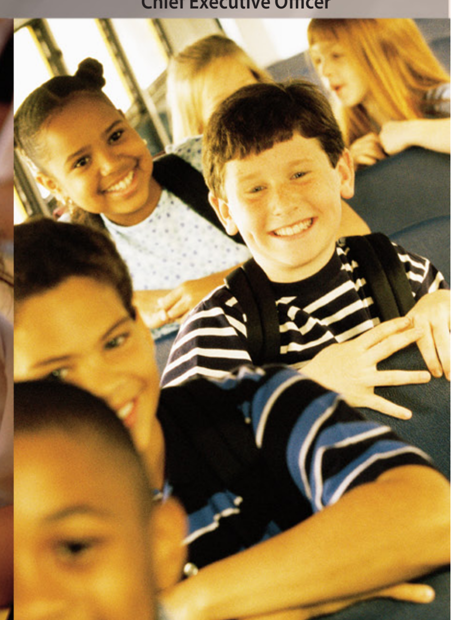
FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
CSIS California School Information Services

Corona-Norco Unified School District

Special Education Review
February 14, 2012

Joel D. Montero
Chief Executive Officer





February 14, 2012

Kent L. Bechler, Ph.D., Superintendent
Corona-Norco Unified School District
2820 Clark Ave.
Norco, CA 92860

Dear Superintendent Bechler:

In September 2011 the Corona-Norco Unified School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to provide a review of the district's special education programs and services. Specifically, the agreement states that FCMAT will perform the following:

1. Review staffing and caseloads of all special education programs and make recommendations on efficiency. Conduct random sample of some district programs.
2. Review 1-1 aide policy, procedures and staffing ratios and determine whether process is effective and make recommendations to improve efficiency and effective use of assigned aides to special education.
3. Review NPS and NPA placements and make recommendations for improving process for placement.
4. Review legal fees and make recommendations for cost containment including due process and fair hearings.
5. Review COE operated programs and determine whether some programs would be more cost effective if operated by districts. Determine capacity of districts to operate additional programs (such as facilities, staffing etc.). *
6. Determine the effectiveness of principals in the facilitation and understanding of the IEP process.

During the orientation meeting on October 18, 2011, Scope 5 was revised and now reads as follows:

5. Review the cost efficiency and effectiveness of the special education programs operated by the district and make recommendations for efficiency.

This report contains the study team's findings and recommendations. We appreciate the opportunity to serve you and extend our thanks to the district staff for their cooperation and assistance.

Sincerely,

Joel D. Montero
Chief Executive Officer

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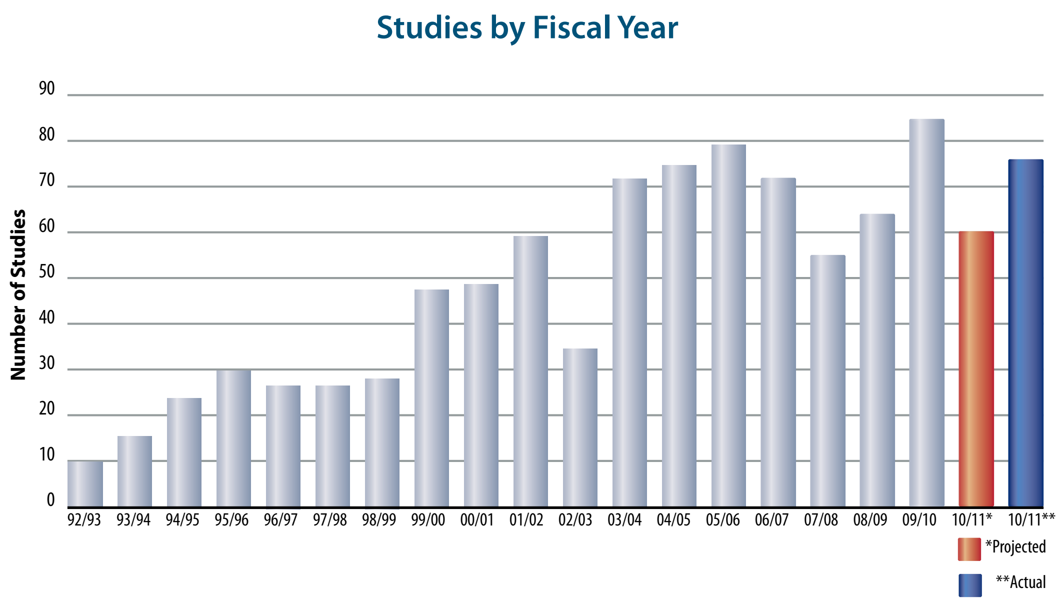
About FCMAT

FCMAT's primary mission is to assist California's local K-14 educational agencies to identify, prevent, and resolve financial and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT's fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices and efficient operations. FCMAT's data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and share information.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the local education agency to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.



FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help local educational agencies operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) arm of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS) and also maintains DataGate, the FCMAT/CSIS software LEAs use for CSIS services. FCMAT was created by Assembly Bill 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. Assembly Bill 107 in 1997 charged FCMAT with responsibility for CSIS and its statewide data management work. Assembly Bill 1115 in 1999 codified CSIS' mission.

AB 1200 is also a statewide plan for county office of education and school districts to work together locally to improve fiscal procedures and accountability standards. Assembly Bill 2756 (2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

In January 2006, SB 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform nearly 850 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

Introduction

Background

With a student enrollment of 53,000, the Corona-Norco Unified School District is the largest school district in Riverside County. As a single-district Special Education Local Plan Area (SELPA), the district provides a full range of programs and services to 6,000 students with disabilities from birth through age 22. Including transportation costs, the district projects that a contribution of more than $19 million will be necessary from the unrestricted general fund to the special education budget for the 2011-12 fiscal year. The special education transportation budget also requires a contribution of approximately $6 million because the program receives only $500,000 in state revenue. The transportation program serves approximately 1,000 special education students. Because this is an unusually high cost compared to other districts throughout the state, the district discussed with FCMAT the possibility of an independent special education transportation study in the near future.

This FCMAT study was requested to review the overall efficiency of the special education program and provide recommendations in several key areas where costs can have significant fiscal impact.

In September 2011, the district requested that FCMAT review the special education programs and services by performing the following:

1. Review staffing and caseloads of all special education programs and make recommendations on efficiency. Conduct random sample of some district programs.
2. Review 1-1 aide policy, procedures and staffing ratios and determine whether process is effective and make recommendations to improve efficiency and effective use of assigned aides to special education.
3. Review NPS and NPA placements and make recommendations for improving process for placement.
4. Review legal fees and make recommendations for cost containment including due process and fair hearings.
5. Review COE operated programs and determine whether some programs would be more cost effective if operated by districts. Determine capacity of districts to operate additional programs (such as facilities, staffing etc.).*
6. Determine the effectiveness of principals in the facilitation and understanding of the IEP process.

During the orientation meeting on October 18, 2011, Scope item No.5 was revised and now reads as follows:

5. Review the cost efficiency and effectiveness of the special education programs operated by the district and make recommendations for efficiency.

Study Guidelines

FCMAT visited the district on October 18-20, 2011 to conduct interviews, collect data and review documents. This report is the result of those activities and is divided into the following sections:

I. Executive Summary
II. Staffing, Caseloads and Efficiency
III. 1-to-1 Instructional Aides
IV. Nonpublic Schools and Agencies
V. Legal Fees
VI. Program Efficiency
VII. Communication
VIII. Principal Effectiveness in the IEP Process
IX. Appendices

Study Team

The study team was composed of the following members:

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Fresno, CA

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*As a member of this study team, this consultant was not representing her respective employer but was working solely as an independent contractor for FCMAT.

Executive Summary

Including transportation costs, the Corona-Norco Unified School District projects that a contribution of more than $19 million will be necessary from the unrestricted general fund to support the special education budget for the 2011-12 fiscal year. This represents an increase of $5,074,933 from the previous fiscal year, and much of this increase occurred because of the loss of one-time funds from the American Recovery and Reinvestment Act.

The district lacks written procedures for certificated and classified staffing assignments and for monitoring staffing resources in special education programs and services. Inconsistencies exist in staffing assignments, and in several areas, the district exceeds Education Code requirements and the staffing guidelines established in statewide practice.

The district's collective bargaining agreement for certificated staff states that the work year for special education teachers, psychologists, program specialists, and speech pathologists ranges from 196 to 212 days. Most districts have standard contract days ranging from 180 to 185 days. The district should evaluate this practice and may be able to achieve potentially significant savings.

According to the December 2010 pupil count from California Special Education Management Information System (CASEMIS), the district may overidentify students for special education with 11.3% of the student population receiving these services. The statewide average is 10.9%. Districts that exceed this average should review and adjust the prereferral, referral and evaluation process. Data submitted by the district indicates an increase in the rate of identification and a decrease in the number of students transferring from special education.

The district administration receives an excessive number of requests for 1-to-1 instructional aides from principals, teachers and parents. Referral procedures, duties assigned to instructional aides and transition or "fading plans" are not used efficiently. Greater efficiency can be achieved through an established process for monitoring 1-to-1 aide usage and requests, and student independence can more effectively be promoted with fading plans.

The district has reduced the number of students requiring nonpublic school placements by nearly 50% by creating district alternative programs. The costs for nonpublic schools and agencies should be based on the total tuition or cost of services outlined in an individual service agreement for each student enrolled through the individualized education program (IEP) process. These agreements have not been completed for the 2011-12 school year. This can have a significant impact on the special education budget since it was based on an estimate of last year's contracts without considering inflationary increases in cost for service or additional services added for students.

Legal fees for special education were reduced by 43% during the 2010-11 fiscal year. This effort should be recognized and enhanced with facilitated IEPs and other alternative dispute resolution models used by other SELPAs.

The district does not bill for LEA Medi-Cal or Medi-Cal Administrative Activities (MAA) when contracting for occupational or physical therapy services and does not contract for specialized transportation. If the district hired its own district occupational and physical therapists, it could bill and generate another revenue source. Although the revenue source is restricted, some districts have used the funds to offset special education costs.

