

SPECIAL EDUCATION PROGRAM UPDATE

5-7-2020

Sarah Drinkwater, Assistant Superintendent
Alma Ellis, Director of Special Education
Amy Fickenscher, SEDAC Chair
Stephanie Fraumeni, Principal, Meadow Heights



OUTCOMES FOR TONIGHT

- ❑ Review of 6 Audit Areas for Improvement - Recommendations

- ❑ Communication of Audit Findings and Prioritization of Areas for Improvement

- ❑ Preliminary Work on Recommendations
 - ❑ Status on Priority Recommendations
 - ❑ Status on Areas of Vision, Communications, Staffing, Curriculum/Professional Development, Fiscal

Audit Recommendations

- ❑ 6 Areas:
 - ❑ Vision
 - ❑ Communications
 - ❑ Staffing
 - ❑ Curriculum/Prof Development
 - ❑ Procedures/Compliance
 - ❑ Fiscal
- ❑ 66 Recommendations from the Auditors within the 6 Areas
- ❑ Staff have been assigned to each area

| | Areas of Recommendations | Vision | Communications | Staffing | Curriculum/Professio... Development | Procedures/Complia... | Fiscal |
|---|--|---|--|---|--|---|---|
| 1 | TEAM MEMBERS | Sarah, Joan, Alma, Amy Fickensch, Jennifer Mayman | Sarah, Alma, Dianne, Tracey | Sarah, Alma, Sue, Tracey, Christine | Sarah, Alma, Tracey, Program Specialists | Sarah, Alma, Tracey, Program Specialists | Sarah, Patrick, Alma, Christine, Tracey |
| 2 | Joan Rosas, Sarah Drinkwater, Sue Wieser, Patrick Gaffney, Alma Ellis, Christine Gong, Tracey Berliner | Continue work of the Special Education Advisory Committee SEDAC in developing a mission and vision for the collaborative work with the District | Provide paraeducators with background information about assigned students before beginning the work assignment | Consider adding another Administrative Assistant and assigning one of the 4 to the Director of Special Education to be her Administrative Assistant | Provide training to teachers regarding tiered interventions/MTSS | Develop a Special Education Procedural Manual to address the need for consistency in procedures in all disciplines, as well as compensatory services. | Conduct periodic salary comparison studies with surrounding districts |
| 3 | | | | | | | |
| 4 | | Develop a vision and plan for implementation of inclusionary practices including representatives from all teaching and administrative | Utilize a clear "chain of command" for staff to follow when issues arise | Evaluate caseloads of psychologists as well as how many open assessments each psychologist has to complete | Have School Nurse Team provide training to paraeducators on medically related procedures, as well as lifting and transferring procedures | Monitor the implementation of the PIR Plan to address the non-compliant findings in ELA and Math achievement as well as the disproportionate | Consider creating a separate pay schedule for Related Services Personnel (i.e. Speech/Language, O PT) |

Communication - Audit Sharing with Key Leadership Groups

- Board of Trustees – February 2020
- SEDAC Chair/Co-Chair– February 2020
- Special Education Leadership Team – March 2020
- SMFCSD Admin Leadership – Feb 2020
- SELPA Director – March and May 2020

Prioritized Actions Requested By Leadership Groups

- Development of SEDAC Mission and Vision, By-laws (Vision)
- Implementation of inclusionary practices (Vision)
- Review of RSP & School Psychologists caseloads (Staffing/Compliance)
- Response time: 2-day turn around time (Communications)

Prioritized Actions Requested By Leadership Groups (cont.)

- Behavior training for paraeducators (Curriculum/Professional Development)
- Development of Special Education handbook (Procedures/Compliance)
- Transition agency contracts to HR (Staffing)
- Re-invigoration of Special Education Leadership Team (Communications)

Communications:

- Response time: 2-day turn around time (Communications) – Initiated/Ongoing
- Re-invigoration of Special Education Leadership Team (Communications) – Completed/Ongoing
- Published on website Special Education staff organizational chart – Completed/Ongoing
- Holding regular job-alike meetings with Special Education staff – Initiated/Ongoing
- Initiated meetings with SMETA and CSEA reps- Ongoing

Vision/Communications: SEDAC Update

- Mission and Vision Work (Draft Completed)
- By-Laws Work (Subcommittee work Completed)
- SEDAC Meeting
 - April meeting update/Website update
- Next Meeting: May 12, 2020, 7PM

