

La Veta Public Schools

Strategic Priority #3: Create & Maintain Productive Partnerships

Action Planning — FY2025–26 Action Plan

Theory of Action: *When the district cultivates deep, sustained partnerships with families, community organizations, and educational partners — and builds the internal capacity to coordinate those relationships — students receive wraparound support that no single institution can provide alone, expanding access, improving outcomes, and strengthening the La Veta community's long-term investment in its school.*

3.1 Early Childhood & Childcare Partnerships

- Opened the Future Redhawks Childcare Center (903 South Oak Street) as a district-operated, employer-based childcare facility under MOU with Oak Street Complex (community partner, building owner); operations began January 2026; MOU subject to annual review
 - Created the Director of Early Childhood Education position to lead the childcare program, preschool, and the Future Redhawks community engagement initiative
 - Established the Future Redhawks Community Engagement Program to welcome families before formal school enrollment and build relationships beginning at birth
 - Built and sustained community partnerships: La Veta Public Library (family literacy), Spanish Peaks Regional Health Center (health screenings, immunizations), Huerfano County Social Services (CCCAP enrollment, food assistance), and the Early Childhood Council (developmental screening, parenting resources)
 - Implemented daily family communication and conducted family conferences; maintained open-door classroom access
 - Provided 50% tuition reduction for district employees and actively supported CCCAP applications for income-qualifying families
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3.2 Student Support Partnerships

- Created the Director of Student Support Services position (FY26–27) to consolidate MTSS coordination, 504 coordination, and special education oversight into a unified K–12 student support role, funded through the general fund
 - Maintained South Central BOCES partnership for special education services, dyslexia therapy, professional development, and compliance support
 - Coordinated a Student Support Team: school counselor (in training), weekly on-site therapist, school nurse, and Assistant Principal working as an integrated team
 - Used ABRE and ALMA to identify students needing tiered support and track progress monitoring across intervention levels
 - Provided Tier 2 and Tier 3 academic support through WIN time and Spring Math intervention programs within the school day
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3.3 Family Engagement & Community Partnerships

- Implemented Apptegy two-way communication platform for district-wide family communication, integrated with ALMA for attendance messaging and parent portal access
- Held in-person parent-teacher conferences in October and February to strengthen academic partnership with families

- Published Weekly Go-Out and regular board communications to keep community informed and respond to concerns transparently
- Hosted community-facing events: C.L.A.W.S. assemblies, student leadership showcases, athletic and fine arts performances
- Developed new student orientation to welcome mid-year enrollees and families into C.L.A.W.S. culture and district expectations
- Engaged DAC (District Accountability Committee) in substantive governance work: chronic absenteeism analysis, UIP input, budget review, and policy recommendations