There is lack of communication between the Business Services and Special Education Departments. The Special Education Department lacks an understanding of the Business Services Department's needs regarding the ability to track expenditures, budget accurately and provide documentation regarding annual expenditures or budget adjustments required during the fiscal year. The Business Department is unfamiliar with the laws and regulations that the Special Education Department must follow to provide services to district students.

Effective communication and collaboration between departments is essential to ensure cost efficiency. The district should develop appropriate organizational systems of communication to support a special education program of this size and magnitude.

Findings and Recommendations

Staffing, Caseloads and Efficiency

The Corona-Norco Unified School District's Special Education and Business Service departments provided data for this review. However, FCMAT found discrepancies in comparing this data between the business office and the Special Education Department.

The district operates special education programs to serve a continuum of student needs from disabilities that are mild to moderate and moderate to severe. District programs include those that serve resource and preschool students as well as pupils that attend nonsevere special day class, are severely handicapped, or have an emotional disturbance or autism.

The district also provides designated instructional services (DIS) including occupational therapy, physical therapy, school psychologist services, speech/language therapy, adapted physical education, vision and mobility services, and services for the deaf and hard of hearing. The district Special Education Department has not developed written formulas for classified and certificated staffing. Greater efficiency can be achieved with written staffing formulas based on student needs, safety, recommended caseloads, individual circumstances, grade levels and location.

The California Education Code does not stipulate maximum caseloads for special day classes, however, School Services of California, Inc. (SSC) has developed recommended guidelines using data collected throughout the state. These guidelines are used throughout the state as the standard of practice for efficient special education staffing and are utilized for comparison purposes in this report.

Mild to Moderate and Moderate to Severe Special Education Programs

The district has programs for students with mild to moderate disabilities that serve students from preschool age (ROCKET) to twelfth grade(special day classes/nonsevere). FCMAT compared caseload averages with SSC guidelines. The district-provided data indicates that programs for students with mild to moderate disabilities are staffed within the SSC guidelines. The middle and high school students are not in self-contained classes, and these students have class schedules that include a combination of special day class (SDC), general education, and in some cases, resource specialist program (RSP) classes. Schedules are created to match the needs and abilities of students with the appropriate course.

While programs for students with mild to moderate disabilities are staffed at appropriate levels on average, a high number of extra instructional aide hours are assigned to staff in those classrooms. A total of 29.5 hours in extra instructional aide time is assigned to mild to moderate programs. These extra hours are assigned at the beginning of the school year, remain for the rest of the year, and are not monitored or adjusted as student and program needs change.

The district's staffing data was collected, compared with that of SSC, and summarized in the following table. District programs were clustered by type and reviewed in the district and SSC categories of moderate to severe disabilities.

Comparison of Classified and Certificated Staffing Caseload with Caseload Guidelines

Program	Grade Level	Teacher FTEs	Average Instructional Aides per class	Class Loading Averages	Corona-Norco Caseload Averages	SSC Recommended Caseload
SDC/Severely Handicapped (Multiply Handicapped)	Elementary	12	2.8	8	8 Students 2.8 Aides	8-10 Students 2 Aides
	Middle	8	2	8	8 Students 2 Aides	8-10 Students 2 Aides
	High	12	3.3	10.3	10.3 Students 3.3 Aides	8-10 Students 2 Aides
	Transition	7	2.7	15	15 Students 2.7 Aides	NA
Autism (PALS)	K-12	8	3	7	7 Students 3 Aides	8 Students 2 Aides
DHH/Severely Handicapped	Elementary	2	2	7.5	7.5 Students 2 Aides	8-10 Students 2 Aides
Emotionally Disturbed (II-Intensive Intervention)	Primary	2	3.4	5.5	5.5 Students 3.4 Aides	8-10 Students 2 Aides
	Middle School	2	3.1	5	5 Students 3.1 Aides	8-10 Students 2 Aides
	High School	3	3	9	9 Students 3 Aides	8-10 Students 2 Aides
SDC/Nonsevere	Elementary	49	.7	11	11 Students .7 Aides	12 Students 1 Aide
	Middle	13	1.2	17	17 Students 1.2 Aides	12 Students 1 Aide
	High School	20	1.2	26	26 Students 1.2 Aides	12-15 Students 1 Aide
SDC Nonsevere (ROCKET)	Preschool	18	1.6	8.5	8.5 Students 1.5 Aides	10-12 Students 1-2 Aides

Source: School Services of California, Inc.

District programs for moderate to severe disabilities were configured and staffed at ratios that are comparable to that of SSC with the exception of the intensive intervention (II) program, which is staffed slightly higher than standard practice. The district staff indicated that the students in this program have intensive externalizing behaviors and require a higher staffing level because physical intervention is frequently necessary to maintain student and staff safety. Because of the nature of the disability and behaviors of the students in the II program, these staffing ratios are appropriate.

The remaining programs for the severely handicapped are staffed at appropriate levels on average; however, a high number of extra instructional aide hours are assigned to the staff in these classrooms. A total of 48.75 hours of extra instructional aide time is assigned to severely handicapped programs. These extra hours are assigned at the beginning of the year and remain for the rest the school year, according to the administrative staff. They are not monitored or adjusted as student and program needs change.

Recommendations

The district should:

1. Develop written staffing ratios with guidelines based on those of SSC.
2. Assign extra hours for instructional aides temporarily and base hours on student and program need.

3. Closely monitor the extra hours assigned to instructional aides and discontinue them when the need no longer exists.
4. Evaluate the 29.5 additional hours in mild to moderate programs and 48.75 additional hours in moderate to severe programs used for classroom support and make adjustments as necessary.
5. Staff programs according to SSC guidelines to avoid the need to assign additional hours to instructional aides.

Resource Specialist Program Caseloads

The district maintains average resource specialist program (RSP)caseloads of 24 students, which is within Education Code requirements (EC 56362).

The district spends approximately $2,406,055 a year on salaries and benefits for 108 full-time instructional aides for the resource specialist program. The cost of instructional aides could be reduced by assigning each RSP teacher one part-time instructional aide instead of a full-time aide. The district should review the total cost of benefits that would be saved by the use of part-time versus full-time instructional aide staffing. Since the number of aides is addressed in the classified collective bargaining agreement, this issue will have to be addressed during bargaining.

Education Code 56362(6)(f) also states that, "At least 80 percent of the resource specialists within a local plan shall be provided with an instructional aide." The district may realize additional savings by implementing this Education Code section. With RSP instructional aide staffing at 80%, an additional 18 instructional aide positions could be eliminated for an additional savings of $401,004.

Thirty-four 1-to-1 special circumstances instructional aides (SCIAs) are assigned to students in the RSP program. District administration reported that these SCIAs are assigned for inclusion purposes; however, interviews with the district and site staffs indicated that they are not always used effectively and efficiently. Many are used for purposes other than providing special education services.

The following table compares the district's RSP staffing data with Education Code requirements:

Resource Specialist Caseload Comparison

Provider	SSC Guideline Ratio (FTE to Student Caseload)	Corona-Norco Average Ratio	Corona-Norco Total Caseload Ratio (Total FTE to # Aides FT)	Extra Instructional Aide Hours
Resource Specialist Program (RSP)	1:28	1:24	108:140	31.5

Recommendations

The district should:

1. Decrease the number of full-time aide assignments and consider the use of 3.5-hour instructional aides for cost efficiency. This issue will have to be addressed during collective bargaining.
2. Ensure that students receiving RSP services are not unnecessarily assigned a 1-to-1 aide to prevent dependence.

Caseloads/Designated Instructional Services

District caseloads for staff providing DIS were compared to the recommended guidelines of School Services of California (SSC), Education Code and CBEDs data and outlined in the following table.

Comparison of Average DIS Caseloads to Guidelines from School Services of California, Inc., 2008

Provider	SSC Guideline Ratio (FTE to Student Caseload)	Corona-Norco School District Average Caseload Ratio	Corona-Norco School District Total Caseload Ratio (Total FTE to Total Student Caseload)
Deaf and Hard of Hearing	1: 20-30	1:27	4:109
Visually Handicapped Itinerant & Orientation and Mobility	1:10-30	1:33	3:99
Adapted Physical Education	1:45-55	1:58	8:464
Physical Therapy	1:20-35	1:52	2:103
Occupational Therapy	1:20-35	1:42	9.4:394
Occupational Therapist with COTA (Certified Occupational Therapist Assistant)	1:70-80	1:75 (.8 COTA)	NA
	1:70-80	.8:26 (.2 COTA)	NA
	1:70-80	.6:55 (.8 COTA)	NA

Most DIS providers carry caseloads that are comparable to those recommended by SSC. All occupational therapy providers are contracted by a nonpublic agency, and the district does not employ its own occupational therapists. Consequently, contracted providers assess, and determine eligibility, to serve identified students, which can be considered a conflict of interest.

Contracting with a nonpublic agency for these services is an inefficient means of providing services to students. Districts that employ their own occupational therapists (as well as other DIS providers such as physical therapists and speech/language pathologists), have an increased ability to monitor caseloads, oversee staff, and monitor the identification of students who require services. In addition, using nonpublic agencies to provide services results in increased costs, which will be outlined in the NPS/NPA section of this report. Employing DIS providers further benefits by allowing the district to bill for LEA Medi-Cal or MAA as an additional source of revenue.

Although occupational therapist caseloads are within SSC's recommended guidelines, FCMAT found that they are low compared to those in other districts. Occupational therapists providing services in schools can often accommodate higher caseloads because they provide services that range in frequency, duration, and intensity. By implementing a minimal to moderate increase in caseload, the district could decrease staffing by one contracted occupational therapist at an annual cost savings of $106,624.

Occupational therapists with certified occupational therapist assistants (COTAs) can accommodate caseloads of 70 to 80 students. The use of COTAs is an efficient way to staff for occupational therapy services. The district has three occupational therapists, each with a COTA assigned to assist them. One occupational therapist has an appropriate student caseload; however, two can accommodate a higher one. The increase in caseload should consider the number of days per week the occupational therapist and COTA are assigned.

