

**COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**  
Dr. Nicholas Gledich, Acting/Interim Superintendent  
Phoebe Bailey, Assistant Superintendent – Personnel Support Services

**District Accountability Committee  
Full DAC Committee Meeting**

May 12, 2022  
Hybrid – In person and WebEx  
Tesla, Room 116  
6:00 – 8:00pm

1. Welcome– Velvet Stepanek, DAC Chair– 5 minutes
2. SPED update and questions – Judy Gudvangen, Executive Director-Special Education – 30 minutes
3. Career & Technical Ed (CTE) update and questions – Melissa Smith, Career & Technical Ed – 30 minutes
4. Accreditation Subcommittee Update – Marion Clawson – 10 minutes
5. Budget Subcommittee Update – Amanda Huber – 10 minutes
6. Training & SAC Support Subcommittee Update – Lyman Kaiser – 10 minutes
7. Membership Update – Joseph Mezzofante – 5 minutes
8. Election of DAC Chair and Vice Chair for School Year 2022-2023- Velvet Stepanek – 5 minutes
9. End of year report and comments on proposed charges for next year – Velvet Stepanek – 10 minutes
10. Closing Remarks – Velvet Stepanek, DAC Chair – 5 minutes

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**D11** Colorado Springs  
School District 11  
Special Education

Judy Gudvangen  
Executive Director, Special Education  
May 2022

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## Special Education Laws and Guidance



**Federal**

IDEA – Individuals with Disabilities Education Act

**State**

ECEA – Exceptional Children’s Education Act and CDE Guidance

**Local**

District 11-Developed Procedures  
Regional School District Collaboration

## Overview of Staffing Model

Designed to Fairly Address Student Numbers and Unique School Needs

**Determined by:** Special Education Teacher Average Caseload Size

Caseload Sizes	Elementary	15
Mobility Factor	Middle School	12
Unique Site Needs	High School	15
Impact Needs		

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## SPED Staff & Student Numbers Department Supports

2,685 Students with IEPs

- 37% Specific Learning Disability
- 21% Speech Language Impairment
- 12% Other Health Impaired
- 9% Intellectual/Multiple Disability
- 9% Autism
- 12% Other

Staff:

- 160 SPED Teachers
- 218 Educational Assistants
- 35 Speech Pathologists
- 58 SPED Mental Health Staff
- Audiologists, Assistive Tech, OT/PT, Brailist, other specialists, Vision, Teachers of DHH, other

### Cluster Support Model

Coronado	Doherty	Mitchell	Palmer
Facilitator Assessment Psychs Behavior Interventionists Instructional Coach	Facilitator Assessment Psychs Behavior Interventionists Instructional Coach	Facilitator Assessment Psychs Behavior Interventionists Instructional Coach	Facilitator Assessment Psychs Behavior Interventionists Instructional Coach

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# Early Childhood Education

## Early Childhood Programs

Programs Serve 1,350 students  
 1,000 General Education  
 350 Special Education



## Preschool Sites

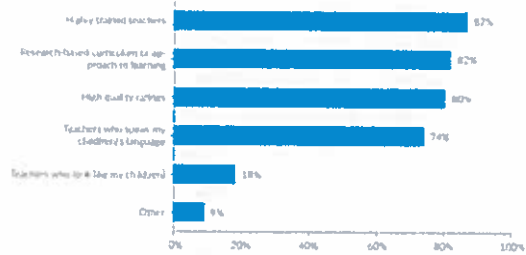
34 District School Sites in 30 schools operated by D11  
 5 district sites operated by Head Start  
 5 Community childcare sites operated off-site

## Universal Preschool by 2023

Available for all 4-year-olds in CO



## Factors Families Consider Important When Selecting a Preschool



# 18-21 Transition Programming

## Program Growth

	2018-2019	2019-2020	2020-2021	2021-2022
Transition Enrollment Numbers	65	66	79	106

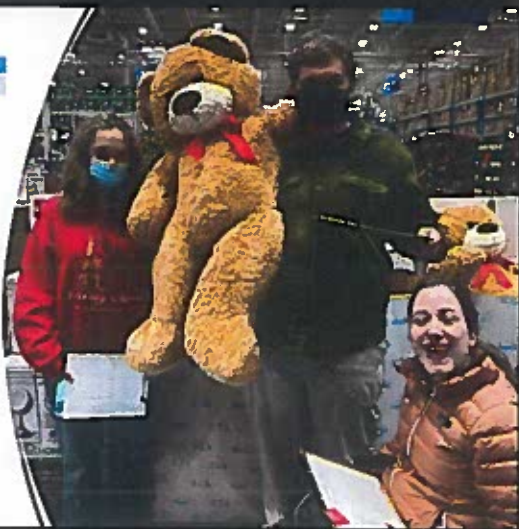
Partnerships with CTE, Concurrent Enrollment, Community Agencies  
 Meaningful opportunities for skill-building, higher education, independence, employment



