

January 22, 2010

Dear Brian:

Please share the attached power point which I co-presented at the ACSA 2010 Special Education and Pupil Services Conference in Monterey last week.

Date: Wednesday, January 13, 2010

Topic: Generating Dollars from Cents...

Closing Financial Gaps in Student Support

Services: Every Cent Counts

Description: Learn practical and user-friendly ways to achieve fiscal and program efficiencies within your special education, child welfare and attendance, and pupil personnel operations. Find out how to: reduce those costly ticket items; maximize limited funding; find additional resources; use pertinent benchmark data; and, design your own fiscal recovery plan. At the end of the session, you will walk away with many hot tips that will save some money and improve services all at the same time.

Thanks so much, Caryl

A handwritten signature in black ink, appearing to read "Caryl", written in a cursive style.

Dr. Craig E. Borba
Assistant Superintendent
Palm Springs Unified School District



Dr. Caryl Miller
Educational Consultant
CA Special Education Services LLC

ACSA 2010 every child counts symposium
January 13, 2010

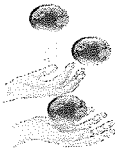
Million Dollar Questions?

- Where's the beef?
- Who ate the beef?
- Sizzling tips (select, choice, prime)
- TAP into the MAPS Tool kit



ADD MAPS – Tool Kit

- Attendance
- Drop Outs
- Data
- Medi-Cal
- Aides
- Politics and legal
- Staffing



State Economic Problems



- Latest report from the LAO projects a State Deficit of \$7.5 Billion in 2010-11
- September 2009 state revenues were \$810 million under budget
- The "education credit card" has risen to \$15 Billion
- Other uncertainties include lawsuits to block redirection of redevelopment funds (\$1.7B) and sale of Workers' Compensation program (\$1.0B)

State Department Budgets

from http://www.def.ca.gov/budget/budget_page/information/

	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
K-12 Education	\$34.1	\$37.4	\$40.1	\$42.5	\$33.9
Higher Education	\$9.3	\$10.3	\$11.2	\$11.9	\$10.2
Health & Human Services	\$24.9	\$26.3	\$29.0	\$29.3	\$28.8
Department of Corrections	\$7.0	\$7.8	\$9.1	\$10.1	\$10.0
TOTAL STATE GENERAL FUND	\$79.8	\$91.6	\$101.4	\$103.0	\$91.5

Governor's Response to State Deficit



- Expenditure Cuts
 - About 5% cut to K-12 Revenue Limit
 - Allows for unlimited transfer of categorical fund carryovers
 - Allows flexibility in fund utilization

Major Features of State Budget

- One-Time Revenue Limit Negative Adjustment of \$250 per ADA
 - Equates to \$5.7M to PSUSD



- On-Going Revenue Limit Negative Adjustment of \$377 per ADA
 - Equates to \$8.5M to PSUSD

Cuts in Categoricals

- Categoricals placed in one of three tiers

- Tier I – No cuts

- After School Education and Safety
- Economic Impact Aid
- Special Education



- Tier II – 20% cut

- English Language Acquisition Program
- Transportation
- Partnership Academies

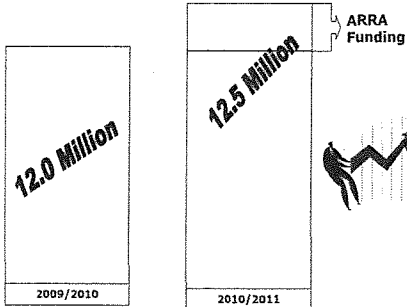
- Tier III – 20% cut; full flexibility to transfer funds

- All other state categoricals

American Reinvestment and Recovery Funding IDEA (ARRA)

- One time money
- Spread over two years
- All funds must be spent by 09-30-11
- Flexibility to use 50% of funding to offset encroachment
 - Ability to pay for increased costs from 2009/10 – 2010/11

Special Education Expenditures



ARRA Recommendations

One time expenditures – that have long term returns (don't pay for objects that eat)

- Tech equipment
- Staff development
- Testing supplies
- RTI costs
- Employee Certification (e.g., BCBA) Assistive Technology Certification . . .
- Intervention materials

WHIP



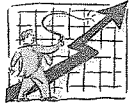
- What is your district doing for budget cuts?
- What is your district doing for ARRA Special Education funds?

Budget Whip ...



