



Mountain View
Whisman
School District

Special Education Update

October 2020





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Strategic Plan Focus

Link to Strategic Plan

Goal 1: Student Achievement

Every student will be prepared for high school and 21st Century citizenship.

Goal 3: Inclusive & Supportive Culture

Every student, staff, family, and community member will feel valued and supported while working, learning, and partnering with MVWSD.



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Special Education Overview

Current Location of Programs

Autism Program	Graham Preschool	Monta Loma (2 classes)	Crittenden
Medically Fragile	Graham Preschool	Landels	
Futures (Functional Life Skills)	Graham		
Co-Teaching	Crittenden	Graham	
Outside Placements	County	Los Altos School District	Non-Public Schools

Program Services

Designated Instructional Supports (DIS)

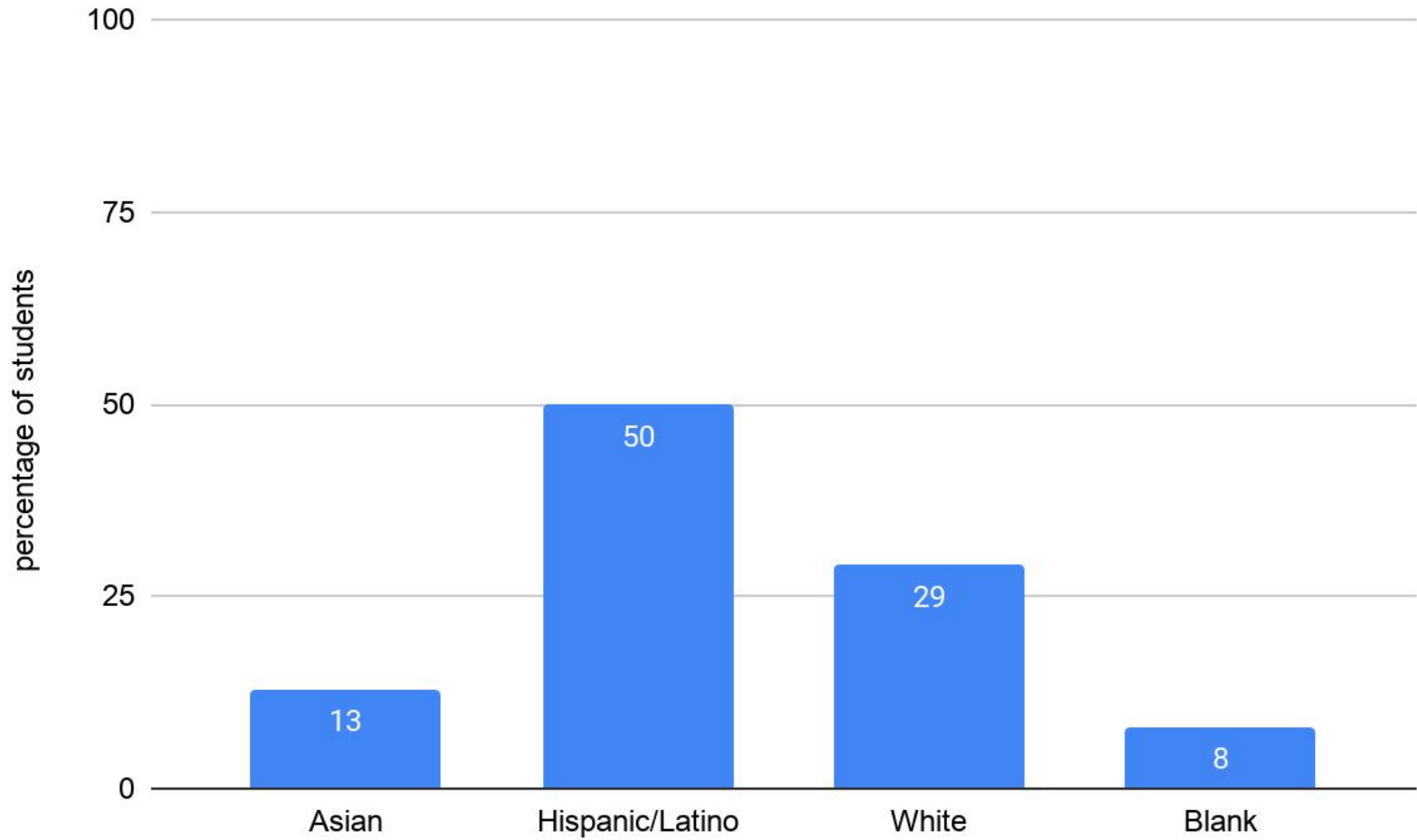
- Speech and Language
- Occupational Therapy
- Vision Service
- Physical Therapy
- Deaf/Hard of Hearing Service
- Audiological Services
- Orientation and Mobility

