



Special Education Update

Board of Education
October 11, 2022

BOE Ends & Special Education

- Academic Excellence
- Outstanding Educators and Staff
- Safe, Positive Climate and Culture
- Collaborative Parent, Family, and Community Relations
- Financial Well-Being

- ★ All students have equitable access to a Douglas County public school that promotes growth in their cognitive, physical, social and emotional needs and builds on their strengths.
- ★ Academic expectations are clearly articulated and supported with an appropriate curriculum that includes content, scope and sequence.
- ★ Every student has equitable opportunity to acquire the knowledge and skills that will ensure performance at his/her highest individual potential.
- ★ A diverse set of educational options are provided which enables students to pursue different post secondary options (e.g. college, career and technology education, independent living, military or direct entrance into the workforce).
- ★ Students graduate with acquired content and cultural knowledge, workforce readiness, interpersonal skills, civic responsibility, global awareness, independent living and an understanding of the essentials for health and wellness.

Vision and Mission

Our Vision

The Douglas County School District strives to *maximize the potential of every student to pursue his or her chosen endeavor in society*, including but not limited to *post secondary education, career, or military service*.

Our Mission

The mission of the Douglas County School District is to provide an *educational foundation* that allows each student to reach his or her *individual potential*.

How might the vision and mission encompass the inclusivity of strengths, needs, opportunities and pathways for students with disabilities in DCSD?

Guiding Questions

How do we improve and enhance our services and supports for students with disabilities in the Douglas County School District?

How do we create a collaborative, productive & healthy partnership on behalf of students with disabilities in the Douglas County School District?

What themes do we see as we work with families and community partners in DCSD? How might we collaboratively address some of these themes?

Themes and Opportunities

Proactive vs. Reactive Approach

Student-Focused Decision-Making

- Strength-Based
- Student Independence

Student Growth and Progress

- Reading
- Dyslexia

Consistency In Programming

- High Quality Continuum of Services and Supports
- Post-Secondary, Transitional, Career Technical and Work-Based Pathways

Professional Development and Training for all Staff

- Special Education Providers
- Leaders/Administrators
- Educational Assistants

Hiring, Retaining & Recruiting Special Education Providers

- Culture and Climate
- Collective Values/Beliefs

Transparency in Communication

- Ownership, Problem-Solving and Vulnerability
- Family Engagement
- Community Partnering

Best Practices for Individual Education Plans and Processes

Services and Programming

- Early Childhood Education
- Moderate Needs
- Significant Support Needs Center-Based Programs (SSN)
- Affective Needs Center-Based Programs (AN)
- Plum Creek Academy
- Bridge Transition Program (18-21)
- Mental Health Services
- Speech-Language Services
- Assistive Technology Team (SWAAAC)
- Visual Impairment, including Blindness
- Occupational Therapy or Physical Therapy (OT/PT)
- Deaf and Hard of Hearing (DHH)
- School to Work Alliance Program (SWAP)
- Autism Team
- Behavior Support Team
- School Nurse Consultants