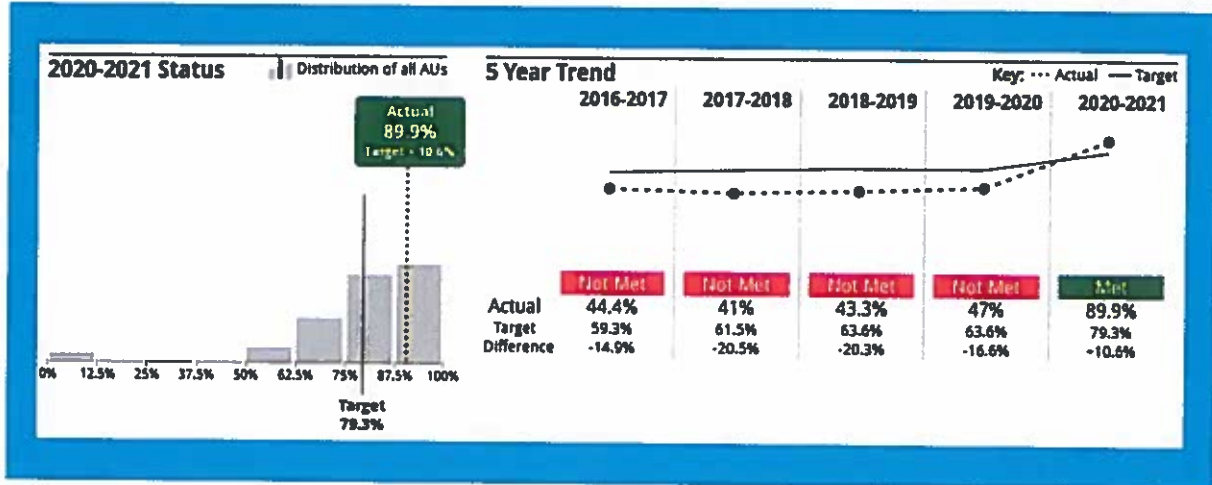
Adulting Class at Home Depot



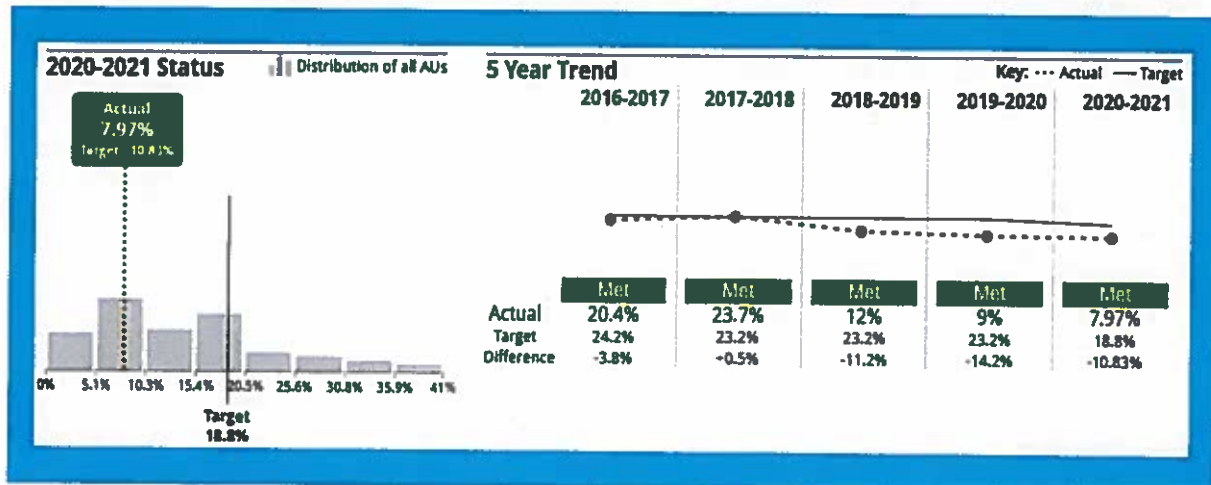
Blue Star Recyclers



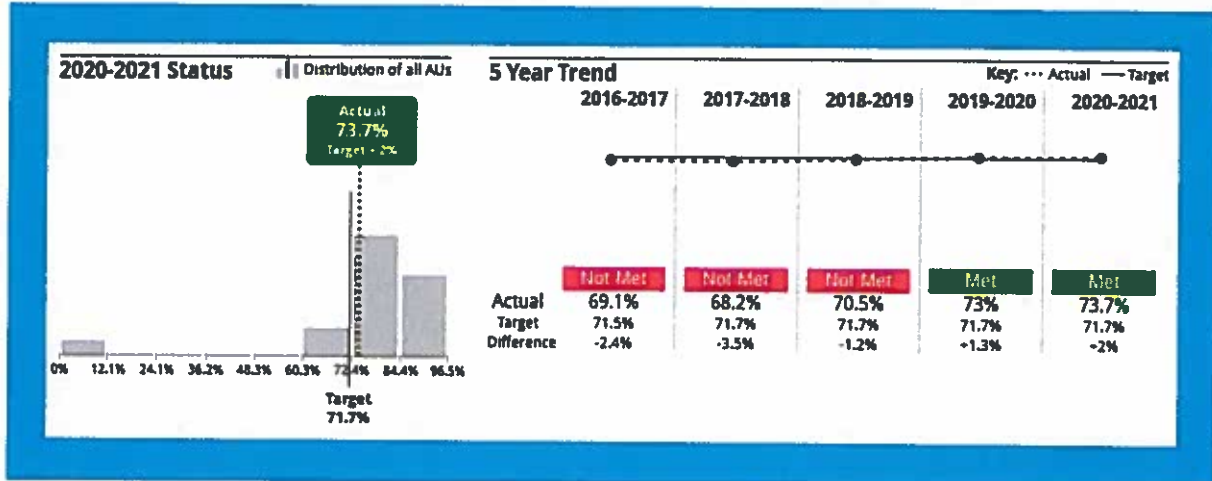
# Graduation Rate



# Dropout Rate



## Least Restrictive Environment



## Significant Disproportionality

Colorado Springs School District 11 is NOT significantly disproportionate in any of the categories of analysis in 2021-22

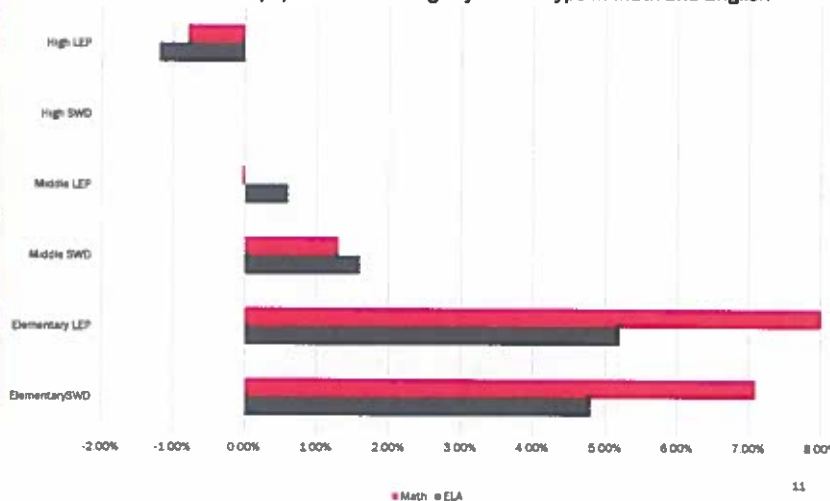
CDE must determine if significant disproportionality is occurring with respect to:

- The identification of children with disabilities, including identification of children with particular disabilities, i.e., Intellectual Disabilities, Specific Learning Disabilities, Emotional Behavioral Disorders, Speech or Language Impairments, Other Health Impairments, and Autism Spectrum Disorder
- The placement of students in particular education settings
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

# Performance

School Districts have not received their performance reports from CDE over the past two years due to the pandemic. The information below is derived from District 11 benchmark assessments from Spring 2021 to Spring 2022.