Percent by Primary Disability

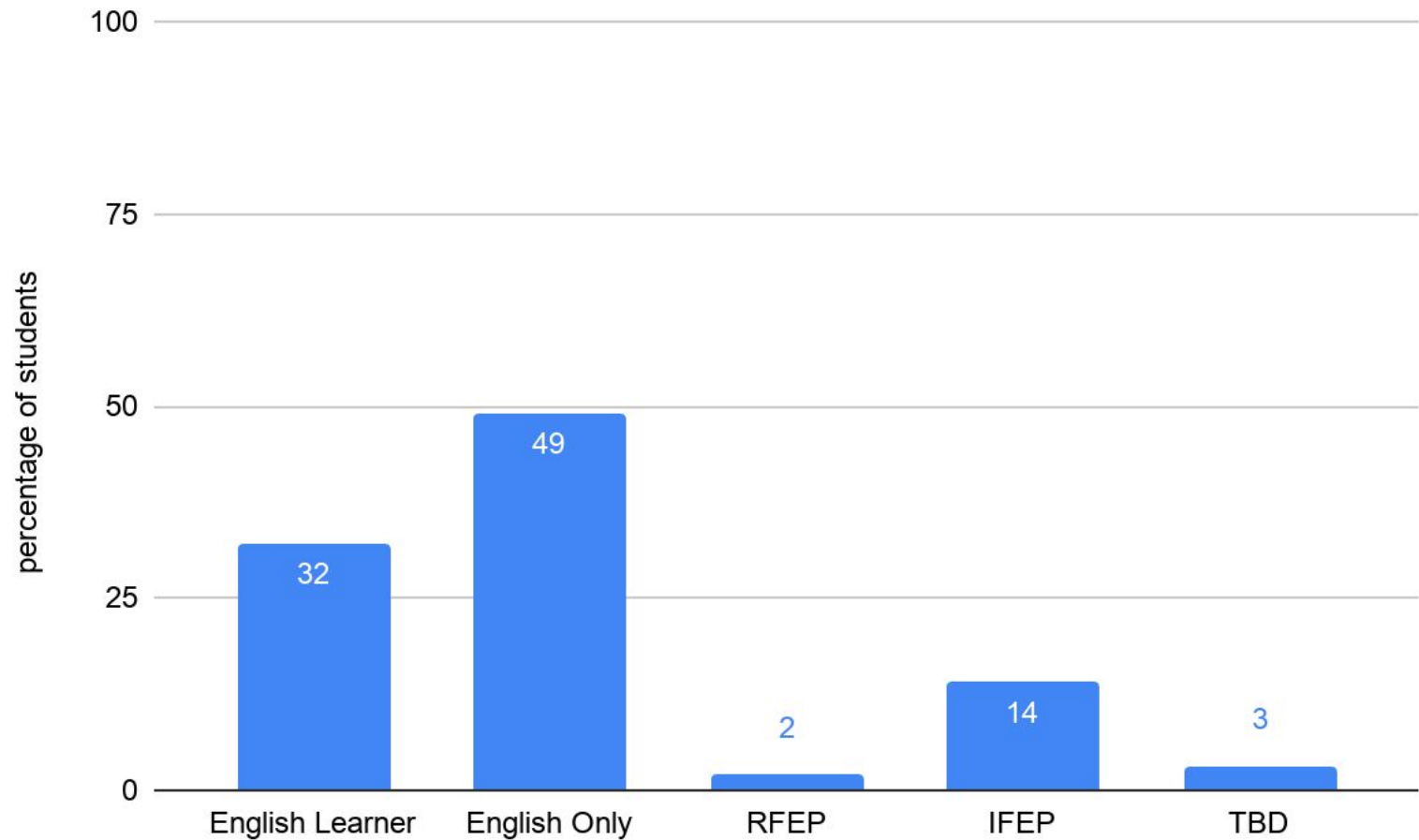
Disability Category	Percent Identified
Intellectual Disability	1.78%
Hard of Hearing	1.78%
Speech or Language Impairment	33.86%
Visual Impairment	1.96%
Other Health Impairment	9.62%
Specific Learning Disability	30.83%
Autism	14.97%
Total Students w/ Disabilities	11% (561 students)