Special Education Highlights

Total Number of Students with Disabilities - 7906

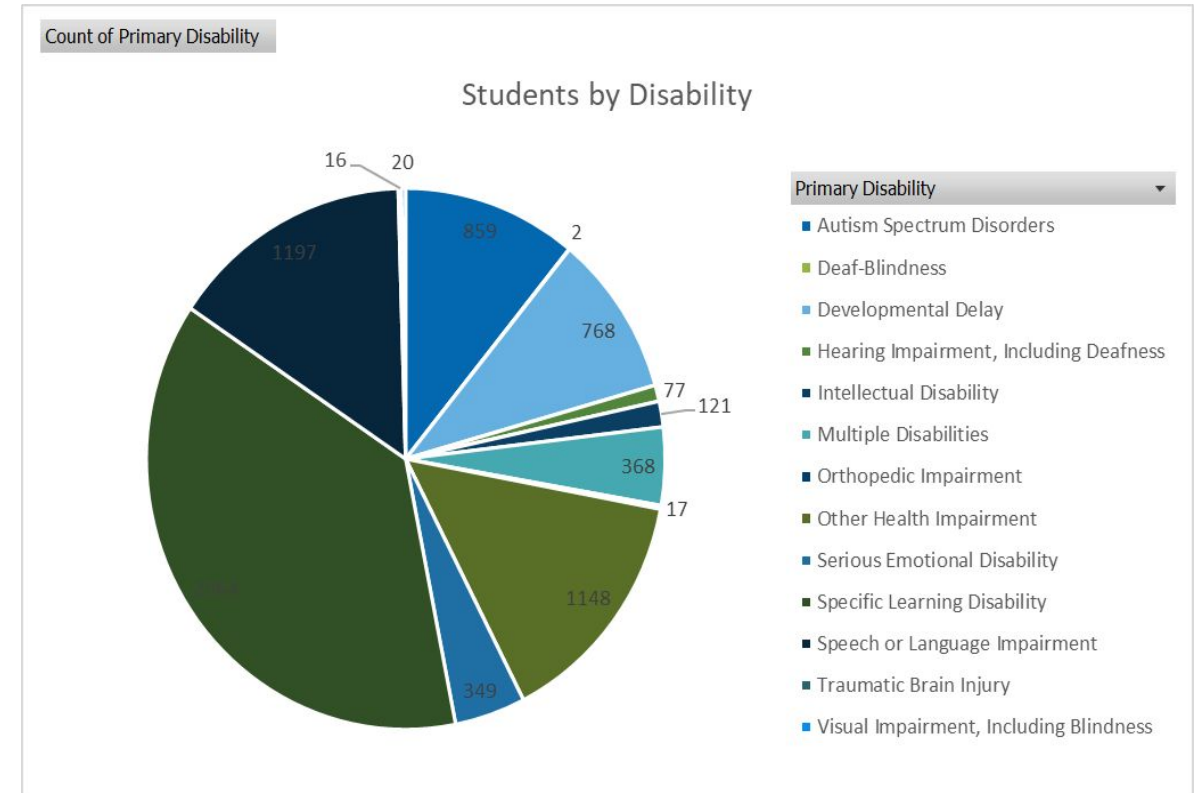
Numbers of Students in Center-Based Programs

- AN - 229 (including Plum Creek Academy)
- SSN - 721 (including Plum Creek Academy)
- DHH - 11

Number of Schools with Center-Based Programs

- AN - 20
- SSN - 60
- DHH - 1

Numbers of Students in Bridge Program - 139



All 89 schools in Douglas County School District serve and support students with disabilities.

Staffing Highlights

School-Based Providers

Licensed Staff-521

- Moderate Needs
- Speech Language Pathologist
- Mental Health
- Significant Support Needs (SSN)
- Affective Needs (AN)

District Leadership

- Directors of Special Education
- Special Education Coordinators

District-Based Providers for Student Support

Licensed-128

- Teachers of the Visually Impaired
- Teachers of the Deaf/Hard of Hearing
- Occupational Therapists
- Physical Therapists
- Audiologists
- Behavior Specialists
- Autism Specialists
- Assistive Technology Specialists
- Home Services Teachers
- Leads (SSN, AN, Behavior, Autism, Adaptive PE, Speech Language)
- Child Find (Private School Team)
- Others

Special Education Staffing

Current Open Licensed Positions (FTE)

- SSN-2
- Moderate Needs-8.5
- Behavior Specialist-2
- Psychologist-3
- Social Worker-3
- Early Childhood Occupational Therapist-1
- Early Childhood Speech Language-3
- Assistive Technology Specialist-1
- Nurse-4
- Physical Therapist- 1.5

Vacancy Support Plan

- Current licensed and Itinerant staff are taking on additional workload for additional pay
- Collaborating with principals to problem-solve and find solutions
- Exploring creative options
- Substitute coverage
- Supporting staff avenues for certification and pathways for licensure
- Consolidate Educational Assistant IV positions for Certified positions