Subpopulation % Change by School Type in Math and English



## SPECIAL EDUCATION PRIORITIES

- Staff Retention: PD- increased opportunities for SPED and general education staff, mentoring & support
  - Increased Inclusive Practices
  - Designing Affective Needs Supports for Schools
- 
- Transparent Messaging
  - Electronic, up-to-date SPED procedures for calibration of practice across schools
  - Collaboration with General Education Partners
  - Self-Directed IEPs

## PARENT PARTICIPATION

- Special Education Advisory Council
- Vision Statement: D11 Special Education creates a culture of inclusion where students are active, engaged, valued leaders who inspire others within their school community.*
- Parent-led, community stakeholders, staff
  - Advises department
  - Plans ongoing Educational Series for Parents, Staff, & Community
  - Transparent Messaging
  - Self-Directed IEPs
  - IEP Process







**Melissa Smith**

**Career & Technical Education in K12**

## **TWO WORLDS**

- Those who have CTE & Work Based Learning
- Those who don't

**Connecting & Technical Education,  
postsecondary programming and  
work-based learning**



## Elementary

### •Eight Project Lead the Way Launch Schools

Martinez, Freedom, Scott, Midland,  
Penrose, Monroe, Keller, West ES

Supporting CTE pathway development .

Started in 16-17 with 2 schools.

Increased schools to 8 with support of Title IV grant funding.

Collaboration with Library Media Services to increase robotics education  
now in all elementary systems.



## Middle School

### •Eight active middle school CTE programs

Jenkins, Russell, Sabin, Swigert, Galileo,  
Mann, Holmes, North

Moved all CTE programs to CTE wheel.

Allows more CTE programming to be added .

Wheel pathways should align to secondary pathways available.

<https://docs.google.com/spreadsheets/d/e/2PACX-1vSS6Bm73kGqJQuYUTVhFiKmpQY4DOUvYHI-ngNTocFUuR7YOGsVJmSqzRJ3RHIRiukPZOF-hgrUldkF/pubhtml?gid=1936875494&single=true>



## Middle School

### • 2021-2022 Program Highlights

- Trained 3 PLTW instructors @ Swigert, added robotics, flight & space, design and modeling
- Trained new skilled trades & robotics instructor @ Holmes
- Added theater CTE instructor @ North
- Added business & financial literacy program at Jenkins. **11 students qualified for national FBLA.**
- **FCCLA at Homes continued tradition of excellence with 10+ national qualifying kids**



## Middle School

### • 2021-2022 Program Highlights

- More than 1200 students took at least 1 quarter of CTE computer science. Most using the Code Combat curriculum.
- **More equitable outcomes in MS computer science than secondary CS.**
- Six D11 middle school participated in FIRST EVER regional Pikes Peak Robotics VEX competitions.
  - Sabin & Academy ACL qualified for state. Galileo, Russell, Jenkins, Mann competed in regular season.
  - Expect Swigert, Holmes to have additional teams in 22-23. Possibly Spark.



## Middle School

### • 2021-2022 Program Highlights

- Completed two-year initiative to replace every CTE computer lab—still necessary for engineering and computer science pathways.
  - Sabin, Galileo, Mann, Jenkins, Holmes labs 20-21
  - Russell, Swigert, North 21-22



## Middle School

### • BARRIERS

- No CTE in West Middle School. Lack of STEM and computer science creates pathway alignment difficulties.
- Need more collaboration built into schedules, both at PLC and administrative level to achieve greater successes. Wheel-based model should be more widely operationalized.



## High School

### • 2021-2022 Program Highlights

- 100+ students qualified for state & nationals in CTSO activities
- Outstanding new student enterprises created work-based solutions in schools:
  - Doherty ACE coffee cart
  - RJWAC ProStart coffee shop
- Supported College and Career Readiness through articulation for PPCC credit and industry certifications. 300+ have met CCRD through CTE in 21-22.



## High School

### • 2021-2022 Program Highlights

- Added new Telecommunications Technologies program as part of Career Pathways at RJWAC.
- Supported work-based learning initiative at Palmer with first dedicated WBL class supporting Industry Sponsored Projects.
- Aviation program at Mitchell redesigned and engaging.
- Drone US Soccer team at Coronado competed in state and nationals.



## High School

### • Barriers

- RJWAC model continues to be under utilized.
- No common bell schedule. CTE AMP for regional magnet programming cannot be effective without common scheduling.
- Transportation shortages limit capacity.
- Hard to fill positions.
  - NO construction teacher at Mitchell all year. Program inactive.
  - Two automotive teacher positions open for 22-23 SY.
- Minimal capacity for marketing, recruitment and retention.

