7300	Derien Latimer
Martinez	328-6100	Anna Stewart
McAuliffe	228-0900	Toni Schone
	AP	Brett Wiltz
Midland	328-4900	Karen Newton
	AP	Carolyn Graham
Monroe	328-7400	Dr. Carole Frye
	AP	Katie Schoolmaster
Penrose	328-7500	Tamara Forrest
Q. Palmer	328-3200	Christina Butcher
Rogers	328-3300	Linda Slothower
	AP	Connie Parker
Rudy	328-7600	Julie Fahey
Scott	328-6200	Jennifer Cleaves
	AP	Dr. Shawn McVey
Steele	328-4700	Ryan Capp
Stratton	328-3400	Kyle Rudd
Taylor	328-3500	Kimberly Gilbert
Trailblazer	328-6300	Kenneth Pfeil
Twain	328-7700	Lynn Boskie
	AP	Felicia Boudreaux
West	328-4500	Karen Newton
	AP	Carolyn Graham
Wilson	328-7800	Stephanie Atencio

Alternative & Non-Traditional Schools

Roy J. Wasson Academic Campus - 328-2000

Achieve Online	328-3012	John Bailey
Digital School	328-3012	John Bailey
	AP	Richard Moothart
Adult/Family Edu	328-3001	Melissa Burkhardt-Shields
The Bijou School	328-2062	Mary Catherine Ruben-Clapper
Odyssey ECCO	328-2030	Sean Norman
Tesla EOS	328-3100	Jason Miller
	AP	Jodi Fletcher
Spark Online	328-4300	Julie Johnson



Principal new to the position



Assistant Principal new to the position

Galileo	328-2200	Kenneth Miller
	AP	Karen Van Bemden
	AP	Laura Kosley
	AP	Michael McDowell
Holmes	328-3800	Anthony Karr
	AP	Alisa Snelson
	AP	Darin Arnold
	AP	Yann Ulrich
Jenkins	328-5300	Darren Joiner
	AP	Thomas Copley
	AP	Michael Anderson
Mann	328-2300	Leah Segura
	AP	Donnell Potter
	AP	Matthew Dobbins
North	328-2400	Chris Kilroy
	AP	Heidi Gugler
	AP	Grant Ambroz
	AP	Justin Weickum
Russell	328-5200	David Dubois
	AP	Lance Cunico
	AP	Ama Dei
Sabin	328-7000	Dr. Albert Wiggins
	AP	Glen Hawthorne
	AP	Kelli Schneegass
Swigert	328-6900	James Nason
	AP	Daniel Carragher
	AP	Colleen Yanez
West	328-4900	Dr. Shalah Parker
	AP	Jarrod Torrez

High Schools

Coronado	328-3600	Darin Smith
	AP	Adareine Arnell
	AP	Matthew Baldwin
	AD	Jimmy Porter
Doherty	328-6400	(Interim) Lana Flenniken
	AP	Elaine Charney
	AP	Hillary Hinton
	AP	Lauren Murphy
	AD	Stephanie Leasure
Mitchell	328-6600	George Smith
	AP	David Latino
	AP	Renee Cockrell
	AP	Amanda Wermers
	AD	Nick Karn
	Proj Mgr	Kelli Westry
Palmer	328-5000	Lara Disney
	AP	Clara Hoellerbauer
	AP	Daniel Geiser
	AD	Christina Miner

Charter Schools

AcademyACL	719-434-6566	Nikki Myers
CIVA	719-633-1306	Randy Zimmerman
Comm. Prep	719-227-8836	Raja Solanki
Globe	719-630-0577	Katherine Siegel
Eastlake HS	719-300-8947	CJ Berry
Roosevelt Charter	719-637-0311	Julie TeNyenhuis