- Postpone Language Arts adoptions
- Stop conferences and/or travel out-of-district unless required by law
- Review all open positions and/or don't fill
- Don't provide subs for RSP aides, and in some cases, for SDC aides
- Eliminate Teachers on Special Assignments (TOSA)
- Reduce extra duty & stop overtime (e.g., department chairs, stipends)
- Reduce extracurricular (e.g., minor sports, community activities, etc.)
- Impose fee-based summer school; operate only secondary summer school for CASHEE prep classes
- Limit Extended School Year (ESY) to 19 days plus July 4th holiday
- Locate ESY classes at fewer school sites
- Offer Spring kindergarten classes to collect ADA in lieu of preschool
- Have staff use vacation days rather than pay for them
- Reduce or eliminate bus transportation
- Furlough days

Budget Whip (Continued...)



- Class Size Reduction (CSR) –
- Increase enrollment (e.g. from 20 to 25 students)
- Increase middle school classes sizes
- Close and combine schools
- Move some special education programs to more centralized locations
- Switch prep times to beginning or end of school day or to Fridays
- Reduce counselors, nurses, health technicians, psychologists, and/or pay out of Title I as appropriate
- Reduce and/or combine administrative positions at district level and school site levels
- Have principal cover several smaller schools
- Provide retirement incentives
- Free up general fund and state categorical dollars (example: shift administrator's salary from general fund to Title I as appropriate)
- Don't spend state \$ that can be carried over (spend federal \$ instead)
- Eliminate outside contracts and use in-house staff as appropriate
- Closing school sites or delaying the opening of school sites
- Clean classrooms every other day
- Close all open purchase orders

Save for Rainy Days

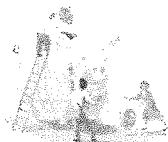


Stop eating beef



- Build reserves to weather the storm as much as possible.
- Freeze positions and non-essential spending
- Monitor State activity to determine best course of action.
- Respond thoughtfully; not reactionary.

Special Education AB 602 Funding Model



- Implemented in 1998-99
- Per pupil funding based on an amount per total SELPA K-12 ADA by not pupil count
- Statewide target rate in 1997-98 K-12 P2 ADA rolled forward (current rate: \$618 per K-12 ADA)
- COLA and growth provisions
- Bifurcated COLA (applied to only state and local revenue – current rate: \$465 per K-12 ADA)



AB 602 – In the Base (Cup)

AB 602 \$\$\$: Taxes + Federal Funds + State Aid



- State Aid
- IDEA Federal (Part B) Funds
- County Property Taxes

PLUS out of base \$\$\$

AB 602 – Out of the Base \$\$\$

- Out-of-Home Care funding
- Low Incidence equipment/service dollars (\$372)
- Program Specialist/Regionalized Services (\$15.36)
- Mental Health Pre-referral dollars
- Federal/Local Preschool grants
- Personnel Development
- Special Day Class Revenue Limit
- Other grants (e.g., Workability)



Other Revenue

- State Lottery – 111 per ADA
(19 restricted / 118 unrestricted)
- Hourly Programs
- Safe and Drug Free Schools
- Mandated Costs
- Other



What is Special Education Encroachment?



Total expenditures for special education including all allocated and indirect costs

Minus

Total revenue for special education from federal aid, state aid, property taxes, revenue limits, lottery funds, and any other income received on behalf of special education

Where does Special Education transportation fit into the mix? 

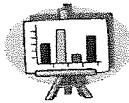
In Measuring Encroachment – Where Does Your District Fall?

- Statewide Averages:
(excludes transportation costs)



- > \$320 per K-12 ADA
- > 4% of total expenditures
- > 25% of total special education costs
- > MOE – in-kind contribution line
- > Compare your district to like districts using MOE/SACS

Maintenance of Effort



- Maintenance of Effort Reporting (MOE)
 - > To be eligible for Part B (IDEA) federal funds, SELPA and LEA must spend a dollar more than the previous year (20 U.S.C. §1413)
 - > CDE monitors MOE compliance of SELPA
 - > SELPA monitors compliance of LEA
 - > Tests 1 – 3 including exempt reductions
 - > MOE imports data from SACS financial software
 - > SEMB and SEMA reports are critical



❖ Factors attributing to less beef

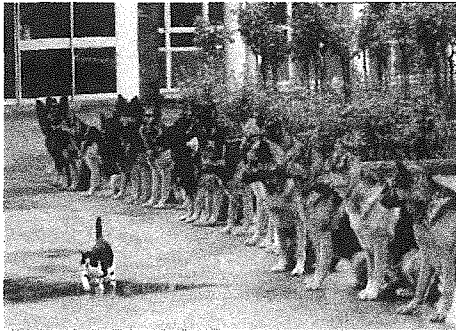
- > Lack of interventions in general and special education
- > Missing district-wide policies and procedures
- > Weak student study team process
- > More students with intensive needs and services
- > Expenses grow faster than revenue
- > Instructional Assistants (especially one-on-one)
- > Nonpublic school placements or agency services
- > Costly outsourced services



