

SAN MATEO-FOSTER CITY SCHOOL DISTRICT

SPECIAL EDUCATION UPDATE

OCTOBER 21, 2021



SAN MATEO-
FOSTER CITY
SCHOOL DISTRICT

DIEGO OCHOA
SUPERINTENDENT

Executive Summary

- 01** Redefine Special Education Board Updates
- 02** Review content presented in June 2021
- 03** Program Updates & Implications
- 04** Fiscal Updates & Implications
- 05** Staffing Updates & Implications
- 06** Summary of Department Roadmap

Redefining Special Education Board Updates

Data Reviews

Each presentation will involve the presentation of current special education data.

Updates

Each presentation will provide rotating updates based on programmatic cycles and timelines.

Implications

Each presentation will include explanations of staffing, fiscal, programmatic, and community engagement implications.

June 2021 Update to the Board

Special Education Update
SEDAC Update

01 Child Find: Definition & initial referral data shared

02 Special Education Services: Students Receiving Special Education Services at 1255

03 Special Education Brochures

04 CCEIS Update

05 Special Education Audit Status
39/66 Completed/Changes made
23/66 In progress
4/66 District involvement needed

06 SEDAC Update:
Areas of Focus: Inclusion & IEP Compliance
Serving in an Advisory Capacity

PROGRAM UPDATES & IMPLICATIONS

- * Inclusion:**
The district has supported inclusion programs at select sites. Those sites report enthusiasm for the programs but desire more support for in-depth implementation.

There is no districtwide implementation of inclusionary practices.

- * RSP Classes & Special Day Classes:**
The district operates programs at sites throughout the district. These programs provide an array of support according to student need.

However, the sequencing of these programs requires students to transfer from one school to another resulting in separation from peers and siblings.

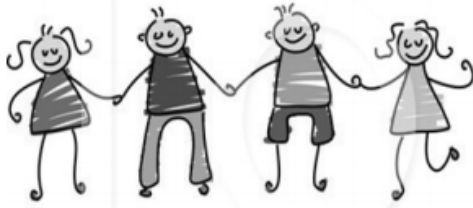
- * Applied Behavior programs:**
The district behavioral program is currently operated almost entirely by staffing agencies. The district did hire a Coordinator in August 2021. Information online is out of date.

What is Applied Behavior Analysis - ABA?

- BASES utilizes evidence-based teaching strategies based on the principles of Applied Behavior Analysis – ABA to improve socially significant behaviors.
- Discrete trial teaching
- Incidental teaching
- Functional communication training
- Antecedent modifications, ie-visual schedules and supports
- Principles of reinforcement
- Shaping skills and behaviors
- Errorless learning
- Prompting and fading
- Data collection and analysis
- Functional analysis of behaviors

Evaluation Process:

- Formal and/or informal assessments guide the level of service recommended for a student on an individualized basis. The following areas are evaluated depending on the needs of the student in their current school setting: language and communication, behavior, social skills.



Collaborative in-school behavior intervention services teach students new skills and positive changes in behavior.

Skills We Teach:

The focus of BASES is to facilitate development of specific skills identified through a behavioral evaluation of a child and their IEP in collaboration with their school team. Skills may include:

- Communication skills
- Academic skills
- Play skills
- Social skills
- Self-help & Self-advocacy
- Behavior regulation and replacement behaviors

BASES Program Services:

- Behavioral collaboration and consultation to IEP teams to implement behavior-based interventions
- Collaborative push-in direct behavior intervention services by Behavior Aides, supervised by BCBA & BASES Teacher
- Intensive ABA Special Day Classes with BCBA supervision
- Collaboration with school sites to create social skills groups
- Collaborate with School Psychologists in completing FBAs and BIPs
- Para-educator/SCIA training
- Staff coaching, consultation, and professional development
- Communication with Parents

For More Information:

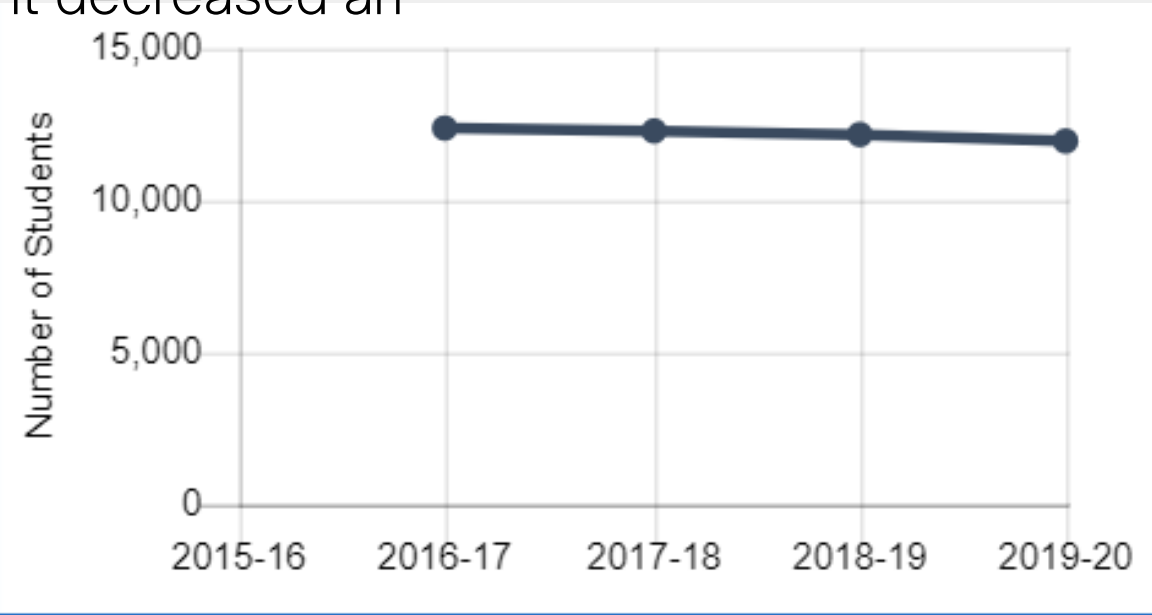
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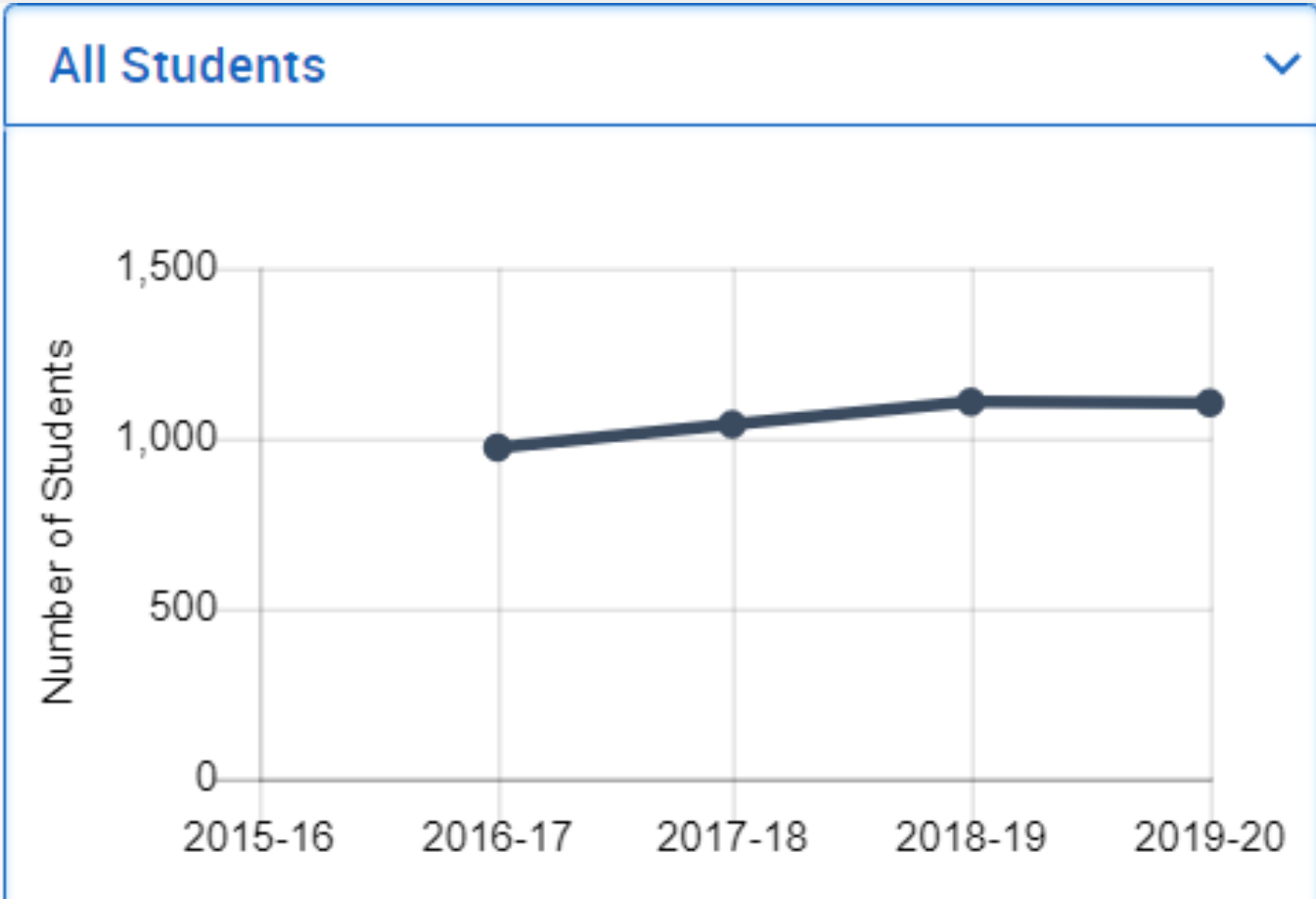
PROGRAM UPDATES & IMPLICATIONS

★ Enrollment for Students with Special Needs
The district has been experiencing a major increase in students with special needs. Between 2016 and 2020, the number of students with special needs increased by 240. In 2020-2021 it increased an additional 110.