Administrative Unit Data

The Colorado Department of Education (CDE) recognizes that educators, students, and families are facing unprecedented circumstances and challenges related to the COVID-19 pandemic. At this time, however, the U.S. Department of Education has not granted waivers related to the CDE's requirement to annually review the performance of the State's administrative units (AUs) to determine if each AU:

- 1) Meets the requirements and purposes of Part B of IDEA,
- 2) Needs assistance in implementing the requirements of Part B of IDEA,
- 3) Needs intervention in implementing the requirements of Part B of IDEA, or
- 4) Needs substantial intervention in implementing the requirements of Part B of IDEA. 34 C.F.R. § 300.603(b)(1)

Based on an evaluation using the criteria identified above, the CDE has determined that DOUGLAS RE-1, MEETS the requirements and purposes of Part B of the IDEA for SY2020-21.

Administrative Unit Snapshot Data

	15-16	16-17	17-18	18-19	19-20	20-21
Indicator 1: Graduation Rates					92% 79.27%	
Regular diploma within 4 years of entering 9th grade	70.30% 57.24%	74.24% 56.81%	71.22%	73.44%	n/a	72.6%
Regular diploma within 5 years	77.22% 64.76%	78.00% 66.28%	79.58%	78.60%	n/a	80.0%
Regular diploma within 6 years	84.84% 71.08%	81.25% 70%	82.46%	85.05%	n/a	83.5%
Regular Diploma within 7 years	85.14% 73.37%	87.76% 75.43%	86.06%	88.19%	n/a	86.0%
Indicator 2: IEP Drop-Out Exiter Rates	11.72% 23.62%	12.89% 22.13%	12.56%	11.96%	7.25% 18.75%	9.7%
Indicator 4A & 4B: Suspension/Expulsion	0.27% 0.72%	0.27% 0.72%	0.25% 0.64%	0.26% 0.59%	0.09% 0.39%	0.01%

Administrative Unit Snapshot Data

	15-16	16-17	17-18	18-19	19-20
Indicator 5A, 5B & 5C: School Age Least Restrictive Environment					
% of students w/disabilities in reg class 80% time	76% 73.60%	76.74% 74.69%	77.78% 75.46%	78.79% 76.82%	79.11% 78.98%
% of students w/disabilities in reg class 40% time	5.60% 6.40%	4.84% 6.07%	4.07% 5.67%	3.75% 5.33%	3.68% 5.03%
% of students w/disabilities in sep schools/facilities, homebound or hospital	1.70% 2.40%	1.94% 2.32%	2.59% 2.42%	2.72% 2.30%	3.33% 2.20%
Indicator 6A, 6B & 6C: Preschool Least Restrictive Environment					
% of children aged 3-5 w/disabilities attending a reg ecp and receiving services in a reg ecp	88.80% 86.50%	84.53% 87.36%	85.27% 86.79%	89.22% 87.41%	99.68% 91.92%
% of children aged 3-5 w/disabilities attending a separate sped class, separate school or residential facility	0.00% 3.40%	0.46% 3.91%	0.26% 3.77%	0.00% 3.19%	0.0% 3.37%
% of children ages 3-5 with IEPs receiving sped and related services in the home	n/a	n/a	n/a	n/a	0.0% 0.23%

Administrative Unit Snapshot Data

	15-16	16-17	17-18	18-19	19-20	20-21
Indicator 7A, 7B & 7C: Preschool Outcomes (measured by TS Gold)						
Outcome A: Positive social-emotional skills						
1) Of those children who entered or exited the program below age expectations in Outcome A, the % who substantially increased their rate of growth by the time they exited the program.	85.35% 80.40%	84.09% 75.32%	86.65% 76.16%	83.16% 71.83%	83.62% 75%	83.6%
1) The % of children who were functioning within age expectations in Outcome A by the time they exited the program.	66.14% 66.30%	69.87% 63.25%	71.95% 64.79%	59.66% 56.43%	63.80% 60.37%	
Outcome B: Acquisition and use of knowledge/skills						
1) Of those children who entered or exited the program below age exp in Outcome B, the % who substantially increased their rate of growth by the time they exited the program	88.50% 80.60%	87.78% 78.87%	86.93% 79.16%	83.58% 73.37%	82.63% 77.60%	82.6%
1) The % of children who were functioning within age exp in Outcome B by the time they exited the program	75.13% 67.90%	74.93% 66.95%	76.10% 68.23%	65.91% 59.33%	73.12% 65.13%	
Outcome C: Use of appropriate behaviors						
1) Of those children who entered or exited the program below age exp in Outcome C, the % who substantially increased their rate of grown by the time they exited the program	79.70% 78.20%	73.56% 67.56%	83.57% 75.87%	77.99% 71.90%	80.93% 73.92%	80.9%
1) The % of children who were functioning within age exp in Outcome C by the time they exited the program	83.60% 84.30%	60.27% 58.51%	62.68% 60.73%	49.72% 50.55%	54.12% 53.69%	