DAC Committee Members 2021-2022 School Year

Category	Name	Phone #	Email	Affiliation/Location
Chair	Velvet Stepanek	964-6002	vstepanek@msn.com	Chair/Parent
Vice Chair (Membership Committee)	Joseph Mezzofante	641-5351	mezzofantej@gmail.com	Vice Chair/Community Member
4 parents with students in District regular elementary schools	1) Vicky McLaughlin 2) Vacant 3) Vacant 4) Vacant	661-3339	Vmclaughlin1013@gmail.com	Parent/Buena Vista ES Parent/ Parent/ Parent/
1 parent with a student identified as GT /Special Needs	Nila Rickard	217-9409	nilarickard@yahoo.com	Parent/Stratton ES
1 parent with a student identified as ELL	1) Vacant			
2 parents with students in District regular middle schools	1) Callum Frost 2) Vacant		callum.frost@comcast.net	Parent/North MS
2 parents with students in District regular high schools	1) Desiree Sanfilippo 2) Vacant	217-2087	Angelicpresents13@gmail.com	Parent/Coronado HS

Category	Name	Phone #	Email	Affiliation/Location
1 parent with a student in a District alternative school	1) Michel Racine	233-0210	michelracineco@yahoo.com ;	Parent/Odyssey ECCO
1 parent with a student in a District charter school	1) Vacant			Parent/
3 teachers (one elementary, one middle and one secondary)	1) Esther Smith	328-2475	Esther.Smith@d11.org ;	Teacher/North MS
	2) Amanda Hawkins	328-6719	Amanda.Hawkins@d11.org ;	Teacher/
	3) LynDel Randash	637-0311	lrndash@rca-csprings.org ;	Teacher/Roosevelt
	4) Steve Lambert	331-8700	Steven.Lambert@d11.org ;	Music Teacher/Elementary
3 school administrators (one elementary, one middle and one secondary)	1) Aaron Ford	328-5703	Aaron.Ford@d11.org ;	Principal/Audubon ES
	2) Vacant			Principal/
	3) Vacant			Principal/
1 ESP representative	1) Cynthe Winebrenner	328-6666	Cynthe.Winebrenner@d11.org ;	ESP Rep/North MS
4 community members living in the District without students in District schools	1) Lyman Kaiser	260-6187	Lyman.kaiser@comcast.net ;	Community
	2) Sally Sue Coddington	635-0242	sscodd@comcast.net ;	Community
	3) Jan Rennie	460-1523	Janice.Rennie@d11.org ;	Community
	4) Carl Schueler	385-5391	csschueler@springsgov.com ;	Community

Category	Name	Phone #	Email	Affiliation/Location
1 person involved in business or industry within the District's boundaries	Chyrese Exline	229-4670	Chyreseexline@gmail.com ;	Business
1 person associated with the military community at Peterson AFB	Victoria Henderson	556-6141 556-7832	Victoria.Henderson.1@us.af.mil ; Carnation011476@yahoo.com ;	Military Liaison
Chair of the DAC Budget Committee	Michael Reyes		tenozbar@aol.com ;	Chair
Chair of the DAC Accreditation/Achievement Committee	Marion Clawson	210-2099	Clawson.marian@gmail.com ;	Chair/Parent
Administrative Liaison (Appointed by the Superintendent) ex-officio, non-voting member	Phoebe Bailey	520-2017	Phoebe.Bailey@d11.org ;	Assistant Superintendent – Personnel Support Services
Administrative Support (ex-officio, non-voting member)	Trudy Tool	520-2016 287-4104	toolte@d11.org ;	Personnel Support Services