Recommendations

The district should:

1. Consider recruiting district occupational therapists and physical therapists instead of contracting for these services to help decrease overidentification.
2. Increase the caseload of occupational therapists without COTAs to decrease total number of contracted occupational therapists.
3. Increase the caseload of occupational therapists with COTAs.

Speech/Language Pathologist Caseloads

The average district caseload for speech/language pathologists (SLPs) serving K-12 students averages 51-to-1. These caseloads are within the Education Code requirements (EC 56363.3) however, these levels could be increased to the maximum average of 55 to maximize efficiency. Increasing SLP caseloads districtwide would enable the district to decrease the staff by three full-time equivalent (FTE) SLPs.

The district contracts for speech/language pathologists at an average rate of $75.99 per hour, which averages to an annual rate of $119,152.32. If the district decreased the number of therapists by three FTE, it would create a projected cost savings of approximately $357,456. In reviewing SLP caseloads, averages were used to interpret staffing ratios. In examining individual SLP caseloads, some SLPs have low caseloads and some have very high caseloads. This may lead to an inefficient method of providing services to students if caseloads are not balanced.

The average caseload for SLPs serving preschool students is 36-to-1. This number is less than the maximum requirements of 40-to-1 students in EC 56441.7 (a) and indicates an area that could benefit from improved efficiency. If preschool caseloads were increased, the number of SLPs could be reduced by one FTE. The district contracts for speech/language pathologists at a rate of $75.99 per hour, which averages an annual rate of $119,152.32.

Comparison of Average Caseloads to Education Code Guidelines for Speech Therapists

Provider	Ed. Code Guideline ratio (FTE to Student Caseload)	Corona-Norco School District Average Caseload Ratio	Corona-Norco School District Total Caseload Ratio (Total FTE to Total Student Caseload)
Speech-Language Pathologist-Preschool	1:40	1:36	12.5:449
Speech-Language Pathologist K-12	1:55	1:51	46.5:2366

Source: Ed Code 3051.1(4)(b) for ages 5-22; Ed Code 56363.3 for ages 3-4 and the memorandum of understanding between Corona-Norco School District Teachers Association and Corona-Norco School District speech and language pathologists

Recommendations

The district should:

1. Consider renegotiating the collective bargaining agreement with SLPs to eliminate the stipend for carrying caseloads that exceed 55 (K-12).

2. Consider recruiting to hire district SLPs instead of contracting with nonpublic agencies and increasing the average caseload for SLPs..

School Psychologist Caseloads

According to district data, school caseloads average one school psychologist to 2,143 students. This is approximately 800 students more than the average of other districts in California, according to data from the California Basic Educational Data System (CBEDS). The district can either maintain psychologist-to-student ratios at the current level or increase staffing.

Comparison of Average District Psychologist Caseloads to Statewide Practice

Provider	(Statewide FTE to General Education Students)	Corona-Norco Average Ratio	Corona-Norco Total Ratio
School Psychologist	1:1328	1:2143	24.8:53,159

Source: California Basic Educational Data System

Recommendations

The district should:

1. Evaluate the adequacy of school psychologist staffing and consider increasing the ratio of school psychologists to students, if appropriate. Consider programmatic and academic support needs of the students.

Applied Behavior Analysis Program

The Applied Behavior Analysis (ABA) program consists of seven teachers on special assignment and 49 tutors who serve as instructional aides to provide ABA services to students at school and home. According to a district-provided description of the ABA program, these services are intended to provide early intervention to students with autism. The target population is preschool-age students with a plan to decrease services once students enter school and ultimately "fade" them as students age.

District-provided data indicates that 382 students receive ABA services. The district had a total of 459 students with a disabling condition of autistic-like behaviors, according to December 2010 data from the California Special Education Management Information System (CASEMIS). Of the 382 students receiving ABA services, 48 were preschool-age, and 123 were ages three to seven.

Approximately 171 students in the target age group are considered to be appropriate candidates for receiving ABA services. The staff indicated that parents often do not want the services discontinued when they are no longer appropriate. Parents also request ABA services and tutors for students who are not identified as eligible under autistic-like behaviors. The district's identification and fading is inefficient, resulting in overidentification of students receiving ABA services.

Recommendations

The district should:

1. Develop guidelines and a process for identifying students who require ABA services. Include a formalized process for determining which students require ABA for educational benefit and criteria for discontinuing ABA services.

2. Develop a monitoring system and identify the staff members responsible for monitoring ABA services.

1-to-1 Instructional Aides

Throughout California, the number of districts utilizing paraprofessionals, 1-to-1 and special circumstance instructional aides has greatly increased over the past few years. This has affected special education budgets and contributions from the unrestricted general fund, especially in situations where the services aren't warranted or monitored and create a sense of dependence.

Many districts use the term "special circumstance instructional aides (SCIA)" instead of 1-to-1 paraprofessional to indicate that an assignment is temporary and should be "faded" after a predetermined period of time. Fading is an important aspect of these services and is crucial to encouraging more independently without overreliance on the aide.

The district has developed guidelines and procedures for using special circumstances instructional aides (SCIAs), but not a consistent process for requesting, assigning, monitoring, and fading them.

District staff members indicated that SCIAs are sometimes requested and granted without the appropriate paperwork or process. At other times, SCIA requests receive no response or follow-up. School site staff members indicated they hesitate to use the SCIA process because of their lack of understanding of it, the process length, and inconsistent use. School sites sometimes do not contact the Special Education Department when an SCIA is no longer needed, and these staff members are instead reassigned at the site to answer phones, make copies, and work in classrooms.

The district's SCIA procedures and guidelines do not include a written fading plan when the individualized education program (IEP) team determines that additional support is warranted. These strategies are critical in promoting independence for disabled students. Lack of a fading plan may limit a student's growth, promote dependence on the instructional aide, and allow an SCIA assignment to continue indefinitely. This is particularly the case when those services are not regularly monitored.

The district has approximately 6,000 special education students and 89 SCIAs, a number that is not excessively high for a district the size of Corona-Norco Unified. With a fading plan for SCIA assignments, the district could reduce this number, discontinuing unnecessary services, decreasing the potential for student dependence, and reducing expenditures.

The training and skills of both SCIAs and instructional aides are inadequate. A lack of training and preparation for regular staff and substitute instructional aides results in a lack of effectiveness with students. The school site staff reported that substitutes often do not provide support because of a lack of preparation and/or they refuse to perform certain duties such as diapering. Assigning an ineffective or unprepared substitute is not cost effective, and the district has not established a pool of trained substitute instructional aides.

Approximately 90% of the special education studies requested by FCMAT contain requests to evaluate the 1-to-1 instructional aide policy and procedures and associated costs. These requests are made because of the increasing need for this type of support as well as the fiscal implications. The district should consider developing fading and exit plans when this service is no longer needed.

Recommendations

The district should:

1. Closely monitor the 1-to-1 and instructional assistant master list monthly for accuracy and to prevent staff from being absorbed at sites without the department's knowledge.
2. Develop procedures for SCIA requests and monitoring (including time lines) and identify staff roles and responsibilities in this process.
3. Incorporate a plan to transition to the SCIA process, monitor it closely, and train the staff to use it effectively.
4. Train the staff on the SCIA packet completion and request process.
5. Ensure that district staff and substitute assistants are more effective and prepared through professional development.
6. Establish a trained pool of substitute instructional aides (including SCIAs).

Nonpublic Schools and Agencies

The district has procedures dated September 28, 2011 for placing students in nonpublic schools (NPSs); however, there are no written procedures for placing students in a nonpublic agency (NPA).

By creating alternative district special education programs and services, the district reduced the number of students requiring nonpublic school placements by slightly less than 50%, and the number of students requiring residential treatment decreased by the same percentage. During the 2011-12 fiscal year, the district has 31 students enrolled in nonpublic schools with five in residential treatment. The district recognizes that nonpublic schools and nonpublic agencies are on the continuum of programs and services for students with disabilities.

The district routinely enters into agreements with independent contractors for specialized services that are not available in the district or provided by district personnel. It is customary for these types of agreements to specify the services to be provided and the related costs. The amount contained in the contract is then used to generate a purchase order and encumber the funds needed for payment to the vendor. If the services or the budgeted and approved amount attached to the services change, a new agreement would need to be negotiated.

FCMAT reviewed a sample of district contracts with independent contractors and financial records of payments to contractors. This review found that the district utilizes an agreement for contracted services, but sometimes does not adhere to the amount stated in the agreement. For example, a $10,000 agreement provided independent educational assessment services. However, the financial activity report had expenditures for this contract that included $10,581.25 in payments made from September 13, 2010 to June 30, 2011. An additional $10,587.50 was posted as a year-end accrual for a total expenditure amount of $21,168.75, more than double the original contract amount. When expenditures exceed budgeted amounts without following appropriate authorization procedures, the district cannot properly budget expenditures. The district should revise its practices to adhere to the contract amounts, and enter into a new agreement that generates a new purchase order if revision is necessary.

In interviews with the Budget and Special Education departments staff, FCMAT found that the individual service agreements (ISAs) required for each student enrolled in a nonpublic school or agency were not completed for the 2011-12 school year. The nonpublic school budget should be based on the total tuition for the 31 identified students, which is documented on each student's IEP.

The 2011-12 budget was based on an approximation using the established budget figure from last year's contracts and will need to be adjusted once the ISAs are finalized. In the meantime, expenditures may exceed the budgeted line item until all ISAs are complete.

The district does not have a Special Education Department position to help the administration manage the budget, track NPS/NPA expenditures and the services outlined in individual service agreements.

The district contracts for approximately 21% of speech and language pathologists and *all* occupational therapy and physical therapy services. Contract rates for three providers range from $60.51 to $83.30 per hour. It may be beneficial to hire district staff in these positions to better manage the identification of students receiving special education services. The contracted service providers assess, determine eligibility, and serve identified students; however, this is not always the most cost-efficient method of serving these pupils. The caseloads of the speech and language pathologist caseloads should be carefully examined.