Administrative Unit Snapshot Data

	15-16	16-17	17-18	18-19	19-20	20-21
Indicator 8: Parent Involvement	48.89% 66.06%	43.24% 71.37%	75.86% 77.79%	88.89% 87.36%	68.89% 82.19%	n/a
Indicator 9: Disproportionality - Child w/ a Disability	No None	No None	No None	No None	No None	No None
Indicator 10: Disproportionality - Eligibility Category	No None	No None	No None	No None	No None	No None
Indicator 11: Child Find	98.29% 98.00%	98.40% 98.03%	98.6% 98.39%	95.90% 95.70%	97.70% 97.10%	98%
Indicator 12: Early Childhood Transition	94.53% 96.84%	97% 98.25%	97.70% 98.19%	98.10% 90.30%	100% 97.20%	100%

Administrative Unit Snapshot Data

	15-16	16-17	17-18	18-19	19-20	20-21
Indicator 13: Secondary Transition	100% 100%	100% 93.18%	100% 98.83%	100% 99.77%	100% 94.85%	100%
Indicator 14: Post-School Outcomes						
a) Enrolled in higher education	39.81% 26.10%	34.91% 27.10%	45.22% 26.49%	32.29% 24.05%	34.35% 22.07%	n/a
a) Enrolled in higher education or competitively employed	73.15% 61.85%	68.87% 68.70%	82.61% 67.64%	73.69% 8.74%	80.92% 68.69%	n/a
a) Enrolled in higher education or some other education; or competitively employed or in some other employment	82.41% 74.80%	79.25% 79.60%	92.17% 80.01%	78.13% 79.04%	87.79% 77.85%	87.8%

Student Support Services Department

A cohesive *group* organized into Interdependent Collaborative Teams supported by the PLC Foundation

Shared Mission <i>Why do we exist?</i>	Shared Vision <i>What must we become?</i>	Collective Commitments <i>How must we behave?</i>	Shared Goals <i>Which steps must we take and when?</i>
Ensuring high levels of learning for all students	Creating the structure and culture to ensure all students learn	Clarifying how each individual will contribute to achieving the vision	Identifying indicators to monitor our progress

Special Education, Mental Health, Advanced Academics, Language, Culture & Equity, Health, Wellness & Prevention, Safety & Security, Early Childhood, Organizational Development



Shifting to a More Proactive Approach

How do we improve and enhance our services and supports for students with disabilities in the Douglas County School District?

- Aligning the goals and actions of all teams within Student Support Services
 - Literacy
 - Pathways for Every Graduate
 - Essential Skills for Student Success
 - Data-Driven Professional Learning Communities
 - Culture and Climate
- Creating opportunities for community engagement in the development of collective beliefs and values for educating students with disabilities
 - Family engagement sessions and opportunities
- Improving and enhancing our continuum of services and supports