List of Commonly Used Acronyms at School District 11

ABE	Adult Basic Education
ACE	Alternative Cooperative Education
ACO	Administrative Contracting Officer
ACT	American College Testing
AD	Athletic Director
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADE	Automated Data Exchange
ADM	Administration
ADS	Application Development and Support (formerly Information Systems or IS)
AEC	Alternate Education Campus
AED	Amortization Equalization Disbursement
AEFLA	Adult Education Family Literacy Act
AFE	Adult and Family Education
ALJ	Administrative Law Judge
ALP	Advanced Learning Plan
AMAO	Annual Measurable Achievement Outcomes
AP	Assistant Principal
APF	Annual Performance Framework
APR	Annual Performance Review
APPLE	Academic Performance Plan for the Learning Environment
ARC	Annual Required Contribution (for pension reporting)
ARRA	American Recovery and Reinvestment Act
ASBO	Association of School Business Officials
ASCA	American School Counselors Association
ASCENT	Accelerating Students through Concurrent Enrollment
ASE	Adult Secondary Education
AV	Audio Visual
AVID	Advancement Via Individual Determination
AVP	Area Vocational Program
AYP	Adequate Yearly Progress
BAB	Breakfast After the Bell
BIA	Business Incentive Agreement
BIC	Breakfast in the Classroom or Benefits Insurance Committee
BIP	Behavior Intervention Plan
BMF	Budget Modification Form – replaces the IBR (see archive list)
BOCES	Board of Cooperative Education Service
BOE	Board of Education
BRI	Basic Reading Inventory
BYOD	Bring Your Own Device
CAFR	Comprehensive Annual Financial Report
CASB	Colorado Association of School Boards
CASE	Colorado Association of School Executives
CBLA	Colorado Basic Literacy Act
CCR	Communications and Community Relations (formerly OSCR)
CD	Compact Disc or Certificate of Deposit
CDE	Colorado Department of Education
CEA	Colorado Education Association
CESP	Certified Educational Support Professional
CFO	Chief Financial Officer
CIO	Chief Information Officer
CMAS	Colorado Measures of Academic Success (science and social studies) (replaces TCAP)
COP	Certificate(s) of Participation
COBRA	Consolidated Omnibus Budget Reconciliation Act

COTR	Contracting Officer's Technical Representative
CP	Collection Point
CPI	Crisis Prevention Intervention or Consumer Price Index
CPR	Cardio Pulmonary Resuscitation
CPP	Colorado Preschool Program
CSASE	Colorado Springs Association of School Executives
CSEA	Colorado Springs Education Association
CSSD	Colorado Springs School District
CTA	Career Technical Act
CY	Calendar Year
D-11 or D11	District 11 or some other school district as D-followed by their district number (D-20)
DA	Decision Analysis
DAC	District Accountability Committee (formerly DAAC, see archive list)
DAP	Diversity Action Plan
DARS	District Acquisition Regulation System
DASAE	Diploma of Advanced Study in Adult Education
DBS	Division of Business Services
DHH	Deaf and Hard of Hearing
DOK	Depth of Knowledge
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DPGF	Designated Purpose Grant Fund
DSL	Diagnostic Services and Learning Center (housed at Tesla)
EA	Education Assistant (special education teaching assistant)
EAC	Energy Advisory Committee
EAGLES	Exceptional Academic Gifted Learning Experience Site
EASy	Educational Achievement System
E & O	Errors and Omissions (insurance)
EDSS	Educational Data Support Services (formerly AERO, see archive list)
EEO	Equal Employment Opportunities
EFL	Educational Functional Level
EFT	Electronic Funds Transfer
ELAT	English Literature Admissions Test or Early Literacy Assessment Tool
ELC	Early Learning Center
ELL	English Language Learner
ELPA	English Language Proficiency Act
ELSIP	Excess of Loss Self Insurance Pool
EMO	Education Management Organization (for charter schools)
EOP	Equal Opportunity Program
ERO	Electronic Registrar Online system
ESL	English as a Second Language
ESP	Education Support Professional, sometimes Education Service Provider
ESSA	Every Student Succeeds Act (replaces NCLB)
ESY	Extended School Year
FDK	Full-Day Kindergarten
FERPA	Family Education Rights and Privacy Act (privacy protection)
FMLA	Family Medical Leave Act
FNS	Food and Nutrition Services
FOTC	Facilities Operations and Transportation Center
FPC	Funded Pupil Count
FTE	Full Time Equivalent
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GB	Gigabyte
GED	General Educational Development
GFOA	Government Finance Officers Association
GRT	Gifted Resource Teacher