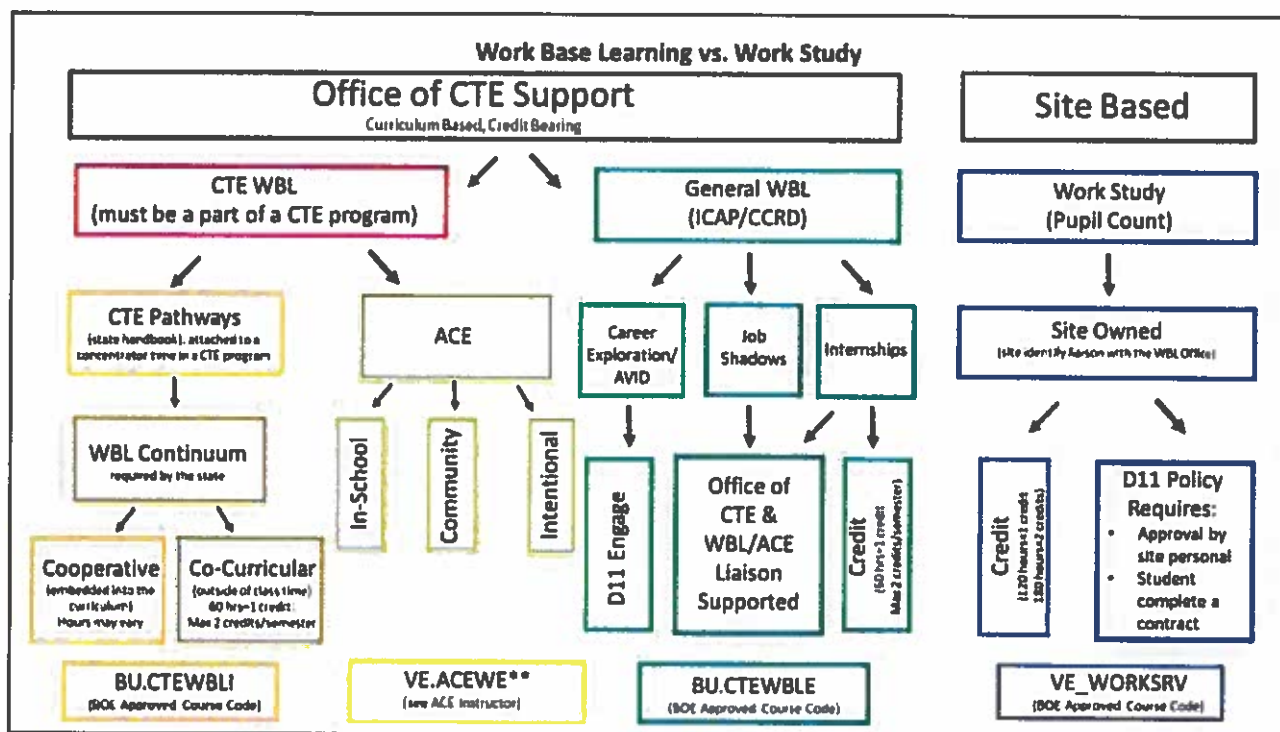
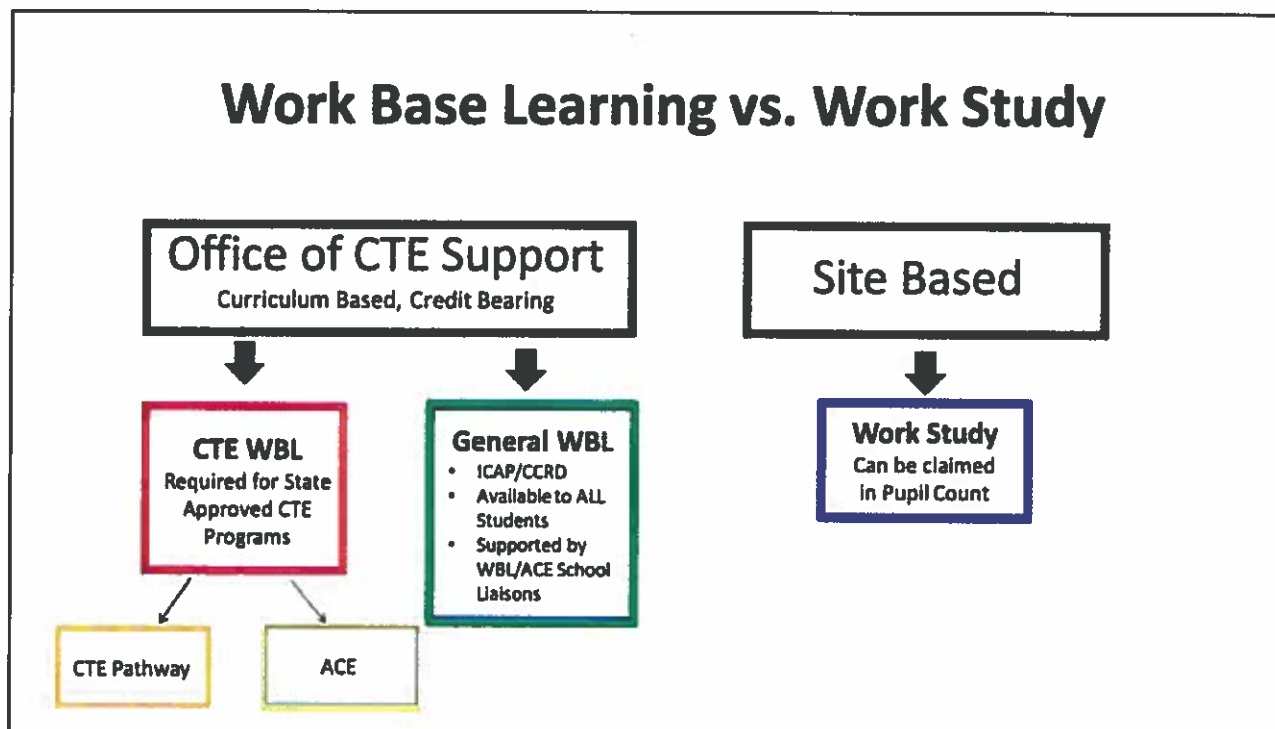