Special Education Team Goals

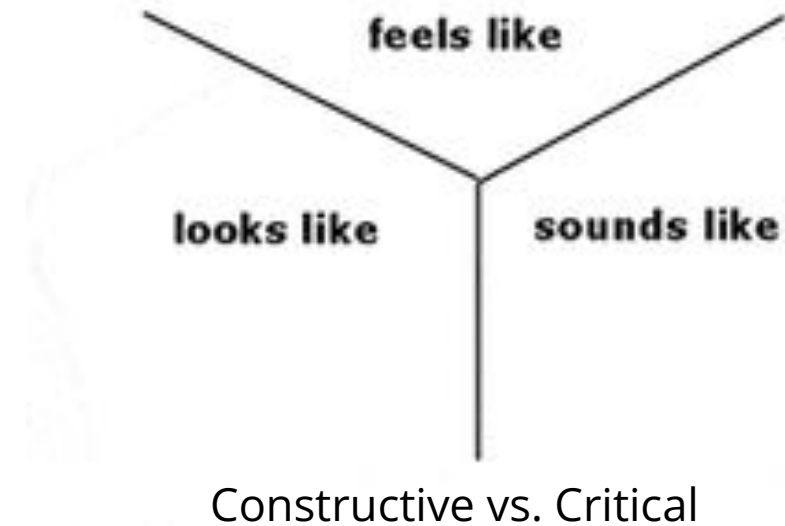
- **Unified Improvement Plan** - Address the priority performance challenges for students with disabilities through the major improvement strategies and action plan.
- **Literacy** - District core programs and evidence-based interventions will be utilized across the continuum of special education programming options.
- **Pathways** - District, school leaders, and families will understand the pathway options and resources available for students toward graduation and post-secondary readiness throughout the Douglas County School District and how they apply to students with disabilities.
- **Essential Skills for Student Success** - Students, staff and all stakeholders will utilize the CDE Essential Skills and will teach those skills across the continuum of special education programming (e.g. SSN, AN, and via IEP goals).
- **Data-Driven Professional Learning** - The special education department will develop and implement quality indicators for programming (SSN, AN, Mild/Moderate) that includes CDE and Douglas County specific areas of focus. All professional development will be aligned.

Essential Norms for Partnership

How do we create a collaborative, productive & healthy partnership on behalf of students with disabilities in the Douglas County School District?

DCSD Climate and Culture Norms

- Presume Positive Intent
- Exude and Expect Optimism
- Address Concerns the Right Way
- Create a Culture of Safe Mistakes
- Communicate Kindly and Respectfully



Engagement Opportunities

Special Education Talks

Join members of DCSD's Special Education team for informal conversations where participants can get to know our Special Education staff, ask questions, share concerns and feedback, etc.

- October 27, 2022 5:00pm @ eDCSD - Coronado Room
- January 19, 2023 12:00pm Virtual
- March 23, 2023 9:00am TBD
- May 11, 2023 5:00pm Virtual

Special Education Parent Engagement Sessions

Special Education Parent Engagement sessions provide parents and families with relevant information regarding special education services and supports in the Douglas County School District. These one-hour sessions will take place either in-person or virtual.

- [September 22, 2022](#) 5:30pm (eDCSD)
- November 10, 2022 5:30pm (virtual)
- February 16, 2023 5:30pm (TBD)
- April 20, 2023 5:30pm (virtual)

Special Education Directors and Coordinators meet monthly with our Community Partners (Advocates).

September Parent Engagement Session

Focus: Collective Values and Beliefs

- What are your dreams for students with disabilities and for special education programming in the Douglas County School District? Three years from now, how would you describe the ideal school/district experience for students with disabilities? What is your desired state? Create a visual representation of your desired state.
 - What does the ideal school/district environment look like for students with disabilities?
 - What does learning and teaching look like in the ideal school/district for students with disabilities?
 - How do people interact in the ideal school/district that educates students with disabilities?
- What does our staff need to support this “desired state”?
- What do families need to support this “desired state”?
- What values are represented in the ideal school/district for students with disabilities?