GT	Gifted and Talented
HB	House Bill, usually followed by abbreviated calendar year and a 4 digit identifying number
HR	Human Resources
IB	International Baccalaureate
ICAP	Individual Career and Academic Plan
ICSS	Instruction, Curriculum and Student Services
IDEA	Individuals with Disabilities Education Act
IEC	Irving Education Center
IEP	Individualized Education Plan
IGA	Internal Governmental Agreement
ILP	Individual Literacy Plan
IMS	Instructional Management System
INR	Intent Not to Rehire
IP	Internet Protocol
IPT	IDEA Oral Language Proficiency Test
IT	Information and Technology
JROTC	Junior Reserve Officer Training Corps
LAN	Local Area Network
LEP	Limited English Proficient (or Proficiency)
LRE	Least Restrictive Environment
LRS	Learning Resource Services
LTD	Long Term Disability
LTE	Library Technology Educator
LTT	Library Technology Technician
MAP	Measurement of Academic Progress
MGP	Median Growth Percentile
MLO	Mill Levy Override (sometimes MiLO)
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MTSS	Multi-Tier Support System (formerly Response to Interventions or RtI)
MYP	Middle Years Program (pertains to IB)
NEA	National Education Association
NGLC	Next Generation Learning Challenges
OPEB	Other Post-Employment Benefits
OSPB	Office of State Planning and Budget
OU	Optimization of Utilization
PACT	Parent And Child Together
PARCC	Partnership for Assessment of Readiness for College and Careers (English, language arts, math) (replaces TCAP)
PBDA	Preliminary Budget Development Assumptions
PBIS	Positive Behavior Intervention Support
PBS	Positive Behavior Support
PC	Personal Computer
PERA	Public Employee Retirement Association
PHLOTE	Primary or Home Language Other Than English
PIP	Program Implementation Plan
PLC	Professional Learning Community
PLTW	Project Lead the Way
PLP	Personal Learning Plan
PMO	Project Management Office (or Officer)
PO	Purchase Order
POPP	Post Offer/Pre-Placement Physical
POS	Preliminary Offering Statement
PPASBO	Pikes Peak Association of School Business Officials
PPOR	Per Pupil Operating Revenue
PPR	Per Pupil Revenue
PRC	Professional Resource Center