*Not reporting categories with less than 10 students

Demographics by Ethnicity



Demographics by Language Type





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Distance Learning

Distance Learning 2020-21

- In 2020-21 Special Education programs and services are being delivered remotely.
- Staff is working by providing services throughout the day both individually and in small groups.
- Teachers and providers have weekly schedules similar to a regular school year.
- General Education teachers work with Special Education teachers and staff to support students both in whole class or small group lessons

Distance Learning 2020-21

- All families received a Distance Learning Plan, unique to their child, which:
 - Outlined services and supports
 - Outlined accommodations during DL
- The purpose of distance learning plans is to ensure that students are receiving their IEP services to the maximum extent possible during distance learning and that students are continuing to make progress towards their IEP goals.
- A new county-wide form has been added to our IEP system to address student needs in the event of school closure, should that occur again in the future

Distance Learning 20-21

Instructional Assistants:

- Follow a schedule as determined by their managing Education Specialist
- Serve students in small groups or individually
- Run dual meetings or call via phone in order to provide verbal prompting to students without interrupting classroom instruction
- Were provided with Chromebooks this year to enable them to support students more efficiently
- Education Specialists and Behaviorists work with Instructional Assistants to guide individualized support for students

Distance Learning 2020-21

- Multi-sensory reading instruction expanded with implementation of iSpire curriculum (including virtual and workbook lessons) to include Castro
- Purchased license for Closed Captioning for Zoom for students who are Deaf or Hard of Hearing
- Purchased C-Pen readers and adapted styluses for students with unique needs
- Purchased iPads for the small group SAI Preschool program

Distance Learning 2020-21

- Co-teaching remains in place at both middle schools and has expanded to the elementary level at Landels.
- Co-taught classes are taught by both a General Education teacher and Special Education teacher.
- The current focus is ELA and Math.
- By continuing co-teaching during DL, we continue to offer small group learning opportunities to target instruction and support students' academic needs

Reopening Planning

We've surveyed teachers, staff, and parents to determine who feels comfortable returning.

- Targeted meetings with individual teachers occurred to plan reopening specifics.
 - Input was gathered from all small group SAI teachers
- Individual program plans are being developed to fit the unique needs for students.
- Learning Pods - for students who need more support learning virtually, these pods will be staffed with YMCA or Right At School staff to support virtual learning in-person



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In-Person Assessments

In-Person Assessments

- Current guidance from the California Department of Public Health and the CDE does not expressly prohibit in-person assessments.
- The CDHP's "Cohort" Guidance of August 25, 2020 permits in-person instruction and services, including assessments, if done in compliance with the Guidance.
- Special Education personnel began in-person assessments on September 21.
 - Assessments are appointment based.
 - Parents have the option to delay assessment due to concerns around Covid-19

In-Person Assessments

Safety measures implemented:

- COVID Screener
- Temperature checks
- Hand Washing before and after assessment
- PPE - Masks, face shields, gloves, gowns
- Outdoor Testing
- Plexiglass dividers



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Section 504 Plans

Section 504

- Driven by Section 504 of the Rehabilitation Act of 1973
- A 504 plan is written to support students with a disability that substantially limits one major life activity
- A 504 team consists of school team members and parents.