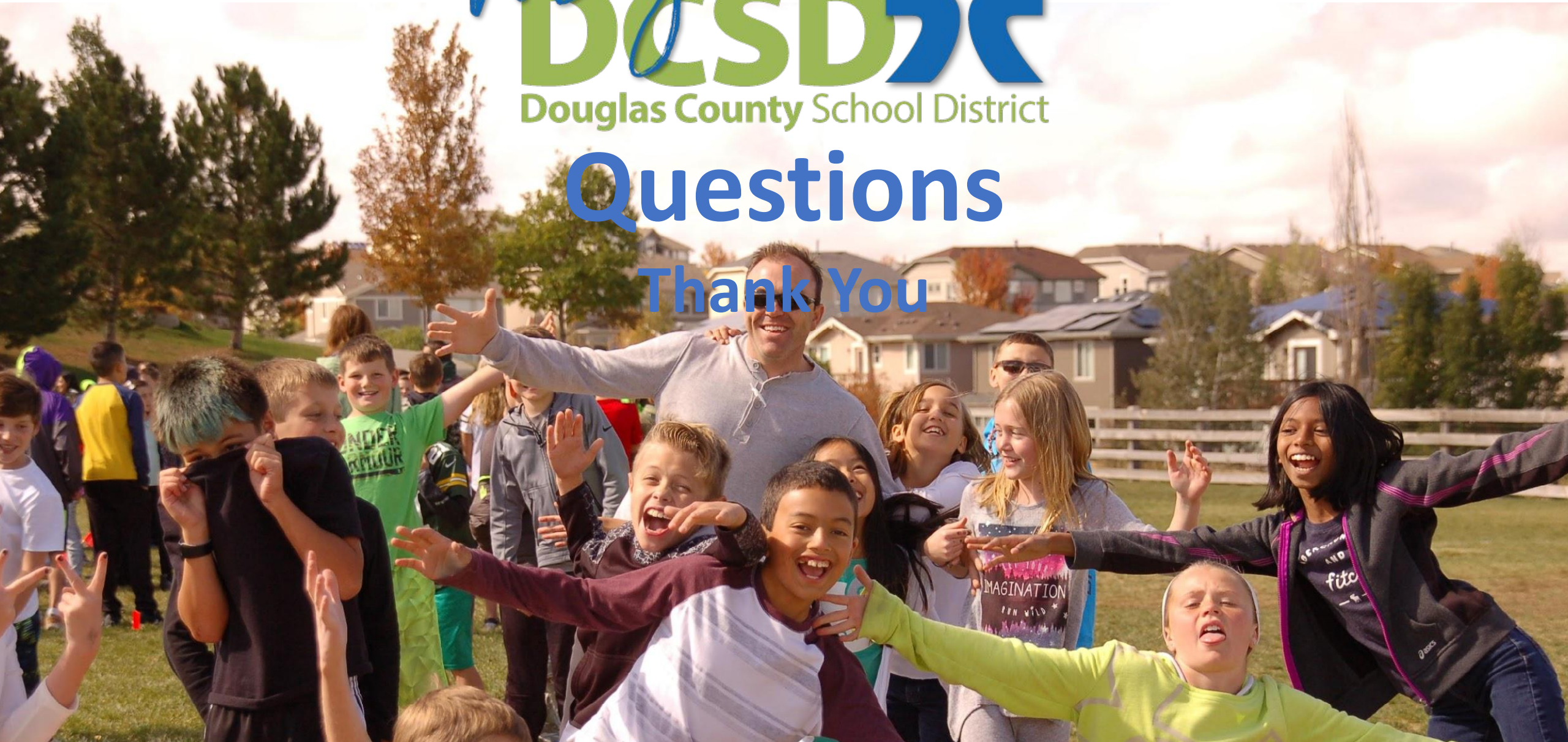
Moving Forward

- Listen, learn and grow
- Rebuild, restore and develop partnerships based on mutual respect and student centered priorities
- Continue to monitor, reflect and refine strategic (systemic) goals and action plans
- Collaboratively develop new opportunities and pathways for students and educators
 - Connecting Passion to Pathway (Legacy Campus)
- Explore new programming options within our continuum of services and supports
- Engage with students, families, educators and community partners
 - Focus groups
 - Updated survey and feedback



Questions

Thank You



Community Partnering & Engagement



**Douglas County
Special Education
Advisory Committee**
A Parent and District Collaboration