Recommendations

The district should:

1. Develop operating procedures for the use of nonpublic agency services
2. Continue efforts to provide district programs instead of nonpublic school services; however, recognize that nonpublic schools are on the continuum of least-restrictive environment and therefore will always be appropriate for some students.
3. Revise budget practices to adhere to the amounts in contracts, and enter into a new agreement that generates a new purchase order if revision is necessary.
4. Immediately complete all individual service agreements for the 2011-12 school year.
5. Meet with the Finance Department to adjust the projected budget for the 2011-12 school year based on programs and services outlined in the ISA.
6. Coordinate the review and audit of nonpublic schools, ISAs and invoices through a streamlined process that is closely monitored by the director of special education.
7. Analyze the costs of contracting for occupational therapy and compare this amount with the costs of creating a district staff position in this area. Physical therapy is a low-incidence service area and could continue on a contract basis.
8. Consider transferring the identification of service needs to another entity instead of the nonpublic agency that provides the service to avoid conflict of interest.
9. Consider recruiting district speech and language pathologists, occupational therapists, and physical therapists instead of contracting for these services to help with overidentification.
10. Reconsider filling the open speech and language pathologist position to eliminate at least one NPA position.

Legal Fees

The district averaged four due process cases annually over the past three years, and the legal fees incurred during the same time totaled $935,774. Five cases are documented for the 2011-12 fiscal year, and three were resolved in mediation. The number of due process requests is not disproportionate for a district this size.

In interviews with the district staff, FCMAT found that there is a strong commitment to early and informal resolution of special education issues. However, the district uses no formal resolution or alternative dispute resolution models. Implementing this measure would help continue reducing the number of due process requests.

Recommendations

The district should:

1. Continue efforts to reduce due process costs and expenses. The number of due process requests is not disproportionate for a district of this size does not align with this recommendation.
2. Provide training for the appropriate staff members in alternative dispute resolution models.

Program Efficiency

Special Education Budget

The following table shows the district's total special education budget for 2009-10 to 2011-12 and includes all items coded to a special education goal:

Total Special Education Budget

Year	Total Revenues	Total Expenditures	Contribution from Unrestricted
2009-10	$47,953,763	$62,965,263	$14,994,643
2010-11	48,099,347	62,597,957	14,389,042
2011-12*	43,218,480	62,576,379	19,463,975

**According to the adoption budget at July 1, 2011*

While this data shows that expenditures remained essentially static over the last three fiscal years, they reflect underlying changes in negotiated salaries for these same periods. These include a 1% reduction in salaries for furlough days in the 2009-10 fiscal year and a 4.97% salary reduction for the 2010-11 and 2011-12 fiscal years. Consequently, the certificated collective bargaining agreement contains language that salary and benefits expenditures will automatically increase, adding to the total expenditures and the contribution from the unrestricted general fund once these negotiated items expire in the 2013-14 fiscal year.

The significant increase in the contribution from the unrestricted general fund to the special education budget between the 2010-11 and 2011-12 fiscal years is due to the one-time revenues from the American Recovery and Reinvestment Act (ARRA) having to be spent by September 30, 2011 and the ongoing expenditures attached to this revenue source continuing into future years.

ARRA funding was signed into law by President Obama on February 17, 2009 to stimulate the economy in the short-term and invest in education and other essential public services to improve the nation's economic health. In particular, funds were provided through Part B of the Individuals with Disabilities Education Act (IDEA) to drive school reform and improvement. Additional funds were also provided through Part C to improve outcomes for infants and toddlers with disabilities and their families.

All ARRA funds had to be expended by September 30, 2011. These funds are in addition to the regular IDEA Part B and Part C awards; however, they are one-time in nature and should be used to supplement one-time expenditures. According to a School Services of California, Inc. presentation titled "Nine Things to Know About ARRA,"…the impact on future budgets could be significant without a plan in place to ratchet the revenues down and the expenditures up in those programs supported by the ARRA funds." ARRA funds were provided in particular to provide effective teachers and leaders, improve standards and assessments, help with struggling schools, and implement data systems.

The Special Education Department has not developed a cost analysis table to break down the actual costs of operating the various programs and the services associated with them. This type of analysis takes time and effort to produce and maintain because all costs should ideally be included to closely monitor cost efficiency and determine inefficiencies. To demonstrate program and service cost and efficiencies, the district may complete information regarding total program costs, full-time equivalents (FTEs), staffing and detailed information regarding specific programs and services, using Tables 2 through 9 in the document attached as Appendix A to this report.

By using these templates or similar tables, all programs and services can be tracked in a program such as Microsoft Excel.

A table should be developed that includes the number of FTEs for administrative, secretarial, and itinerant staff, teachers, and instructional aides. Staff-to-student ratios can also be included, and the information can be broken down by type and location of program, such as off-site, center-based, integrated services for severely disabled students, and itinerant programs and services.

The Special Education Department does not have its own accountant or budget analyst. This type of position is critical to cost efficiency in a district the size of Corona-Norco Unified. A Business Department staff member works with the Special Education Department; however, special education would greatly benefit from an accountant or budget analyst housed in the department. This person should also work closely with the Business and Human Resources Department staff assigned to special education.

Individual service agreements have not been developed for students attending NPS/NPA placements. These agreements help the department monitor the services and costs associated with the placements. For cost efficiency, the department should complete these agreements as soon as possible. In the future, this agreement should be completed at the onset of an NPS/NPA placement and monitored very closely throughout the school year and updated annually for cost-efficiency purposes.

The district provides a supplemental daily pay rate for program specialists, psychologists and designated instructional service (DIS) staff such as speech pathologists, adaptive physical education (APE) teachers, deaf and hard of hearing (DHH) teachers and VI teachers of the visually impaired (as reflected in the following table). This supplemental increase adds $326,731 in costs to the special education budget, which exceeds the practices in other districts reviewed by FCMAT. In addition, most districts have standard teacher and psychologist contracts of approximately 185 days. Corona-Norco Unified has a contract range for teachers, psychologists, program specialists and speech pathologists of from 196 to 212 days. The district should evaluate this practice. The business office can calculate the potentially significant savings that would result from aligning the contractual workdays of these groups with comparable districts.

Supplemental Daily Pay Rate Schedule for Support Personnel 2011-12

Position	Daily Supplement	Work Days	District Cost
Program Specialist	$27.94	212	$23,692
Psychologist	$27.94	201	$139,277
Speech Pathologist	$13.91	196	$160,855
Teacher: APE	$13.91	196	$1224.
Teacher: DHH	$13.91	196	$1224
Teacher: VI	$13.91	196	$459.

These numbers are included in the collective bargaining agreement and will have to be addressed during negotiations.

Recommendations

The district should:

1. Closely monitor the contribution from the unrestricted general fund.
2. Consider completing and using the table template titled Special Education Programmatic Costs (Appendix A, Table 2) to monitor and demonstrate cost efficiency.

3. Consider completing and using the table template titled Special Education FTEs and Staff by Program and Service (Appendix A, Table 3) to monitor staffing. This table should also be distributed and discussed at special education management meetings.
4. Consider completing the table titled Detailed Costs of Programs and Services (Appendix A, Table 4) and distributing it during management meetings and regular meetings with the Business Department.
5. Consider completing and distributing tables that summarize classroom costs by program or service (Appendix A, Tables 5-9).
6. Consider completing and distributing Class Loading Recaps at regular management meetings.
7. Develop long-range program planning by using data provided by the state and SELPA organization, which outlines trends and changing needs in special education.
8. Hire a special education accountant or budget analyst to handle department budgets and work with the Business and Human Resources departments.
9. Analyze the staffing added using ARRA funds to determine cost efficiencies.
10. Complete individual service agreements for students who have NPS/NPA placements and services.

Identification and Exiting Special Education Students

The December 2010 CASEMIS pupil count indicates that the district serves a total of 6,009 special education students or 11.3% of the student population, and the statewide average is approximately 10.9%.

When districts begin to exceed the statewide average for identification of students for special education, the evaluation process should be reviewed and adjustments made. Data supplied by the district indicates an increasing rate of identification with a slight decrease in the number of students assessed.

Year	Number of Students Identified for Special Education	Percentage
2009-10	1,082	78% qualified
2010-11	1,124	80%
2011-12	196 (to date)	84%

Based on this data, the district will not assess as many students as it has in past years if the trend continues through the fiscal year. It is very costly to assess a student who doesn't qualify for services.

Schoolwide interventions such as Response to Intervention (RtI) have been very successful in many districts throughout California with overidentification issues. Response to Instruction and Intervention (RtI^2), provides districts with a method to drive educational decisions and measure academic growth. Response to Instruction and Intervention (RtI^2) is a systematic, tiered, data-driven approach to instruction that is designed to benefit every student. It provides districts with the means to make educational decisions and measure academic growth. California has expanded on RtI^2 to communicate the full spectrum of instruction, from general core to supplemental or intensive, to meet students' academic needs. RtI^2 accentuates the focus on interventions.

FCMAT found that RtI is not being implemented throughout the district. Some elementary schools are implementing intervention strategies. The district should consider RtI as a researched-based intervention model and proactive measure to provide students with the skills to be successful and decrease the percentage of students receiving special education services.

The enactment of No Child Left Behind (NCLB) legislation in 2001 prompted a major shift in education throughout the nation. Since then, student achievement and accountability have been at the forefront of decisions made by administrators and teachers. In 2004, the reauthorization of the Individuals with Disabilities Education Act (IDEA 2004) provided support for models that include response to scientific, researched-based interventions. The law stated that these methods may be used as an alternative to the discrepancy model when identifying students as learning disabled. IDEA 2004 also shifted researched-based interventions from special education to general education, stressing that this method would no longer be limited to special education students, but would apply to all students. The law allowed each individual state to develop its own guidelines and regulations. RtI, which is now referred to as Response to Instruction and Intervention (RtI2), provides districts with a method to drive educational decisions and measure academic growth.