The district has also decreased overall enrollment. Between 2016 and 2020, the number of students decreased by 425. In 2020-2021 it decreased an additional 900.



View Table Data					
Cumulative Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	N/A	12,376	12,283	12,166	11,950



View Table Data					
Cumulative Enrollment - Students with Disabilities	2015-16	2016-17	2017-18	2018-19	2019-20
Students with Disabilities	N/A	972	1,040	1,106	1,103

FISCAL UPDATES AND IMPLICATIONS

★ Non-Public Agency Contracts

The district has spent the following amounts on NPA contracts in 2021-2022

Eval Group	\$2,309,000 (August 2021)
Pediatric therapy	\$1,217,000 (August 2021)
Stepping Stones	\$4,690,000 (August 2021)
Trumpet	\$99,280 (September 2021)
KYO Autism	\$329,509 (September 2021)
A.C.T.	\$24,120 (September 2021)
AMN Healthcare	\$102,765 (September 9, 2021)
Keerti Goorah	\$111,150 (September 9, 2021)
Heather Roberts	\$111,150 (September 9, 2021)
Morgan Knight	\$108,225 (September 9, 2021)
AMN	\$433,290 (September 9, 2021)
Eval Group	\$190,464 (September 9, 2021)
Rebekah Wills	\$33,750 (September 9, 2021)
TLC	\$761,704 (September 9, 2021)
KYO	\$717,556 (September 9, 2021)
Autism LP	\$204,182 (September 9, 2021)
Children's TA	\$18,312 (September 9, 2021)
Trumpet	\$88,000 (September 9, 2021)

★ Non-Public School Contracts

The district has spent the following amounts on NPS contracts in 2021-2022

Arbor Bay 1	\$41,736.00
Arise 4	\$457,967.00
Avalon 3	\$378,132.00
Pine Hill 1	\$58,805.00
Weingarten 2	\$101,057.99
Wings 2	\$297,574.00
The Bridge School	\$224,624.00
CHC-Esther B. Clarke	\$1,151,330.00

Employees	Position	Student Serviced	Amount
2	AT Total		\$26,599.00
1	Audiologist Total		\$33,750.00
39	Beh Para Total		\$2,962,261.38
1	Behavior Coach, Clinician Total		\$209,600.00
5	Education Specialist Total		\$830,304.00
9	OT Total		\$998,997.00
54	Paraeducator II Exc Total		\$4,290,920.00
1	Parreducator II Exc Total		\$0.00
1	PT Total		\$111,150.00
1	RBT Total		\$0.00
12	SLP Total		\$1,749,039.00
126	Grand Total		\$11,212,620.38

FISCAL UPDATES AND IMPLICATIONS

* Special Education Settlements 2017-2018
Legal fees \$260,555
Payout to Families \$519,873

* Special Education Settlements 2018-2019
Legal fees \$248,918
Payout to Families \$603,946

* Special Education Settlements 2019-2020
Legal fees \$284,793
Payout to Families \$607,053

* Special Education Settlements 2020-2021
Legal fees \$221,472
Payout to Families \$880,868

SMFC utilizes an excessive amount of funds on NPA contracts and on special education settlements

FISCAL UPDATES AND IMPLICATIONS

* Special Education Transportation
2017-2018 \$1,623,828

* Special Education Transportation
2018-2019 \$1,780,626

* Special Education Transportation
2019-2020 \$1,805,473

* Special Education Transportation
2021-2022 \$1,930,825

SMFC transportation costs are closely affiliated to program offerings and requirements for students to move from one site to another at the completio of specific grade levels.

STAFFING UPDATES AND IMPLICATIONS

- * Department Organization:
Program Specialist, Coordinator, and Director
duties are undefined.
- * Excessive contractors:
Over 100 employees working with SMFC
programs are employed by outside agencies.
This is due to late notice regarding vacancies and
non-competitive beginning salaries for several
key positions.

Feature
Feature

- * DIS Service vacancies
The district currently contracts with agencies that provide
behavior therapy, speech/language, occupational therapy
and other services. Interruptions to these services take
place routinely and leave SMFC in a vulnerable position
with services being owed to students.
- * Three Examples of Owed Services

*Example A: 2020-2021 Total Time without RSP
Services: 25 days, 5 weeks
17 students affected*

*Example B: 2020-2021 Total Time without RSP
Services: 65 days, 13 weeks
23 students affected*

*Example C: 2021-2022 Total Time without
Occupational Therapy services: 35 days, 7 weeks
38 students affected*

Summary of Department Roadmap

DEPARMENT REORGANIZATION &
STAKEHOLDER ENGAGEMENT

ALIGNMENT WITH STRATEGIC PLAN

PROFESSIONAL DEVELOPMENT

DATA REVIEW & ON-GOING PROGRAM ANALYSIS

October
2021

January
2022

June
2022

October
2023

January
2023

Thank You

DIEGO OCHOA
SUPERINTENDENT