❖ **Other factors attributing to less beef**

- Over-referrals (lack of entrance or exit criteria)
- Low caseloads
- Staffing issues (too many or not enough)
- Over-representation of ELL Special Ed students (language versus disability)
- Out-of-district placements (especially for the higher functioning students)
- Accepting special ed students on inter-district transfers
- Restrictive bargaining unit language
- Transporting students NOT eligible
- McKinney Vento Act- rights to school of origin if homeless with transportation negotiated between the two districts

Beef -- anyone?



Identify Your Top Beef Eaters



•**Business Staff & Special Education: Work as a Team**

- Identify your funding sources
 - Revenue limit sources (e.g., ADA transfers, county taxes, etc.)
 - Federal revenues (e.g., local assistance, grants, Medical, etc.)
 - State revenues (e.g., AB 602, grants, lottery, etc.)
 - Other local revenues (e.g., contracts, contributions, etc.)
- Identify your specific expenditures
 - By object, goal, and function codes

•Multi-year comparisons may show growing areas

Multi-year Comparison

Expense	2006-07 Budget	2007-08 Budget	% Change
Certificated Salaries	5,450,000	5,831,500	7%
Classified Salaries	6,550,000	7,250,000	12%
Employee Benefits	3,100,000	3,336,000	16%
Books and Supplies	100,000	60,000	(40%)
Other Operating Expenses	2,200,000	3,100,000	40%
Capital Outlay	100,000	150,000	50%

Sample District in Trouble

So, What Can We Do?



"Paper or plastic?"

Sizzling tips (select, choice, prime)

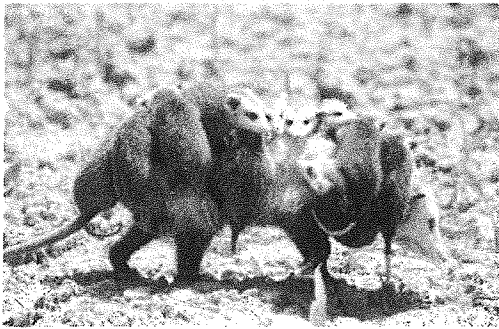
- Have the right people in the right places
- Pay less now or pay more later
- Boost baseline training for educators and parents
- Winning bets
- ADD MAPS – Tool Kit

**Have the right people
in the right places**



- ❖ Invest in a stellar special ed director
- ❖ Grow your own experts
- ❖ Less central office administrators with more program specialists at school sites
- ❖ Principals to have more responsibility for special education at the site level
- ❖ Use retirees for specialty areas (over see aides, 1:1 aides, training, teacher and parent support)

Practice Team Work



Pay less now or pay more later
Short-term investments reap long term benefits

- ❖ Cottage industries are taking your clients
- ❖ Build and market your own programs – use catchy titles
- ❖ Create satellites in lieu of costly nonpublic school/agencies
- ❖ Requests for independent evaluations are surging
- ❖ Train educational psychologists to become neuro-psychs and/or behaviorists
- ❖ Branch speech pathologists into specialty areas (e.g., assistive technology, apraxia, etc.)



Boost baseline training for educators and parents



- ❖ Key areas: IEP process and facilitation skills
- ❖ Team up with bargaining units
- ❖ User-friendly manuals for teacher, aides, and parents
- ❖ Job-alike meetings
- ❖ SELPA and County training opportunities
- ❖ Parent education for important parent groups and individual families
- ❖ Appropriate materials needed to implement training knowledge with follow-up activities

Winning bets



- ❖ Early interventions
- ❖ Consistent and effective student study teams
- ❖ Strict 504 procedures
- ❖ Clear entrance and exit criteria
- ❖ Lower identification numbers of special education students
- ❖ Monitor Home Hospital placements
- ❖ Control over staffing patterns
- ❖ Frequency and duration of services – how many students on consult?
- ❖ Redeployment of teachers, specialists, aides, clerical, etc.
- ❖ Pool instructional aides
- ❖ Partial employee contracts or reduced contracts