## Work-Based Learning

### • 2021-2022 Program Highlights

- ACE teachers integrated as work-based learning liaisons for school sites
- Developed industry sponsored projects
- Assisted in Architecture, Construction and Engineering program (A.C.E.) for more than 30 students.
- Increase in education students in site internships
- Student placements at Broadmoor and Rabbit Hole
- Students in Palmer WBL program created partnership with Space Foundation and presented at Space Symposium.

# Work Base Learning vs. Work Study



## Work-Based Learning

### • Barriers

- Transportation
- No ACE instructor was hired at Mitchell
- WBL is part of the CTE AMP, but needs more definition and buy in from all stakeholders
- Losing cooperative CTE programs due to lack of instructors
- Students do not know about WBL in CTE and non-CTE spaces
- Fragmented systems of WBL (D11 Engage (formerly Volunteer Services), office of CTE, rogue sites that use neither resource, etc.,)

## CTE Fiscal improvements: Whittier Sell: \$3.4M

Currently working on CTE Priorities for RFQ

- CTE Culinary spaces: Doherty, RJWAC, Coronado, Palmer, Sabin, Holmes, Jack Swigert
- RJWAC Urban Agriculture, Green House courtyard
- CTE staff facilities, STEM building, Coronado (a restroom).
- Access to hydraulics, STEM building, Engineering program, Coronado
- Consolidated CTE space, Doherty
- CTE display, integrated IT area, Mitchell
- ADA access to multimedia computer labs, Palmer, Coronado



### **Proposed Full DAC 2022 – 23 Charges:**

1. Provide value and support to School Accountability Committee (SACs) by providing highly effective communications, input and training opportunities, with a focus on student achievement, mental health, and an emphasis on family, community, and school partnerships.
2. Refine and implement more effective methods and structures for supporting the District 11 SACs by providing effective two-way communications, delivering relevant training sessions, and identifying, reaching out to and assisting those not having active SACs or gaps in current SAC functions.
3. Support the District's efforts on determining the why, how and what of assessment.
4. Actively participate in the implementation and monitoring of D11's Strategic Plan, Academic Master Plan, and related initiatives. e.g., Quality Neighborhood Schools, Pathways schools, and the Facilities Master Plan.
5. Lead a task force to further determine the causes of declining enrollment and make recommendations for reducing the same. The task force would require reasonable administrative support and would operate in coordination with Central Administration with input and participation from parents/parent groups, community, students, and school/district level staff. The goal would be to provide at least a draft report by mid-April 2023.
6. Participate in at least two joint work sessions with the Board of Education (BOE) and Superintendent for the purpose of two-way communication in refining charges, sharing feedback and maximizing the value of the DAC and its subcommittees to the BOE, the District and its students.