PSEO	Post-Secondary Enrollment Options
PSS	Personnel Support Services
PYIB	Primary Years International Baccalaureate program
Q	Aequitas Solutions (parent/teacher/student connection system) (Formerly Zangle)
QRI II	Qualitative Reading Inventory (first through fifth graders)
QZAB	Qualified Zone Academy Bond
RCM	Resource Conservation Management (Manager)
READ Act	Colorado Reading to Ensure Academic Development
RFI	Request For Information
RFP	Request For Proposal
RFQ	Request For Quote
RJWAC	Roy J. Wasson Academic Campus
RRAF	Risk-Related Activity Fund
ROI	Rate of Increase or Return on Investment
SA	Situation Analysis
SAC	School Accountability Committee (formerly BAAC, see Archive List)
SAGE	Sustainable Agricultural Green Education
SAIL	Student-centered Academic Interdisciplinary Lab (or Learning)
SAT	Scholastic Aptitude Test, then the Scholastic Assessment Test, then the SAT Reasoning Test, and now simply the SAT.
SB	Senate Bill-usually followed by abbreviated calendar year and a 2 or 3 digit identifying no.
SBE	Standards Based Education
SBR	Standards Based Reporting
SES	Supplemental Educational Services
SIED	Significant Identified Emotional Disorder
SIOP	Sheltered Instruction Observation Protocol
SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (K-3)
SIRSI	This is not an acronym but the actual name of the library system program
SIS	Student Information System
SLD	Specific Learning Disability
SLIC	Significantly Limited Identifiable/Communicable
SLO	Student Learning Outcome
SMART	Specific, Measureable, Attainable, Realistic, Time-bound
SOT	Specific Ownership Taxes
SPED	Special Education
SPF	School Performance Framework
SRD	Sufficient Reading Deficiency
SRO	School Resource Officer
SSA	School and Student Activity
STEAM	Science, Technology, Engineering, Arts, and Math
STEM	Science, Technology, Engineering, and Math
SWOT	Strengths, Weaknesses, Opportunities, Threats
SY	School Year
TA	Teaching Assistant
TABOR	Taxpayers Bill Of Rights
TAC	Transportation Advisory Committee
TAP	System for Teacher and Student Advancement Program
TCT	Teachers Coaching Teachers Program
TELL	Teaching, Empowering, Leading and Learning survey
TLC	Teacher Learning Coach (formerly Literacy Resource Teacher or LRT)
TIF	Teacher Incentive Fund
TOSA	Teacher On Special Assignment
TPA	Third Party Administrator
TSA	Tax Sheltered Annuity
TSI	TAP Summer Institute (see TAP above)
UDIP	Unified District Improvement Plan
USIP	Unified School Improvement Plan

WAN	Wide Area Network
WICOR	Writing, Inquiry, Collaboration, Organization and Read to Learn
YPAE	Young People's Art Exhibition
ZBB	Zero Based Budget

Archive List of Previously Used Acronyms in School District 11

AERO	Assessment, Enrollment and Research Office (formerly DPRE) ("E" used to be Evaluation)
ARCA	Assessment, Research and Curriculum Alignment (replaced TISS, see below)
ASE	Adult Secondary Education
BAAC	Building Accountability Advisory Committee (replaced by SAC, see current list)
CBOC	Citizens Bond Oversight Committee
CIT	Coordinator of Information Technology (replaced by LTE, see current list)
CPKP	Colorado Preschool Kindergarten Program
CQI	Continuous Quality Improvement
CSAP	Colorado Student Assessment Program (replaced by TCAP)
DAAC	District Advisory and Accountability Committee (replaced by DAC, see current list)
DALT	District Achievement Level Tests
DARTS	Department of Assessment, Research and Technology Services (formerly Tech Services)
DIP	District Improvement Plan (replaced by UDIP, see current list)
DPRE	Department of Planning, Research and Evaluation
HESP	Home Education Support Program
HRI	House Bill introducing "Leave No Child Behind"
HRO	Holmes, Robert & Owen (District's principal attorney) merged with Bryan L. Cave, LLP
IBR	Incremental Budget Request-replaces Part II Budget Request form, replaced by BMF
IS	Information Services – changed to ADS (see current list)
ITBS	Iowa Tests of Basic Skills
LRSUS	Long Range School Utilization Study
LMT	Library Media Technician (replaced by LTT, see current list)
LRT	Literacy Resource Teacher (replaced by TLC, see current list)
LST	Literacy/Standards Teacher
NCLB	No Child Left Behind Act (replaced by ESSA, see current list)
OSCR	Office of School and Community Relations (replaced by CCR, see current list)
PRO	Police Resource Officer (in Middle Schools) (See SRO)
RtI	Response to Interventions (replaced by MTSS)
SAR	School Accountability Report
SCAUSC	School Configuration And Use Study Committee
SEMS	Substitute Employee Management System
SIP	School Improvement Plan (replaced by USIP, see current list)
TAN	Tax Anticipation Note
TCAP	Transitional Colorado Assessment Program (formerly CSAP) (replaced by PARCC and CMAS)
TISS	Technology Integration Support Services
WCIL	West Center for Intergenerational Learning