ADD MAPS – Tool Kit



- **Attendance**
 - Drop Outs
 - Data

- Medi-Cal
- Aides
- Politics and legal
- Staffing



**FREE
UNRESTRICTED
MONEY**

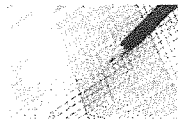




**Four-Tier Approach to
Improving Attendance**

Motivating Forces

- Increased Attendance =
Increased Student Performance
- Increased Attendance =
Increased Additional Revenue



The Four-Tier Program

- Formalizing Attendance as a Key District Goal
- Establishing Attendance Incentive Programs
- Implementing a Comprehensive Community Aide Program
- Leveraging the Legal System

Attendance as a District Goal

- Formalizing the Goal
- Accountability / Monitoring
- Not optional



Tier One

Palm Springs Unified School District



Attendance Bonus Program 2004-05 School Year - Pilot Year

➤As an incentive for schools to increase attendance rates, the District will provide a BONUS to schools that show an increase in their attendance rates.

➤The amount of the BONUS is dependent on how much the school has increased attendance rates over their average of the last three years.

➤The ATTENDANCE BONUS PROGRAM is a trial program for the 2004-05 school year only. Any BONUS will be unrestricted funds for the school.

Tier Two

Bonuses

- Bonuses are unrestricted for school site discretion
- Total Bonuses 2005-06 = \$25,925
- Total Bonuses 2006-07 = \$47,600
- 8 Schools met district goal in 2005-06
- Goals were increased 0.50% for 2006-07
- 8 Schools met district goal in 2006-07
- 17 Schools increased attendance at least 0.10% over 3-year average

Tier Three

Palm Spring Unified School District

Community Aide Project

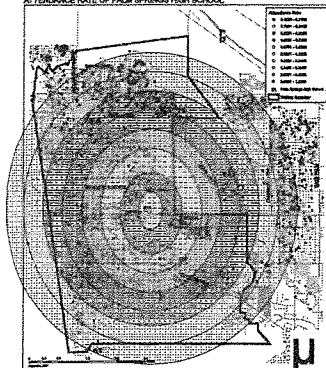
INITIATED

January - 2007



Tier Three

PALM SPRINGS UNIFIED SCHOOL DISTRICT
ATTENDANCE RATE OF PALM SPRINGS HIGH SCHOOL



D GROUP

Community Aide Project

- Staffing
- Training
- Setting the team structure and schedule
- Monitoring
- Collaboration with Community Agencies
- Data collection and review
- Analysis of the work

Tier Three

Training

- Orientation and Training
 - Initial 4 days
 - Teamwork Focus
 - Establishing the structure
 - Resources and Tools
 - Head Lice kits
 - Forms, etc.
 - Knowledge of internal and external resources
 - Zangle Training
 - Quarterly training meetings

Tier Three

Setting the Structure

- Each team operates between the hours of 6:30 a.m. and 6:00 p.m.
- Each team has a common meeting time once a day for case management, communication and data review.
- Each team member is expected to input data into Zangle at least twice a week.

Tier Three

Rely on Your Trusted Partner



Collaboration with Agencies

- Key agencies were identified for collaboration:
 - Riverside County Probation/Y.A.T.
 - Department of Social Services
 - Department of Public Health and other health service resources
 - Food, clothing, shelter, other resources
 - Substance Abuse Intervention services

Data Collection and Review

- PSUSD Technology Services played a key role in the development of data collection methodology and training of the team in use of Zangle.
- Using the Communications Module in Zangle, we are able to pull information on all of the activities of the Community Aides.

Tier Three

The first 5 months....

1807 = Approximate number of visits for lunch applications, notice delivery, address verification

4160 = Initial contact made for attendance issues

5907 = Total effort! Includes all attempts to contact families

Tier Three

1418 = Students with Improved Attendance



85.58 % = average attendance rate prior to initial contact

93.98% = average attendance rate after initial contact

Tier Three

What we have learned:

Barriers to School Attendance

- Health Issues and access to healthcare
- Mental Health Issues (grief, depression, school phobia, parental mental health)
- Social problems at school creating fear and discomfort
- Credit Deficiency/lack of academic success in school
- Childcare
- Family travel to Mexico Substance Abuse
- Delinquency
- Problems in the community (gangs)
- Divorce /dysfunction/ lack of resources/ legal problems
- Parenting
- Transportation
- Grandparents raising children

**Attendance Incentive Program
Distribution to the Schools**

04-05 = \$8,200

05-06 = \$25,925

06-07 = \$47,600

07-08 = \$70,625

08-09 = \$71,787



Tier Two

Legal Strategies

- District Attorney Group Mediation
- School Attendance Review Team
- School Attendance Review Board
- District Attorney Individual Mediation
- Court Filings

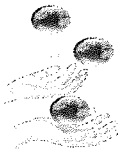


Tier Four

ADD MAPS – Tool Kit

- Attendance
- **Drop Outs**
- Data

- Medi-Cal
- Aides
- Politics and legal
- Staffing



The numbers...