504 Implementation during Distance Learning

- 504 meetings were held within the first 30 days of school to review the plan and identify any needed additions/edits during distance learning
- School teams received recommendations for potential supports during distance learning
- The District is working on a 504 assessment process and implementing a uniform documentation system using the SIRAS (platform used for IEPs).



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Dyslexia Screening

Dyslexia Screening

- Screening for children at risk for dyslexia is a critical first step in the identification of and effective intervention for students with dyslexia
- It is suggested to screen in the following areas:
 - 1) Phonemic Awareness
 - 2) Phonics
 - 3) Fluency
 - 4) Vocabulary
 - 5) Reading Comprehension
- MVWSD will be using iReady and Literably to screen students who may be at risk for dyslexia
- iReady assesses Phonemic Awareness, Phonics, Vocabulary, Reading Comprehension and Literably assesses Fluency

iReady Data, Diagnostic 1

Kindergarten, District wide

Domain	Tier 1 At or above grade level	Tier 2 One grade level below	Tier 3 Two or more grade levels below
Phonological Awareness	77%	23%	0%
Phonics	63%	37%	0%
Vocabulary	71%	29%	0%
Reading Comprehension- Literature	78%	22%	0%
Reading Comprehension- Informational	79%	21%	0%

iReady Data, Diagnostic 1

First Grade, District wide

Domain	Tier 1	Tier 2	Tier 3
Phonological Awareness	55%	39%	6%
Phonics	48%	42%	10%
Vocabulary	46%	47%	7%
Reading Comprehension- Literature	50%	42%	7%
Reading Comprehension- Informational	45%	49%	6%

Dyslexia Next Steps

- We will further develop this area through the strategic planning process
- Implement multi-sensory Tier 3 Reading Intervention program at all sites
- Train teachers in reading curriculum across Tiers
- Utilize i-Ready assessments for universal screening, monitor students progress
- Development of assessment protocols for school psychologists in assessing students for Dyslexia



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Disproportionality

Significant Disproportionality

The Individuals with Disabilities Education Act (IDEA 2004) requires states and local education agencies (LEAs) to take steps to address disproportionate representation.

Disproportionality refers to the “overrepresentation” of a particular racial or ethnic group in a particular category. Significant disproportionality occurs when a district is disproportionate three years in a row.

MVWSD is disproportionate within Special Education by overrepresentation of Hispanic/Latino students in the specific learning disability category

Hispanic/Latino 19-20 Figures

Total Percentage of Students with Disabilities in MVWSD	12%
Total Percentage of Hispanic/Latino Students in MVWSD	23%
Total Percentage of non-Hispanic/Latino Students in MVWSD	65%
Total Percentage of Hispanic/Latino Students with Disabilities in MVWSD	53%
Total Percentage of non-Hispanic/Latino Students with Disabilities in MVWSD	47%

Hispanic/Latino by Site

School	Total Number of Students	Total Number of Students with Disabilities	Total Number of Hispanic/Latino	Total Number of His/Lat and SWD
Bubb	386	50	67	21
Castro	307	47	270	42
Huff	482	33	35	6
Landels	429	49	129	19
Mistral	359	25	231	23
Monta Loma	287	46	95	17
Stevenson	432	26	47	5
Theuerkauf	303	32	135	19
Vargas	326	27	80	8
Crittenden	600	87	258	45
Graham	858	96	350	66

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Figures are from the 19-20 school year

Disproportionality Next Steps

- Complete Comprehensive Coordinated Early Intervention Services Plan - CCEIS
 - Identify programmatic reasons that are contributing to disproportionality
 - Identify how funds will be used
 - 15% of IDEA funds will be set aside
 - Submit plan to CDE by December 15, 2020
 - Submit Quarterly Progress thereafter for 21 months

Disproportionality Next Steps

- Implement improved practices at the school level with support from principals and District Office administrators
- Quarterly review of school figures between site principal and school psychologist
- Provide Professional Development to staff on best practices as described in the California Practitioner's Guide for Educating English Learners