

# Special Education Update

March 14, 2018

# Objectives

- Update on current Special Education leadership transition
- Brief update on efforts in specific recommendation areas (relative to December report)
- Questions and comments from Board

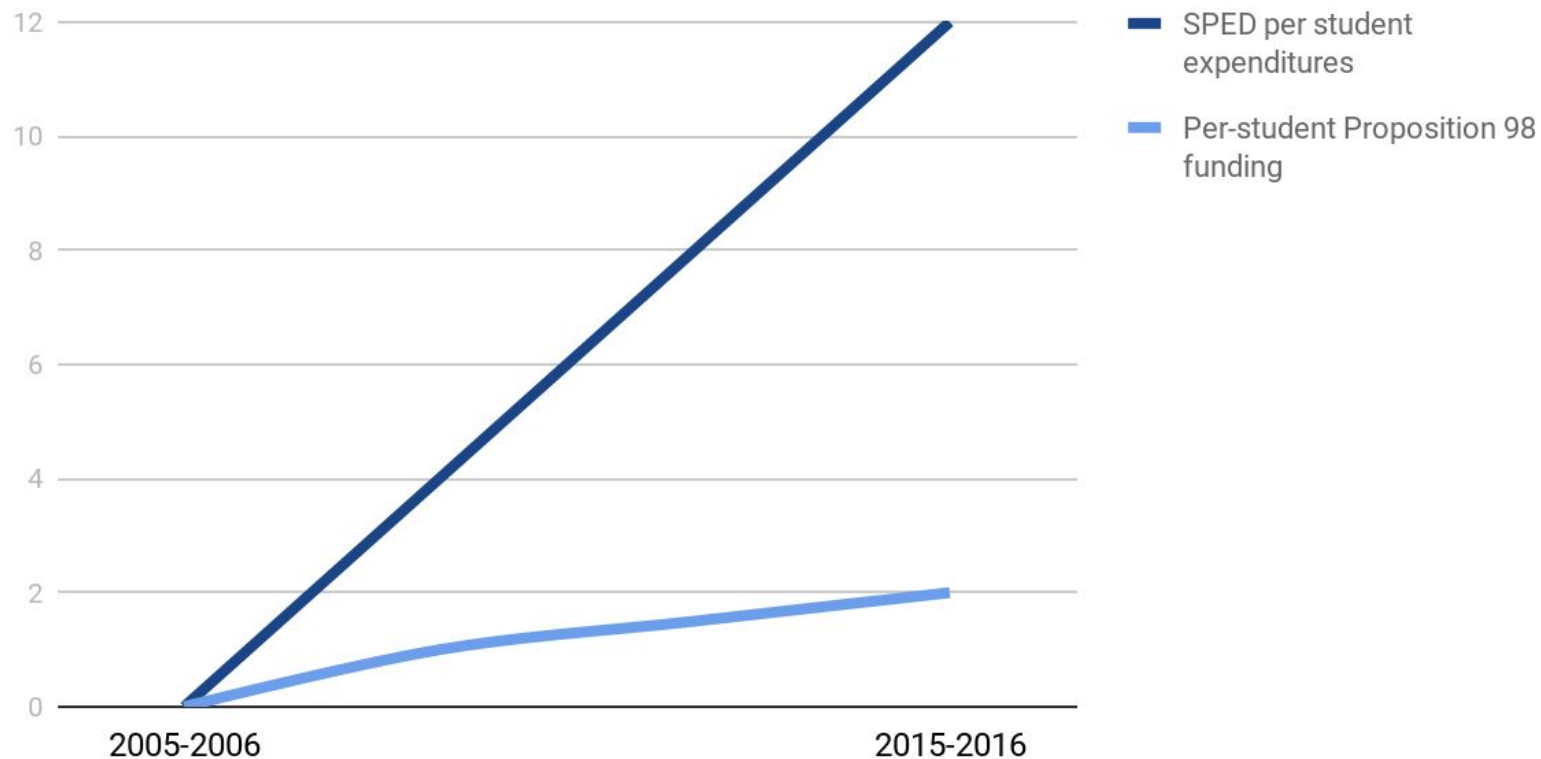
# Special Ed Cost Challenges are Statewide and Varied