Drop Outs 06/07 versus 07/08

- District : 22.8% → 13.0%
- County : 20.4% → 17.6%
- State : 21.1% → 20.2%

Board of Education and the Superintendent

- ✓ Overall responsibility given to Superintendent to address student attendance.
- ✓ Improving student attendance established as a District Goal.
- ✓ Student attendance established as part of Principal evaluations.
- ✓ Remind District Leadership Team:
 - Positive Relationship between attendance and academic achievement.
 - Increased ADA = increased revenue to the school district.

Educational Technology and Information Services

- ✓ Training of support staff on data input and exit documentation for students.
- ✓ Focus: CLEAN DATA
- ✓ Created Database for analyzing drop out issue.
- ✓ Team member on Non-Completer Committee

Pupil Personnel Services

- ✓ Community Liaisons
- ✓ Exit tracking and follow-up
- ✓ SARB
- ✓ Valenzuela letters/CAHSEE services connection
- ✓ Chair of District "Non-Completer" Committee

Non-Completer Committee

Purpose:

- ✓ Review existing data, programs, and strategies
- ✓ Develop strategies and programs
- ✓ Secure funding

Focus of Year 1 Work ***Who are the drop outs??***



- ✓ We tested our assumptions and they were wrong:
 - What are your assumptions???

Year 1 Conclusions



You were more likely to dropout if:

- ✓ You failed Math and Language Arts in 7th grade.
- ✓ You were credit deficient at the end of 9th grade. (less than 45 credits)
- (Interesting fact: if you got suspended from school you were LESS likely to drop out than students with zero suspensions.)

Activities following Year 1 Data Review



- ✓ Interviewed graduating seniors who had failed math and language arts in 7th grade and asked them how they were able to be successful in high school.
- ✓ Connecting the "Valenzuela" letter with follow up using Community Liaisons.
- ✓ Exploring expansion of Small Learning Communities due to success at one high school.


Activities following Year 1 Data Review Continued...

- ✓ During budget cuts we decided to keep the "high risk" middle school counselors and add 1 teacher for academic interventions.
- ✓ Established Centralized CAHSEE prep program for 5th and 6th year seniors through a restructuring and expansion of Adult Education and Alternative Education.
- ✓ Set expectations that sites will use the component in the student information system that tracks student involvement in extra and co-curricular activities.

• **For more information:**


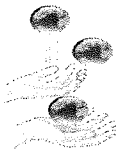
Friday, January 15, 2010
8:15 a.m. – 9:45 a.m.
Generating Dollars for Cents...

Presentation by:
Jane E. Mills, Director
 Child Welfare and Attendance
 Palm Springs Unified School District




ADD MAPS – Tool Kit

- Attendance
- Drop Outs
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Look for similarities & patterns with Special Ed data



Use Comparative Data



- Special Education enrollment by disability
 - ❖ By district of service
 - ❖ By district of residence
- Comparison of CBEDS to SPED count by school site
- Comparison of SDC, RSP and related service providers by school site

Sample School District Educational Demographic Information

District	# of Pupils by Sample District of Residence	% of Pupils by Sample District of Residence	# of Pupils Statewide	% of Pupils Statewide
Special Education Enrollment by Disability, December 1, 2008				
Mental Retardation (MR)	100	6.17%	42,646	6.29%
Hard of Hearing (HH)	15	0.93%	8,016	1.32%
Deaf (DEAF)	10	0.62%	4,162	0.61%
Speech / Language Impaired (SLI)	425	26.23%	172,669	25.46%
Visual Impaired (VI)	10	0.62%	4,888	0.68%
Emotional Disturbance (ED)	60	3.70%	27,124	4.00%
Orthopedic Impaired (OH)	35	2.16%	15,404	2.28%
Other Health Impaired (OHI)	140	8.64%	50,614	7.46%
Specific Learning Disability (SLD)	680	41.96%	291,456	42.98%
Deaf / Blind (DB)	-	0.00%	182	0.03%
Multiple Disability (MD)	10	0.62%	5,210	0.77%
Autism (AUT)	135	8.33%	53,183	7.84%
Traumatic Brain Injury (TBI)	-	0.00%	1,851	0.27%
TOTAL	1,620	100.00%	678,106	100.00%