Special Education/SEDAC Website Pages

The screenshot shows a web browser window with the URL www.smfcgsd.net. The browser's address bar shows "Not secure | smfcgsd.net". The page features a navigation menu on the left with the following items:

- Educational Equity-Title IX (Nine)
- + Employment & Human Resources
- + Measure L
- + Measure X
- Measure V
- OpenGov Interactive Financial Portal
- + Nutrition & School Meals
- + Parent Reference
- + Partnering with SMFCSD
- + Registration & Enrollment
- + Schools & Preschool Programs
- Special Education
 - Special Education
 - Special Education Acronyms
 - SEDAC: Special Education District Advisory Committee
- + Superintendent
- + Contact Us

The main content area features a large banner image of children with the text "SAN MATEO-FOSTER CITY SCHOOL DISTRICT" and "Welcome!". Below the banner are three navigation buttons: "NEWS", "BOARD AGENDAS", and "NONDISCRIMINATION". The "NEWS" button is highlighted, and a news article is displayed with the headline "SENATOR JERRY HILL 'VISITS' EIGHTH-GRADE SOCIAL STUDIES CLASS". A video thumbnail shows Senator Jerry Hill. To the right of the article is a section titled "CORONAVIRUS AND RESOURCES" with the text "Please read the Fall Update from Dr. [Name] Superintendent." and a "READ MORE" button.

<http://www.smfcgsd.net/education/sedac-special-education-district-advisory-committee.html>

Vision:

Inclusion Initiative

Site Administrators: Stephanie Fraumeni, Annaben Kazemi, Christian Rubalcaba, Amanda Goll, Karrie Haselton

District-level Staff: Sarah Drinkwater, Alma Ellis, Tracey Berliner, Jocelyn Perlow, Kathie Nguyen

Our Data and History:

- Performance Indicator Review (PIR)/ Law
- Data shows we can continue to improve LRE (Least Restrictive Environment) – time spent in general education
- LCAP 2018-2019/History of the cohort
- Special Education Audit 2020



Inclusion Vision (*Draft*)

In the San Mateo-Foster City School District, we believe in inclusive practices for all students, staff, family and community members. Inclusion is the mind-set and practice of welcoming, valuing, empowering and supporting the diverse academic, social-emotional, language and communication learning of all students in our community. We believe that all students belong in the school environment to access learning, peers and the community.



Staffing:

- Review of RSP and School Psychologists caseloads – Completed/Ongoing
 - 2 School Psychologists hired
 - 4 RSP/SDC teachers hired
 - 2 SLPs hired
- Transition agency contracts to Human Resources (Staffing) – In progress
- Local Solutions Grant-tuition assistance for 4 Sped teachers- Continuing
- 2 Inclusion TOSA positions for 3 schools (GH, Laurel, MH)-New
- Mentors for new teachers and administrators - Ongoing

Curriculum/ Professional Development:

- Behavior training for paraeducators provided in January 2020 and April 2020 - Ongoing
- Tracey Berliner offered inclusion class for general education and special education teachers this year (Wednesday PD)
- Sped Leadership conducted needs assessment related to program and curricular support (e.g., admin/gen ed teachers/sped teachers/preschool) -Institute Fall 2020
- Consistent curricula: Goalbook/SPIRE & Sound Sensible/Benchmark/Unique Learning System -Ongoing

Procedures/Compliance:

- ❑ Monitor RSP caseloads to provide additional support when required – Ongoing review of caseloads and service minutes
- ❑ Monitor School Psychologist assessment caseloads- Ongoing
- ❑ Special Education Procedural Handbook – Draft in process with procedures identified for chapter development (SELPA)
- ❑ Summary of Findings (Complaints/legal cases) – District's attorney develops summary to prevent recurring errors- Ongoing

Fiscal:

- ❑ Reviewing current related services provided by agency staff and job descriptions to hire as district staff - Ongoing
- ❑ Utilized employment incentive to make SMFCSD special education teaching positions more attractive – stipend of \$2500 – In Place
- ❑ Developing efficient tracking system of agency personnel –Collaborating with HR/School sites
- ❑ Investigating a tuition-support program for SLPs with a local university (SJSU) – In process

Questions?

Thank you.

