



Mountain View
Whisman
School District

Special Education Update

Frank Selvaggio, Director of Special Education

April 3, 2025



Alignment to Strategic Plan

SP2027 - Goal Area 1

Effective and consistent instructional practices that meet the needs of all students



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District Data

Special Education Administrative Staff

- Frank Selvaggio - Director
- Dawn Berlin - Coordinator
- Jennifer Morgen - Coordinator
- Marisol Shively - Coordinator

Special Education Facts

- Federally and state mandated
- Covers students from ages 3 to 22
- Least Restrictive Environment (LRE) Programming and support must be individualized
- Federal funding covers a fraction the 40% that was pledged by the federal government when PL-94-142 became law in 1975

Types of Programs for 2024-2025

- Resource Specialist Program
- Special Day Class: Mild-Moderate
- Special Day Class: Extensive Support Needs (ESN)
- Co-teaching
- Preschool Mild-Moderate/ESN
- Preschool Inclusion

Primary Disability Student Count

Intellectual Disability	2
Hard of Hearing/Hearing Impairment	6
Deaf-Blindness	1
Deaf	0
Speech and Language Impairment	163
Visual Impairment	11
Emotional Disability	7
Orthopedic Impairment	8
Other Health Impairment	126
Specific Learning Disability	144
Multiple Disabilities	5
<i>Autism</i>	141
Traumatic Brain Injury	3
<i>Total</i>	617

Special Education Demographic Data

Hispanic/Latino

All students	38%
Students with disabilities	55%

Spanish as primary language

All students	29%
Students with disabilities	32%

Students that are English Learners

All students	22%
Students with disabilities	35%

Special Education Demographic Data

McKinney-Vento

All students	5%
Students with disabilities	7%

Boys in Special Education

All boys	50%
Students with Disabilities	70%

(90% of students with autism are boys)

State Testing Results (2023-2024)

SBAC English/Language Arts - Meeting Standard

District: 62.14%

Special Education 23.89%

SBAC Math - Meeting Standard

District: 58.08%

Special Education 24.48%

Chronic Absenteeism & Suspension Data

As of February - 2025

Chronic absenteeism

All students	11%
Students with disabilities	18%

Suspensions

All students	1.8%
Students with disabilities	5.6%



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Current Work

Year 1 Entry Plan

- Analyzed 2024 Special Education District Report
- Observed classrooms and met with staff
- Held a parent input meeting (over 100 attended)
- Created Parent Advisory Meetings
- Reviewed existing practices and procedures
- Met with school administrators
- Held bi-weekly meetings with all providers
- Met with community providers/private schools

Highlights

- No longer significantly disproportionate for Hispanic/Latino students for a Specific Learning Disability but still disproportionate overall
- No due process or state complaints as of the end of March
- Started Special Education future leader mentor group
- Established a Parent Advisory Committee for both our Spanish and English families

Highlights

- We have worked with Human Resources to hire five credentialed Special Education teachers for 2025-2026 as of March 26, 2025.
- Director of Special Ed and Director of Administrative Services are working with school sites teams on developing a plan for supporting students with disabilities who are chronically absent or being suspended
 - Met with SCEFs and At-Risk Team



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Considerations

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- Hispanic/Latino students are disproportionately being qualified for special education
- Students make minimal to no progress as a whole when placed in Special Education
- Difficulty finding credential special education staff has impacted the quality of programming needed



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Next Steps

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- Use language affirming assessment procedures
- Expand inclusive options for students by the rollout of Learning Centers and co-teaching at our preschools
- Create strategic programming for our students that are neurodiverse and primarily in general education classes
- Rollout standards aligned curriculum for our Extensive Support Needs and Moderate classes

Next Steps

- -Continue parent advisory committees and rollout parent workshop plan
- Expand professional learning opportunities for new certificated staff and instructional assistants
- Conduct a dyslexia clinic this summer for our students with dyslexia and expand dyslexia intervention for 2025-2026

Final Thoughts & Questions