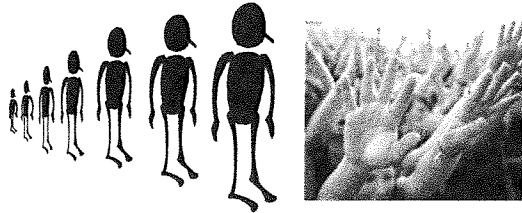
Sample School District Educational Demographic Information

District	# of Pupils by Sample District of Residence	% of Pupils by Sample District of Service	Difference of Residence/ Service	% of Pupils Statewide
Special Education Enrollment by Disability, December 1, 2008				
Mental Retardation (MR)	100	50	50	3.64%
Hard of Hearing (HH)	15	12	3	0.87%
Deaf (DEAF)	10	2	8	0.16%
Speech / Language Impaired (SLI)	425	410	15	28.82%
Visual Impaired (VI)	10	1	9	0.07%
Emotional Disturbance (ED)	60	5	55	0.36%
Orthopedic Impaired (OH)	35	39	5	2.18%
Other Health Impaired (OHI)	140	140	0	10.18%
Specific Learning Disability (SLD)	680	575	5	49.09%
Deaf / Blind (DB)	-	-	-	-
Multiple Disability (MD)	10	10	0	0.73%
Autism (AUT)	135	40	95	2.91%
Traumatic Brain Injury (TBI)	-	-	-	-
TOTAL	1,620	1,375	245	100.00%

Sample District

- Average Statewide K-12 Enrollment: 10.00%
- Sample District Enrollment: 12.00%

- Elementary District may be higher
- Secondary District may be lower



Stay out of trouble

- It's hard to get out of SPED



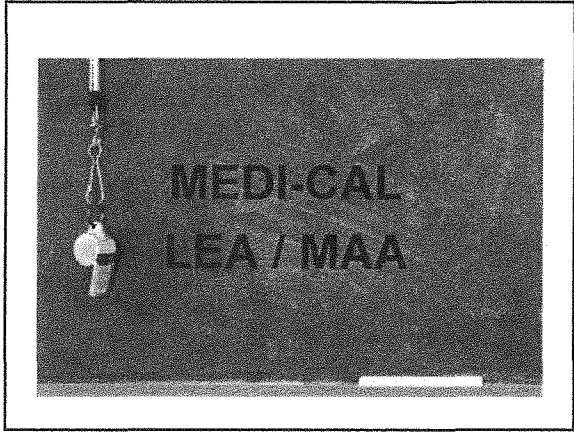
ADD MAPS – Tool Kit

- Attendance
- Drop Outs
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• Medi-Cal

- Aides
- Politics and legal
- Staffing





LEA




- **Initial/Triennial**
One assessment may be billed every third fiscal year (at any time during the third fiscal year)
- **Annual**
One assessment may be billed every fiscal year that an initial/triennial assessment is not billed
- **Amended**
One assessment may be billed per fiscal year

IEP (Individual Education Program) Treatments include:

- 15 - 45 continuous minutes
- Additional 15-minute increments

**LEA (Local Education Agency)
Individualized Education Program**



**IEP (Individualized Education Program)
Assessments include:**

- Review of any student records (cumulative, health and/or medical)
- Interview of student and/or parent/guardian
- Observe student in classroom and other settings
- Schedule, administer, score tests; interpret test results
- Write a report to summarize results and recommendations for LEA services

LEA

LEA Provider	Initial Assess	Amend Annual Assess	Individual Treatment	Group Treatment	Additional Increment
Psychological	171.72	57.24	26.24	5.81	7,161.20
Occupational Therapy	80.04	55.58	26.40		6.95
Physical Therapy	73.31	50.91	20.37		6.37
Speech Therapy	61.00	44.19	24.55	9.00	7,372.46
Health (RN)	48.16	27.52	6.88	2.60	9.27
Audiological	55.57	41.68	25.47		6.95
Psychosocial	7.50	7.50	26.24	5.81	7,161.20



MAA (Medi-Cal Administrative Activities)

We time survey 4 (four) times each year for 5 (five) consecutive days.

During this week, all of the hours that are contracted to be paid by an employee are recorded into activity codes.

Based on how a time survey is completed, the District receives a portion of that person's salary and benefits back to use for students in the District.

ADD MAPS – Tool Kit

- Attendance
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Who should time survey?