Several California districts are successfully implementing RtI2. It would be beneficial for the district to schedule a time for a group to visit one of the following districts:

- Yucaipa – Calimesa Joint Unified District
- Lompoc Unified School District

The district's procedural handbook briefly describes the criteria that should be followed when a pupil no longer qualifies for services; however, the staff needs additional training in this area. District special education and regular education staff members do not use the handbook criteria for dismissing or "exiting" students that no longer qualify for services. Over time, this leads to an increase in student numbers in special education. *Although staff members indicated that students continue to be served when they no longer qualify for special education, the data provided indicates that students were dismissed from the program.*

Exit or dismissal criteria should be used to determine continued eligibility. This type of criteria is used for dismissing a student from services when the disability no longer exists or no longer adversely affects the student's educational performance. A student can be identified as having a disability, but not receive special education services because there is no adverse effect on the student's education. The IEP team may determine that the student needs can be met without special education services.

Data from the CASEMIS end-of-the-year report dated June 30, 2011 shows a decrease in the number of students exiting over the last three years as shown in the following table:

Corona-Norco Exit Rates

Year	Number of Exits
2008-2009	428
2009-2010	412
2010-2011	404

Establishing more defined exit criteria, guidelines and fading plans, and ensuring that the staff use them, will help with cost efficiency. Exit criteria should be the focus of staff development training for cost efficiency purposes. The management team should be given time together to analyze the data and to determine how best to exit students who no longer qualify for services.

Recommendations

The district should:

1. Closely monitor CASEMIS data and the special education percentage of students receiving services to prevent overidentification. This information should also be monitored by disability subgroups.
2. Examine eligibility criteria and district process for determining eligibility for special education.
3. Consider developing and using the Response to Intervention model as a proactive method of intervention and to assist with overidentification.
4. Ensure that students are exited when they no longer qualify for special education services or require services to benefit from education utilizing the criteria in the handbook.
5. Provide staff with training on appropriately and efficiently using the exit criteria, guidelines and fading plan.
6. Provide the management team with time together to analyze the data and to determine how best to exit students who no longer quality for services.

1-to-1 Instructional Aides

Staff at all levels indicated that principals, teachers and parents make an excessive number of requests for 1-to-1 and instructional aides. The district is projected to expend $8,047,170.25 for instructional aide salaries and benefits in the 2011-12 school year. Of the total expenditures for instructional aides, $3,525,513.61 is for benefits. District data indicates that there are 357 full-time instructional aides and 60 part-time aides as well as 77 full-time and 65 part-time open positions.

Open positions are filled with substitute instructional aides. Special education instructional aides, particularly in the RSP program, represent an area of significant cost inefficiency, specifically the proportion of aides and the number of full-time aides with benefits. Specific areas of cost inefficiencies and recommendations are discussed in the sections titled "Staffing, Caseloads and Efficiency" and "1-to-1 Instructional Aides." This area does not operate cost efficiently and warrants close examination by the district.

Recommendations

The district should:

1. Closely monitor the number of 1-to-1 and instructional assistants for cost efficiency.
2. Consider reducing the number of full-time instructional assistants and increase the number of part-time instructional assistant support, particularly in the RSP program.

LEA Medi-Cal or MAA

The district does not bill for LEA Medi-Cal or Medi-Cal Administrative Activities (MAA) when occupational therapy/physical therapy (OT/PT) services are contracted, which can be an additional source of revenue. Hiring and billing for its own staff could generate another revenue source.

The district does not bill for MAA for specialized transportation. The MAA program allows school districts and county offices to be reimbursed federal dollars for costs incurred while performing certain administrative activities. Employees record the time worked on these activities one week each quarter, and a claim is submitted based on this information.

MAA includes administrative activities that facilitate enrollment in Medi-Cal and help students and families access Medi-Cal services such as arranging transportation to medical services in the community or IEP services at the school site. Allowable costs may include the salaries and benefits of the staff performing the activities, applicable operating expenses, and appropriate overhead expenses. MAA is a federal financial participation program, which requires a nonfederal match, and approved MAA costs are reimbursed at 50 percent. Revenue is restricted; however, some districts use the funds to offset special education costs. It would be important for the district to use a host entity to help in the claims processing.

Recommendations

The district should:

1. Determine how many district occupational therapy positions are needed to reduce the excess cost associated with the use of NPA contractors.
2. Ensure that once the OT/PT positions are implemented, the district establishes systems for LEA Medi-Cal or MAA billing.
3. Consider participating in the MAA program to generate additional revenue.

High School Teachers – Preparation and Collaboration Period

High school teachers have a preparation and conference period each day, even when adhering to a block schedule. The California Teachers' Association (CTA) Collective Bargaining Unit Agreement for intermediate and high school schedules states that "teachers shall include a conference/preparation period of not less than 45 continuous minutes in duration. The workday for block schedules shall include 90 continuous minutes over a 2 day period."

This may not be the most appropriate use of time and accountability lacks at some sites.

General education teachers are mandated to attend IEP meetings and are sometimes paid an additional amount for this task, which can be quite costly. These costs can be avoided by providing coverage, holding IEPs during the preparation period, having a roving substitute or scheduling IEPs following the end of the school day.

Recommendations

The district should:

1. Consider rescinding the additional preparation/collaboration period of the intermediate and high school teachers. This period is not included in the CTA collective bargaining unit agreement and has created accountability issues.
2. Consider other options for general education teachers' attendance at IEP meetings such as providing coverage, holding IEPs during the preparation period, having a roving substitute or scheduling IEPs following the end of the school day.

Monitoring Systems

The Special Education Department lacks monitoring systems. It is crucial for these systems to be developed immediately and strictly monitored monthly. The following areas are in need of monitoring systems:

- 1-to-1 instructional aides
- Speech and language pathologists/occupational therapists/physical therapists
- Special education budgets (See Appendix A for Special Education Program Costs and Detailed Costs of Programs and Services)
- Enrollment and caseload data (*Class Loading Recap*)
- Student caseload formula - There is not a student caseload formula developed to initially assign and monitor caseloads monthly
- Classified and certificated staffing formulas
- Percentage of students receiving special education services
- NPS/NPA contracts

Recommendations

The district should:

1. Develop monitoring systems for the following areas:
    - 1-to-1 instructional aides
    - Speech and language pathologists
    - Occupational therapists and physical therapists
    - Special education budgets
    - Enrollment and caseload data
    - The student caseload formula
    - Exiting students from special education
    - Staffing formulas
    - The percentage of students receiving special education services
    - NPS/NPA contracts.
2. Develop a student caseload formula to assign and monitor caseloads monthly.

Communication

During FCMAT's interview with special education and business services personnel, it became apparent that miscommunication and misunderstandings exist between the departments. The business services personnel are unfamiliar with the laws/regulations the Special Education Department is required to follow to provide services to the district's students, which makes budgeting more difficult and complicates the process of processing accounts payable. The Special Education Department lacks an understanding of the Business Services Department's needs regarding the ability to track expenditures, budget accurately and provide documentation regarding those expenditures.

Ongoing meetings are essential to improve processes, procedures and internal controls that must exist between the departments such as budget development, budget monitoring, cost benefit analysis, maintenance-of-effort reporting, proposals, NPS placements, extended school year (ESY), and programmatic costs.

These meetings should begin immediately and start with each department developing a basic training presentation about itself. These should be presented to the other department.

Communication and collaboration between departments is essential to ensure cost efficiency. It is also important for the district to develop appropriate organizational systems of communication to support a special education program of this size and magnitude.

Recommendations

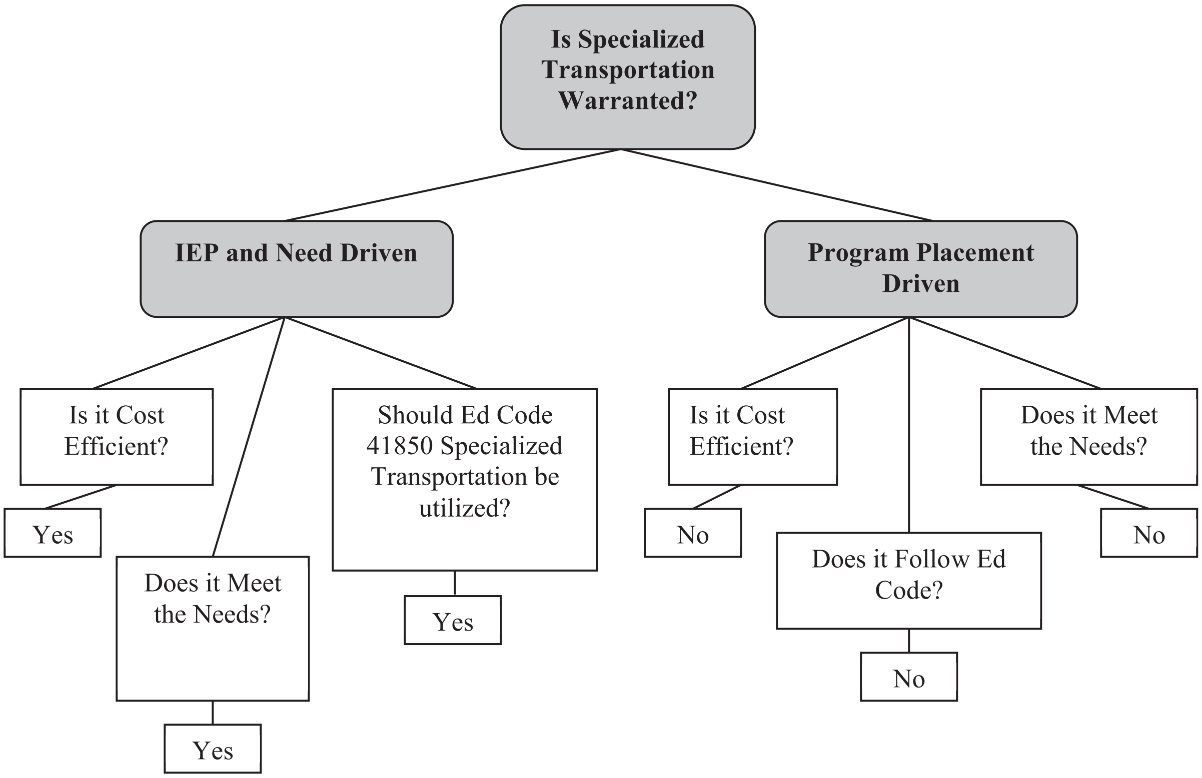
The district should:

1. Improve communication between the Special Education and Business departments.
2. Provide opportunities for cross-training between Special Education and Business departments.
3. Establish quarterly meetings between Special Education and Business departments.