<p>February 28</p> <p>Joint informational hearing:</p> <p>California's Senate and Assembly Education Committees and Education Budget Subcommittees</p>	<p>SPED funded on the Average Daily Attendance (ADA) of the entire student body</p> <p><i>not in relation to the number of students with disabilities in a particular district</i></p>	<p>Base rate funding models yield big variances in SELPA per-student rates;</p> <p><b>\$488-\$936 per student in 17-18</b></p>	<p>Previous models incentivized identification in higher needs disabilities</p>
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# Special Education Cost Challenges are Statewide

Current system assumes ADA is a good proxy for students with disabilities, however, SELPA identification rates are not always consistent with ADA.

## Special Education Per Student Expenditures are Rising Faster Than Funding



### 2016-17 CA Special Education Funding

- 64.45% District Funds
- 26.70% State Funds
- 8.85% Federal Funds



Both the Public Policy Institute of California (PPIC) November 2016 Report and the Statewide Task Force on Education Reform April 2015 Report unequivocally directed California to increase special education funding.

# Focus Areas While in Transition

- Procedural Manual for BUSD
- Extended School Year costs, policies, and procedures
- MediCal billing and procedures
- Non-Public Agency (NPA) and Non-Public School (NPS) placements
- Manuals/policies for Coordination of Services (COS) Teams and/or Student Success Teams (SST)

## Adopt a modified Procedural Manual for BUSD from the North Region SELPA Procedural Manual

- At the February SELPA Policy Board meeting superintendents from the five North Region Districts: Albany, Alameda, Berkeley, Emery, Piedmont voted to approve the SELPA Procedural Manual as a group rather than via individual districts
- Final approval of this SELPA Procedural Manual will be considered at a future SELPA Policy Board meeting in spring 2018



## Review Extended School Year (ESY) costs, policies, and procedures

- Extended School Year (ESY) services:

For students with Mod/Severe disabilities for whom an “interruption of the pupil’s educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her handicapping condition.”

## Review Extended School Year (ESY) costs, policies, and procedures

- ESY is not the same as summer school, BEARS or other extended learning
- **ESY determination is an IEP team decision**
- ESY costs are part of SpEd's regular annual budget
- **Costs were significantly increased in 2017 when the District extended summer school/BEARS programming to three elementary sites**

## Review MediCal Billing and Procedures

- BUSD contracts with San Joaquin County Office of Education for our LEA MediCal billing and reimbursement process
- The District's MediCal Collaborative meets quarterly to review:
  - Revenues and expenditures approved by the collaborative
  - Approval or denial of grant proposals submitted for consideration
- **Area to consider for additional MediCal reimbursement = Transportation**

## Review of Non-Public Agency (NPA) costs and Non-Public School (NPS) placements

- **Non-Public School (NPS) placements are an IEP team decision**
- Reviewed annually and include a discussion of the plan to support a student's transition back to a lesser restrictive setting
- Non-Public Agency (NPA) contractors are most often used to fill staffing for specialized vacancies including: Speech-Language Pathologists (SLPs), Occupational Therapists (OTs), Physical Therapists (PTs), School Psychologists
- **NPA Registered Behavior Technicians (RBTs) are used to support students with intensive behavioral needs as determined by the IEP team**
- NPA services and NPS placements are reviewed weekly by the SpEd dept

Drafting of revised manuals and policies for Coordination of Services (COS) Teams and/or Student Success Teams (SST)

Developing resource

Combine and builds on previous work in RTI and ULSS (Universal Learning Support Systems)

# Hiring Process and Current Timeline: Special Education Executive Director

## **Mid February: Cabinet Input and Stakeholder Engagement**

- SPED teachers
- School Psychologists and Behavior Specialists
- Parent meeting evening

## **Early March: Advertising and Active Recruitment**

- Recruiter Networks
- Edjoin
- Ed Cal
- MacPherson and Jacobson Website

## **Mid-March: Additional input and survey**

***April 18: Posting closes***

# District-Wide Parent/Community Advisory Committee

- Will include, but not limited to, parents of children with special need
- Chaired by a parent
- Have bylaws and be open to the public
- General ed and special ed teachers
- School site principal rep

Committee membership solicitation will begin April 1