- Anyone who attends an IEP meeting
- Anyone who provides direct medical services to students
- Anyone who helps families with Medi-Cal's Healthy Families
- Anyone who counsels a student with mental health or drug issues
- Anyone who helps coordinate or remind a student of health assessments or treatments
- Anyone who attends or coordinates program planning or policy development of health related programs for the District
- Anyone who arranges for transportation a student that involves a health concern
- Anyone who gets a translator for a student with a health concern
- Anyone who communicates with anyone (parent, teacher, therapist, etc) about a student's health concern



❖ Instructional Assistants

- Typical number of hours is 5 for mild to moderate and 6 for moderate to severe
- Establish aide formula by type of class
- One-on-one aides increase significantly without a monitoring process
- Special Circumstance Aide review process is time-consuming but MUST EXIST
- Pooling of aides at large sites
- Additional Aides (3 - 3-1/2 hours)
- Instead of one to one – Adult Student Ratio
- Issue of when to have substitute aides

Aide Formula by Type of Class



Special Education Class	# of Aides	# of Hours
Resource Specialist Program (RSP)	1	6
Special Day Class (SDC) Non-severely Handicapped (non-SH)*	1	6
Special Day Class (SDC) Severely Handicapped (SH)	2	6

*If SDC includes students with medical or severe behavior needs, consideration for additional aide support will be considered on a case by case basis.

All requests for 1:1 or additional IA support must follow the district process to determine the student's needs.

The IA staffing allocation at each school site needs to include the consideration of all IAs on that campus.

Evaluate Specific Needs for Assistance

Process to Determine Additional Classroom Support for Instructional Assistants



Riverside County
Special Education Local Plan Area (SELPA)

Procedural Guidelines for
Related Services Individual Assistance (RSIA)



Approved by Coordinating Council: _____

Revised October 2006

1 on 1 – Stayed Focused

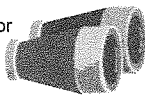


Fixing It....

- Identify individual student need for additional instructional aide assistance
- Look for trends during evaluation process
 - lack of training (teacher or assistant)
 - overcrowded classes
 - inappropriate student placement
 - aides doing paperwork or bulletin boards
 - no classroom modifications or accommodations
 - ineffective substitute assistants
 - poor utilization of natural supports being used
 - lack of assistive devices
 - implementation of behavioral interventions

Referral Packet Must Include Supporting Documentation

- Additional Support Rubric
- Reason for referral
- Previous interventions and results
- Other unique needs
- Current classroom staff
- Current IEP
- Behavior Support/Intervention Plan
- Classroom behavior data
- Site observation by Administrator
- Parent/Student Interviews



Data and Observation Form

completed by teacher

- Classroom structure
- Curriculum and instructional planning
- Current data systems and collection of data
- Behavior and safety
- Social skills/interaction
- Description of school day
- Accommodation/modifications
- Specific goals
- Training of staff



Post Observation Meeting

- Hold a meeting with site team and District special education representative
- Discuss findings and data presented
- Review referral packet
- Develop recommendations
- Schedule IEP meeting

*Focus on
Student
Needs*

IEP Meeting

- Review results of the referral packet
- Discuss support, not personnel
 - When is it needed?
 - What specific goals, settings, or subjects?
 - When can the student be independent?
 - Who can provide such support?
 - What natural supports are available?



If you determine extra aide support is absolutely necessary...

- Look at how much time support is needed
- Can existing staff from other classes be used to fill the need?
- Write a goal and objective for the student to complete with the additional aide support
- Agree on duration and develop a plan to decrease support
- Discuss that this is not a permanent solution
- Agree on a review date (3 to 6 months)
- Discuss training needed for aide and who will supervise



ADD MAPS – Tool Kit

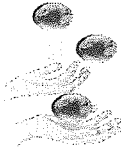
- Attendance
- Drop Outs
- Data



- Medi-Cal
- Aides

• Politics and legal

- Staffing

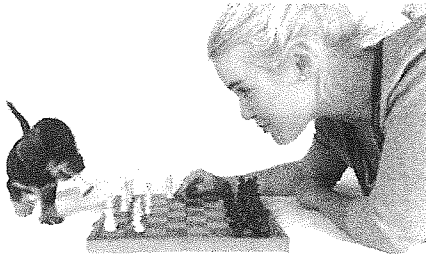


Politics: Well Intended Actions

- Rule of thumb: No good deed goes unpunished.
- Sympathize, but don't commit or offer opinions.
- Hold to IEP requirements and structure.
- Follow your own policies/procedures.
- Don't e-mail.
- Sympathize, but don't commit or offer opinions.
- Don't compromise staff's ability to negotiate.
- Stay within your own district structure.
- Refer complaints to appropriate staff.
- Fulfill your responsibility by looking at indicators.