Specialized Transportation

The Special Education and Transportation departments indicated that the communication between them is not sufficiently effective to ensure cost efficiency and consistency. Transportation decisions should be based on students' needs rather than on the special education program in which they participate. Not all students need specialized transportation to benefit from education. Transportation should be discussed at every IEP, but this is not always the district's practice.

A decision tree is a visual graph that depicts various decisions and their consequences and can be used to identify issues from the simple to the complex. The district could benefit from using this or a similar strategy. The following is a simple example of a transportation decision tree that could be used to determine whether transportation is warranted for the student to benefit from education:



Recommendations

The district should:

1. Improve communication between the Special Education and Transportation departments.
2. Ensure that transportation decisions are based on student needs and educational benefit rather than program placement.
3. Consider developing a decision tree to assist IEP teams with transportation decisions.

Principal Effectiveness in the IEP Process

FCMAT found that principals embrace special education on their sites. School site principals or their designee attend IEPs meetings and help facilitate the process. They have received professional development training and have a basic understanding of the IEP process. It is important to continue these types of trainings for the school site principals and their designees.

Recommendations

The district should:

1. Continue to provide principals and designees with professional development on the IEP process and pertinent topics in special education.

Appendices

A. Tables

B. Sample Policies and Procedures for Special Circumstances Instructional Aides

C. Study Agreement

Appendix A- Tables

Table 2: Special Education Program Costs

Programmatic Costs			
Corona Norco Unified School District	**Dec 1, 2010 Pupil Count**	**Amount Per Student**	**Total Cost of Service**
PROGRAM COSTS			
Severely Disabled (SH) Center	0	$0.00	$0.00
Severely Disabled (SH) Integrated Site	0	$0.00	$0.00
Non Severe (SDC)	0	$0.00	$0.00
Adult Transition Program (ATP)	0	$0.00	$0.00
Emotionally Disturbed (ED)	0	$0.00	$0.00
Autism (PALS)	0	$0.00	$0.00
Resource Specialist Program (RSP)	0	$0.00	$0.00
Preschool Program (ROCKET)	0	$0.00	$0.00
Itinerant Costs	**FTEs of Service Provided**	**Amount per FTE**	
Speech & Language (SL)	0	$0.00	$0.00
Deaf & Hard of Hearing (DHH)	0	$0.00	$0.00
Adapted Physical Education (APE)	0	$0.00	$0.00
Orientation and Mobility (OM)	0	$0.00	$0.00
Orthopedically Impaired (OI)	0	$0.00	$0.00
Visually Impaired (VI)	0	$0.00	$0.00
Occupational Therapy (OT)	0	$0.00	$0.00
Physical Therapy (PT)	0	$0.00	$0.00
Instructional Aides			
Full-time Aides	0	$0.00	$0.00
Part-time Aides	0	$0.00	$0.00
One-to-One Aides	0	$0.00	$0.00
ABA Tutors	0	$0.00	$0.00
Total Student Costs before Revenue Offset			$0.00
Revenue Generated per Pupil			$0.00
Revenue Limit			$0.00
Lottery Revenue			$0.00
Instructional Materials			$0.00
Sub-Total on Revenues Generated by Pupil			$0.00
Adjusted District Student Costs			$0.00
Percentage of Special Education Students being served compared to total District K-12 ADA			

Note: Additional costs currently being paid with Medi-Cal and MAA funds
Over and Above Excess Costs not included in actual costs above
Including but not limited to Behavior Specialists, Specialized Physical Health Care, Medical Consultation and Interpreters
Subject to updates – November 1st and April 1st

Table 3: Special Education FTEs and Staff by Program and Service 2011/12

Corona Norco Special Education Programs Chart of Programs/Services 2011/12	
Setting/Program	**Center Name/Program Name**
ADMINISTRATIVE STAFF	**FTE**
Management Staff	0
Secretarial/Clerical	0
Fiscal Analyst (Need this type of position)	0
	Costs
Custodial (If applicable)	$0.00
CENTER BASED	
Staff to Student Ratio	**Number of Staff**
Classes	0
Teachers	0
Instructional Aides	0
Enrollment	0
INTEGRATED SH	
Elementary Staff to Student Ratio	
Secondary Staff to Student Ratio	**Number of Staff**
Classes	0
Teachers	0
Instructional Aides	0
Enrollment	0
ADULT TRANSITION PROGRAM (ATP)	
Staff to Student Ratio	**Number of Staff**
Services/Classes	0
Staff/Teachers	0
Instructional Aides	0
Enrollment	0
Nurses	___FTE
Psychologists	___FTE
Specialists	___FTE
SPEECH/LANGUAGE SERVICES	**Number of Staff**
Specialists	0
Instructional Aides	0
Caseloads	0
AVG. Caseload	0
** ___districts & ___charter school	0

AUDIOLOGIST	**Number of Staff**
Staff	0
Caseloads	0
AVG. Caseload	0

VISUALLY IMPAIRED (VI)	**Number of Staff**
Staff/Teachers	0
Instructional Aides	0
Teach Support	0
Caseloads	0
AVG. Caseload	0

DEAF & HARD OF HEARING (DHH)	**Number of Staff**
Staff/Teachers	0
Instructional Aides	0
Caseloads	0

ORIENTATION & MOBILITY (OM)	**Number of Staff**
Specialists	0
Instructional Aides	0
Caseloads	0

ORTHOPEDICALLY IMPAIRED (OI)	**Number of Staff**
Staff/Teachers	0
Instructional Aides	0
Caseloads	0
AVG. Caseload	0

ADAPTED PHYSICAL EDUCATION (APE)	**Number of Staff**
Specialists	0
Instructional Aides	0
Caseloads	0
AVG. Caseload	0
*Plus ___ for SD specially designed program	

AUTISM	**Number of Classes/Staff**
Classes	0
Staff/Teachers	0
Instructional Aides	0
Classified	0
Enrollment	0

PRESCHOOL PROGRAM (ROCKET)	**Number of Staff**
Administration	0

Certificated Staff	0
Instructional Aides	0
Classified	0
Students	0
OCCUPATIONAL THERAPY	**Number of Staff**
Staff	0
Caseloads	0
AVG. Caseload	0
PHYSICAL THERAPY (PT)	**Number of Staff**
Staff	0
Students	0
Nurses	_____FTE
Psychologists	_____FTE

**Speech pathologist support is reflected in the total Speech/Language Services

Table 4: Detailed Costs of Programs and Services

Corona Norco Operated Special Education Programs Chart of Programs/Services 2011/12	
Admin Support Costs	**$0.00**
Sub-Total Support Costs	**$0.00**
DIRECT SERVICE COSTS	
(Examples: ED & SH) Severely Disabled (SH) SDC	$0.00
Adult Transition Program (ATP) SDC	$0.00
Severe & Vocational Education (ATP) Instructional Aides	$0.00
Intervention Services	$0.00
Intervention Instructional Aides	$0.00
RSP Court/Community (if applicable)	$0.00
RSP Court/Community Instructional Aides (if applicable)	$0.00
Speech Therapists	$0.00
Speech Instructional Aides (if applicable)	$0.00
Audiologist	$0.00
Visually Impaired (VI) Itinerant Staff	$0.00
Deaf & Hard of Hearing (DHH) Itinerant Staff	$0.00
Orientation & Mobility (O&M) Itinerant Staff	$0.00
Orthopedically Impaired (OI) Itinerant Staff	$0.00
Adaptive Physical Education (APE) Itinerant Staff	$0.00
Autism (PALS)	$0.00
Autism Classified Instructional Aides	$0.00
Nonsevere SDC (if applicable)	$0.00
Nonsevere Instructional Aides (if applicable)	$0.00
Preschool Program (ROCKET)	$0.00
Assistive Technology	$0.00
Out of Home Care	$0.00
Physical Therapy	$0.00
Special Circumstance Instructional Aides (SCIAs)	$0.00
Home Instruction	$0.00
DIS Support to Special Day Class	
Nurses	$0.00
OT Services	$0.00
Psychologists	$0.00
Specialist	$0.00
Extra Help Instructional Aides	$0.00
Sub-Total Direct Costs	**$0.00**

Total Admin Support / Direct Costs	**$0.00**
Contracted Services	
Administrative / Direct Services	$0.00
Program Operational Costs	$0.00
Total SCCOE Budget	$0.00
REVENUES – Revenue Limit	$0.00
Preschool	$0.00
AB602	$0.00
Infant Part C	$0.00

Tables 5-9: Summary of Classroom Costs by Program or Service

Table 5: Summary of Classroom Costs for Severely Disabled Students 2011/12

Corona Norco Operated Programs Summary of Classrooms Costs Year 2011/12	
Center Name - Severely Disabled (SH)	**Salary**
Teacher Name	$0.00
Teacher Name	$0.00
Teacher Name	$0.00
Number of Classes ___	
Total Salary	$0.00
AVG Center Salary	$0.00
School Name – Severely Disabled (SH) Integrated Sites	**Salary**
Teacher Name	$0.00
Teacher Name	$0.00
Teacher Name	$0.00
Teacher Name	$0.00
Teacher Name	$0.00
Teacher Name	$0.00
Total Salary	$0.00
Number of Classes ___	
AVG Integrated Sites Salaries	$0.00
Instructional Aides ___ FTE	$0.00
DIS Services & Operational costs per Class	
Nurses ___ FTE	$0.00
Occupational Therapist (OT) Services ___ FTE	$0.00
Psychologists ____ days a week	$0.00
Speech ___ FTE	$0.00
Adaptive Physical Education (APE) ___ FTE	$0.00
Low Incidence ___ FTE	$0.00
Total	$0.00
Severely Disabled (SH) Center Operational Costs	$0.00
Severely Disabled (SH) Administration Costs	$0.00
Administrator Costs	$0.00
Severely Disabled (SH) Center Classroom Cost	$0.00
Staff to Student Ratio 0:0	$0.00
Severely Disabled (SH) Integrated Classroom Cost	$0.00
Staff to Student Ratio 0:0	:

Table 6: Summary of Classroom Costs for Autistic Students 2011/12

Corona Norco Operated Programs *Summary of Classrooms Costs 2011/12*	
Autism Classes (PALS)	**Salary**
Teacher Name	$0.00
Teacher Name	$0.00
Teacher Name	$0.00
Teacher Name	$0.00
Number of Classes ___	
Total Salary	$0.00
AVG Class Salary	$0.00
Instructional Aides ___ FTE	$0.00
DIS Services & Operational costs per Class	
Nurses ___ FTE	$0.00
Occupational Therapist Services ___ FTE	$0.00
Psychologists ____ days a week	$0.00
Speech Therapists (ST) ___ FTE	$0.00
Adaptive Physical Education (APE) ___ FTE	$0.00
Low Incidence ___ FTE	$0.00
Total	$0.00
Program Operational Costs	$0.00
SH Administration Costs	$0.00
Administrator Costs	$0.00
Program Classroom Cost	$0.00
Staff to Student Ratio 0:0	

Table 7: Summary of Classroom Costs for Emotionally Disturbed Students 2011/12

Corona Norco Operated Programs *Summary of Classrooms Costs 2011/12*	
Emotionally Disturbed (ED) Classrooms	**Salary**
Teacher Name	$0.00
Teacher Name	$0.00
Teacher Name	$0.00
Number of Classes ___	
Total Salary	$0.00
AVG Class Salary	$0.00
Instructional Aides ___ FTE	$0.00
DIS Services & Operational costs per Class	
Nurses ___ FTE	$0.00
Occupational Therapist Services ___ FTE	$0.00
Psychologists____ days a week	$0.00
Speech Therapists (ST) ___ FTE	$0.00
Adaptive Physical Education (APE) ___ FTE	$0.00
Low Incidence ___ FTE	$0.00
Physical Therapy (PT) ___ FTE	$0.00
Total	$0.00
Program Operational Costs	$0.00
ED/SH Administration Costs	$0.00
Administrator Costs	$0.00
Program Classroom Cost	$0.00
Staff to Student Ratio 0:0	:

Table 8: Summary of Classroom Costs for Preschool Students 2011/12

Corona Norco Operated Programs ***Summary of Classroom Costs 2011/12***	
Preschool Program (ROCKET)	**Salary**
Teacher Name	$0.00
Teacher Name	$0.00
Number of Classes ___	
Total Salary	$0.00
AVG Class Salary	$0.00
Instructional Aides ___ FTE	$0.00
DIS Services & Operational costs per Class	
Nurses ___ FTE	$0.00
Occupational Therapist Services ___ FTE	$0.00
Psychologists ____ days a week	$0.00
Speech Therapists (ST) ___ FTE	$0.00
Adaptive Physical Education (APE) ___ FTE	$0.00
Low Incidence ___ FTE	$0.00
Physical Therapist (PT) ___ FTE	$0.00
Total	$0.00
Program Operational Costs	$0.00
SH Administration Costs	$0.00
Administrator Costs	$0.00
Program Classroom Cost	$0.00
Staff to Student Ratio 0:0	:

Table 9: Summary of Classroom Costs for ATP Students 2011/12

Corona Norco Operated Programs ***Summary of Classrooms Costs 2011/12***	
Adult Transition Program (ATP)	**Salary**
Teacher Name	$0.00
Teacher Name	$0.00
Number of Classes ___	
Total Salary	$0.00
AVG Class Salary	$0.00
Instructional Aides ___ FTE	$0.00
DIS Services & Operational costs per Class	
Nurses ___ FTE	$0.00
Occupational Therapist Services ___ FTE	$0.00
Psychologists ____ days a week	$0.00
Speech Therapists (ST) ___ FTE	$0.00
Adaptive Physical Education (APE) ___ FTE	$0.00
Low Incidence ___ FTE	$0.00
Physical Therapist (PT) ___ FTE	$0.00
Total	$0.00
Program Operational Costs	$0.00
SH Administration Costs	$0.00
Administrator Costs	$0.00
Program Classroom Cost	$0.00
Staff to Student Ratio 0:0	:

Appendix B - Samples Policies and Procedures for Special Circumstances Instructional Aides

Observational Evaluation for SCI Assistance

Student: ______________________________________ **School:** ___________________________________

Teacher: ______________________________________ **Date:** ___________________________________

Observer's Name/Title: ___________________________________**Setting:** _________________________

Section I: ***Please complete the following review of the visual and physical structure of the classroom, curriculum design, data collection and planning.***

A. Posted classroom schedule _____ **Yes** _____ **No**

If yes, complete section below:

1. The following elements are included in the classroom schedule:

☐ Times
☐ Students
☐ Staff names
☐ Locations
☐ Activities

2. The schedule is ☐ Daily ☐ Weekly ☐ Other ______________________________

B. Individual student schedule _____ **Yes** _____ **No**

If yes, complete section below:

1. Student uses the following format for individualized schedule:

☐ Object
☐ Photograph
☐ Picture
☐ Icon
☐ Word

2. Room is arranged with structure to correlate with tasks on schedule:

☐ Area for one-to-one work
☐ Area for group work
☐ Not applicable
☐ Area for independent work
☐ Area for leisure

3. Student ability to follow the schedule:

☐ Independent
☐ Non-verbal with gestural prompt
☐ With indirect verbal prompt
☐ With direct verbal prompt
☐ With physical prompt

☐ Consistent ☐ Inconsistent

4. Student use of the schedule:

☐ Student carries schedule
☐ Student goes to schedule board
☐ Student uses transition cards
☐ Teacher carries and shows the schedule

☐ Consistent ☐ Inconsistent

****Attach sample classroom schedule and individual student schedule***

C. Curriculum and instructional planning

1. Check the curricular domains included in the student's program:

- ☐ Communication
- ☐ Self care
- ☐ Academics
- ☐ Motor skills/mobility
- ☐ Domestic
- ☐ Social/behavioral
- ☐ Pre-vocational/vocational
- ☐ Recreation/leisure
- ☐ Other: ______________________________

2. Describe curricular accommodations and/or modifications currently being used:

3. List equipment or devices used /available that may relate to the need for assistance (may be low incidence equipment or assistive technology device):

4. Are materials and activities age appropriate? _____ Yes _____ No

5. Are materials and activities instructionally appropriate? _____ Yes _____ No

D. Current data systems and collection of data

Has data been collected on student performance? _____ Yes _____No

If yes, complete section below:

1. Current data on each objective includes:

- ☐ Date
- ☐ Task
- ☐ Level of independence (prompting needed)

2. Data is collected:

- ☐ Daily
- ☐ Weekly
- ☐ Biweekly
- ☐ Monthly

3. Data is summarized in the following manner:

- ☐ Graphed
- ☐ Written narrative
- ☐ Other_________________________

Attach sample

E. Behavior and safety

1. Describe the behavior management system in the classroom, including positive reinforcers and consequences. Is the system appropriate for the student or does it need modification?

2. Are specific positive behavior supports utilized for the student? _____ Yes _____ No
   Describe:

3. Is there appropriate safety equipment in place? _____ Yes _____ No

4. Are appropriate safety and medical procedures being used? _____ Yes _____ No

5. Does it appear appropriate training has been provided? _____ Yes _____ No

Comments:

6. Describe the student's interactions with peers:

7. Describe the student's interaction with non-classroom staff in a less structured environment:

8. What activities does the student choose during breaks?

9. What problems are evident?

F. Planning team meetings

1. Are team meetings held? (formal or informal meetings to problem solve) _____ Yes _____ No
If yes, complete section below:

- ☐ Daily
- ☐ Weekly
- ☐ Need to be scheduled
- ☐ Biweekly
- ☐ Monthly

2. Meetings include the following participants:

G. Current utilization of assistance

How is existing assistance utilized?

- ☐ Behavior management
- ☐ Curriculum adaptation and preparation
- ☐ Instruction - individual
- ☐ Instruction - group
- ☐ Medical assistance
- ☐ Supervision
- ☐ Other_________________________________

H. Team Summary/Action Plan

1. Can current conditions be modified to meet the student's goals and objectives and/or personal care needs? If so, how?

2. What other types of assistance are needed? Why?

3. Are there any other issues that need to be addressed?

4. Recommendations:

SCIA rev. 2/12/09

Request for Special Circumstance Instructional Aide

Student-Related/Transportation Support

Please complete all required information and return to the Special Education Department, Director of Special Education. Notification of approval will be provided to the Program Manager, Special Education Accountant, Finance Department, and Human Resources Department.