May You Always Make the Right Moves



Friends don't sue friends



- ❖ No communication – hot button – 24 hour call back
- ❖ Create a system for logging calls – public accountability records need to exist
- ❖ Customer service – on phone and in person
- ❖ Blanket the community with positive communication (email list, home fliers, news announcement, etc.)
- ❖ Responsiveness to not only parents but interest groups, networks, etc.
- ❖ Principals as front-line leaders in talking with parents
- ❖ Emails can be lethal

Due Process & Complaints

Due Process

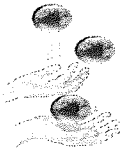
Three requirements for the provision of a FAPE:

- Does the program meet the student's unique needs?
- Does it provide some educational benefit?
- Does it comport with the IEP that was developed?

Complaints (Section 4620)

Each local educational agency shall have [1] the primary responsibility to insure compliance with applicable state and federal laws and regulations. [2] Each local educational agency shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, and [3] seek to resolve those complaints in accordance with the procedures set out in this chapter and in accordance with the policies and procedures of the governing board. (Title 5 CA Code of Regulations)

ADD MAPS – Tool Kit



- Attendance
- Drop Outs
- Data

- Medi-Cal
- Aides
- Politics and legal
- **Staffing**



Aim for Greater Heights



Analyze staffing patterns



- ❖ **Special Day Class Caseload Averages**
 - for SH SDC - typically lower than non-SH SDC
 - for preschool - typically lower than elementary and secondary
 - for K-12 non-SH SDC (12 for elementary and 15 for secondary)
 - Average % of SDC pupil count to total enrollment vary across grade levels
 - elementary
 - middle school
 - high school

Analyze staffing patterns



- ❖ **Resource Specialist Program**
 - Caseload cap for K-12 RSP at 28
 - You can maximize your staffing at the secondary level
 - Work with your teachers for different options
 - buy prep/6th period assignments at secondary level
 - combination RSP/SDC (especially secondary)
 - 80% rule for RSP Aides

Analyze staffing patterns

Staff according to need:

- RSP 24-28 100%
- 20-22 80%*
- 13-17 60%**



* Receives credit as a year experience (STRS)
** Doesn't receive a years credit toward STRS/salary schedule - may receive full/partial benefits

Analyze Staffing Patterns



- ❖ **Speech and Language Pathologists**
 - Average caseload at 55 (state-imposed average) with some caseloads higher and others lower for more intense needs
 - Duplicated verses unduplicated (speech only)
 - Compare your own school sites – which are higher or lower and WHY
 - Use SLP assistants for repetitive sessions
 - Caseload capped at 40 for preschool

Analyze Staffing Patterns



- ❖ **APE, OT, COTA, SLPA, A-soup**
 - Itinerant services – accountability & scheduling
 - Look at combined APE and OT services
 - Control referral for assessments
 - Lack of entrance/exit procedures
 - Use OT assistants (COTAs)
 - OTs cannot file for Medical billing if contracted service

Analyze Staffing Patterns



❖ Psychologists

- Statewide average 2007 at 1: 1,327
(2000 1:1 685)
- Employ behaviorists or MFTs

❖ Nurses

- Serve both general and special education
- Multi-fund: general ed, special ed, categorical, Medi-Cal, etc.
- Use of LVNs and health tech assistants

Analyze staffing patterns Split assignments

Efficiency (E) /Cost Savings (CS) /Quality (Q)

- E** Numbers below or above caseload
• Proximity of schools (travel time)
- CS** Adding staff / Reducing staff
• Hidden costs (space / mileage)
- Q** Delivery of service (time/daily) AM/PM?



- Decide, Implement, Evaluate, Adjust

Classified Managers



VACATION LEAVE:

Classified Management full-time (12 months) employee earns 22 days per year.
12 month 60% employee would earn 60% of 22 days = 13.2 day/year.
11 month (full-time) person would earn 20.13 days/year
(22 days div by 12=1.83/month x 11 mos= 20.13 days per year)
11 month 60% employee would earn 12.07 days per year
10 month 60% employee would earn 10.98 days per year

SICK LEAVE:

12 month 60% employee would earn 60% of 12 days = 7.2 days/year
11 month 60% employee would earn 6.6 days per year
10 month 60% employee would earn 6 days per year

Take Time to Smile



Nothing is Impossible