Program ______________________________
Teacher_______________________________

Program Specialist____________________________________
Date____________________

Student ____
DOB__________________

District of Residence______________________________
Classroom___________________

Requested Start Date _________________ Anticipated Ending date___________________

Transportation Provider (check one): _____ District of Residence _____ First Student

Rationale for ride-along support: (Attach additional information/documentation)

Department Approval:

____ ______________________

Program Specialist Date

____ ______________________

Special Education Director Date

Comments:

SCIA Assignment Codes:
0100-56400-0-5750-3142-220004-XXXX-XXX
0100-65000-0-5750-1110-210004-XXXX-XXX

Enter budget code:

FUND	RESOURCE	YEAR	GOAL	FUNCTION	OBJECT	DEPT.	MANAGER

SCIA: rev. 9/1/09

Techniques to Promote Independence and Fading of Support

1. Watch before assisting. Can the student ask for help from teacher or peer?
2. Can the student problem solve independently?
3. Give the student extra time to process and respond before assisting.
4. Provide consistent classroom schedule (posted, visual, at desk if needed, reinforcement periods included). Teach the student how to use it.
5. Start with the least intrusive prompts to get the student to respond:
   A. Gestural, hand or facial signals
   B. Timer
   C. Verbal
   D. Light physical
   E. Hand over hand
6. Prompt, then back away to allow independent time.
7. Use strengths and weaknesses, likes and dislikes to motivate student participation and interest.
8. Model; guide (watch and assist); check (leave and check back).
9. Teach independence skills (raising hand, asking for help, modeling other students).
10. Praise for independent attempts.
11. Direct the student to answer to the teacher.
12. Prompt the student to listen to the teacher's instructions. Repeat only when necessary.
13. Encourage age appropriate work habits. See what other students are doing.
14. Be aware of proximity. Sit with the student only when necessary.
15. Encourage peer assistance and partnering. Teach peers how to help, not enable.
16. Utilize self-monitoring checklists for student.
17. Color code materials to assist with organization.
18. Use transition objects to help the student anticipate/complete transition (i.e., head phones for listening center).
19. Break big tasks into steps.
20. Use backward chaining (i.e., leave the last portion of a cutting task for the student, then gradually lengthen the task).
21. Assist in encouraging a means for independent communication (i.e., PECS).
22. Provide positive feedback (be specific to the situation).
23. Ask facilitative questions ("What comes next?" "What are other students doing?" "What does the schedule say?" "What did the teacher say?").
24. Give choices.

Guidelines for Requesting Special Circumstance Instructional Assistance

Rationale: Special circumstance instructional assistance (SCIA) may be indicated in situations where additional staff support is needed in the classroom or en route to and from school due to 1) pervasive and aggressive student behaviors directed towards self or others, or 2) intensive student needs.

Factors for review and consideration:

The goal for any special needs student is to encourage, promote, and maximize independence. If not carefully monitored, special circumstance instructional assistance can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where support is indicated. Natural support and existing staff support should be used whenever possible to promote the least restrictive environment.

Special factors for students residing in the ________________________:

1. All requests for SCIA shall be submitted to the Director of Special Education. SCIA should not be indicated in individual student IEP's as a service. However, in certain circumstances the need for additional support may need to be indicated in a student's IEP. In those instances, the need shall be indicated in the present levels or meeting notes as "100% supervision."
2. For services requiring additional personnel support as a result of student-related behavioral issues, a positive behavioral support plan or Behavior Intervention Plan should be developed and should include provisions describing how and when the support will be utilized to implement the plan and when the plan will be reviewed and modified, including the fading of SCI Assistance.
3. Observational assessments and team staffing will be conducted on a quarterly basis to evaluate the continued need for SCIA.

Budget coding for additional paraeducator support (classroom and/or transportation):

0100-56400-0-5750-3142-220004-XXXX-XXX
0100-65000-0-5750-1110-210004-XXXX-XXX

The appropriate code must be entered on all status forms and payroll timesheets.
The Special Education Department Accountant shall receive a copy of all SCIA requests and shall be notified routinely of all excess costs.

Process for requesting SCI Assistance:

1. Complete the Request for Special Circumstance Instructional Assistance (for Classroom Support and/or Transportation Support).

2. Complete the Observational Evaluation for SCI Assistance (For Individual Student Support only).
3. Complete the Student Needs for Additional Support Rubric (For Classroom Support , Individual Student Support and Transportation Support).
4. Complete the Class Weighting Worksheet (For Classroom Support only).
5. Attach supporting documentation if pertinent (IEP, Behavior Plan, etc.).
6. Submit all paperwork to the Director of Special Education.
7. Upon approval, complete the Request for Long-term Substitute for classroom support and/or an employee status form for transportation support (regular employee ride along).
8. All forms will be disseminated to the Special Education Accountant, Human Resources Department, Program Specialist and Special Education Director.
9. The Special Education Director will assist the site during each quarter to review the need for on-going SCIA classroom and/or transportation support.

Student Needs for Additional Support Rubric

Student Name: ______________________________ DOB: ________ Disability: ______________________________ Date Reviewed: ______________

Teacher: ____________________________________ Current Program: ____

Select the number that best describes the student in each rubric category that is appropriate.

	Health/Personal Care/Rating	***Behavior/Rating***	***Instruction/Rating***	**Inclusion/Mainstreaming/Rating**
0	General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care.	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.	Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medications administration takes less than 10 minutes time. Needs reminders to complete "age appropriate" personal care activities.	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.	Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions and to remain engaged in learning.	Participates with modification and accommodation. Needs occasional reminders of room and schedule. Requires some additional support to finish work & be responsible. Needs some social cueing to interact with peers appropriately.
2	Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 min daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents.	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation.	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.	Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications & accommodations to benefit from class activities. Regular socialization may require adult facilitation.
3 *	Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special	Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP.	Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies	Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to & from class. Always requires

	food prep or feeding. Health related interventions 15-45 min. daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, diapering.	Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors.	only with 1:1 directions & monitoring. Cognitive abilities & skills likely require modifications not typical for class as a whole. Needs Discrete Trial, ABA, Structured Teaching, PECS. Requires signing over 80% of time.	modifications & accommodations for class work. Requires adult to facilitate social interaction with peers.
4 *	Specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, catheterization.) Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 min. daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily.	Serious behavior problems with potential for injury to self and others, runs-away, aggressive on a daily basis. Functional Analysis of Behavior or Hughes Bill has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.	Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodation and modification not typical for the class group.	Always requires 1:1 staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.

***Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance. If mostly ratings of 3's & 4's, in two or more areas, continue with needs assessment process.**

Appendix C - Study Agreement

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
CSIS California School Information Services

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
July 21, 2011

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Folsom Cordova Unified School District, hereinafter referred to as the District, mutually agree as follows:

1. BASIS OF AGREEMENT

The Team provides a variety of services to school districts and county offices of education upon request. The District has requested that the Team provide for the assignment of professionals to study specific aspects of the Folsom Cordova Unified School District operations. These professionals may include staff of the Team, County Offices of Education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this Agreement.

In keeping with the provisions of AB1200, the County Superintendent will be notified of this agreement between the District and FCMAT and will receive a copy of the final report. The final report will be published on the FCMAT website.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

1. Organization study of special education department, to improve communication internally and externally, from central office to school sites.
2. Review administrative staffing structure and make recommendations to improve efficiency, if necessary.
3. Review legal fee costs and make recommendations for cost containment.
4. Review status of CDE special education complaints and make recommendations to reduce, resolve and prevent.
5. Review role of principal in special education delivery system and how to develop consistency between school sites and central office.

6. Review special education procedures and policies to assure current and consistent district wide.
7. Review role and responsibilities of Program Specialists and make recommendations to align with education code.
8. Review role of special education teachers in regards to case management of referrals, timelines, process and procedures to assure appropriate timeline and services are being provided to students with exceptional needs.
9. Review criteria for providing extended year and related services, including transportation and 1:1 aides, and make recommendations to assure consistent application of criteria during IEP process

B. Services and Products to be Provided

Orientation Meeting - The Team will conduct an orientation session at the School District to brief District management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study.

On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary.

1. Exit Report - The Team will hold an exit meeting at the conclusion of the on-site review to inform the District of significant findings and recommendations to that point.

2. Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.

3. Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment.

4. Final Report - Sufficient copies of the final study report will be delivered to the District administration following completion of the review.

5. Follow-Up Support – Six months after the completion of the study, FCMAT will return to the District, if requested, to confirm the District's progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the District in a FCMAT Management Letter.

3. **PROJECT PERSONNEL**

The study team will be supervised by Anthony L. Bridges, CFE, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

A. Dr. William Gillaspie	***FCMAT Chief Management Analyst***
B. JoAnn Murphy	***FCMAT Consultant***
C. Anne Stone	***FCMAT Consultant***
D. Trina Frazier	***FCMAT Consultant***

Other equally qualified consultants will be substituted in the event one of the above noted individuals is unable to participate in the study.

4. **PROJECT COSTS**

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be:

A. $500.00 per day for each Team Member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings.

B. All out-of-pocket expenses, including travel, meals, lodging, etc. The District will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon acceptance of the final report by the District.

Based on the elements noted in section 2 A, the total cost of the study is estimated at $20,000.

C. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. RESPONSIBILITIES OF THE DISTRICT

A. The District will provide office and conference room space while on-site reviews are in progress.

B. The District will provide the following (if requested):

1. A map of the local area
2. Existing policies, regulations and prior reports addressing the study request
3. Current or proposed organizational charts
4. Current and two (2) prior years' audit reports
5. Any documents requested on a supplemental listing
6. Any documents requested on the supplemental listing should be provided to FCMAT in electronic format when possible.
7. Documents that are only available in hard copy should be scanned by the district and sent to FCMAT in an electronic format.
8. All documents should be provided in advance of field work and any delay in the receipt of the requested documentation may affect the start date of the project.

C. The District Administration will review a preliminary draft copy of the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the Team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with pupils. The District shall take appropriate steps to comply with EC 45125.1(c).

6. PROJECT SCHEDULE

The following schedule outlines the planned completion dates for key study milestones:

Orientation:	***September 12, 2011 - 9 a.m.-10 a.m.***
Staff Interviews:	***September 12-14, 2011***
Exit Interviews:	***September 15, 2011 – 9 a.m.***
Preliminary Report Submitted:	***to be determined***
Final Report Submitted:	***to be determined***
Board Presentation:	***to be determined***
Follow-Up Support:	***if requested***

7. **CONTACT PERSON**

Name of contact person: Debbie Bettencourt, Superintendent

Telephone: (916) 355-1150 FAX: ______________________

E-Mail: dbettenc@fcusd.org

D Bettencourt 7-24-11

Debbie Bettencourt, Superintendent Date
Folsom Cordova Unified School District

July 21, 2011

Anthony L. Bridges, CFE Date
Deputy Executive Officer
Fiscal Crisis and Management Assistance Team