



# **Auburn Union Elementary School District**

## **Special Education Review**

April 9, 2010

Joel D. Montero  
Chief Executive Officer





April 9, 2010

Michele Schuetz, Superintendent  
Auburn Union Elementary School District  
255 Epperle Lane  
Auburn CA 95603

Dear Superintendent Schuetz:

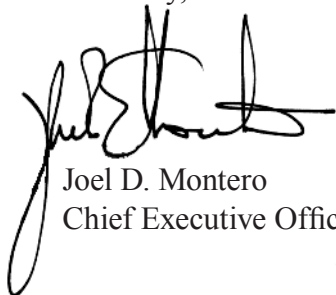
In January 2010, the Auburn Union Elementary School District entered into a study agreement with the Fiscal Crisis and Management Assistance Team (FCMAT) for FCMAT to perform the following:

1. Review student identification rate and role of principals in special education process.
2. Conduct an analysis of staffing of both classified and certificated in relationship to class size and compare to other districts. This will include, but not be limited to; review occupational therapist, adaptive physical education, speech therapist, school psychologist staffing and review of services provided.
3. Evaluation of district procedures for determining the need for instructional aides, the provision of training for staff and recommendations for improvement, if needed. Recommendations on how to use instructional aides effectively and efficiently.

This report contains FCMAT's findings and recommendations regarding those areas. We trust that this information will be beneficial to all concerned.

It has been a pleasure to serve you, and please give our regards to all the employees of the Auburn Union Elementary School District.

Sincerely,



Joel D. Montero  
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

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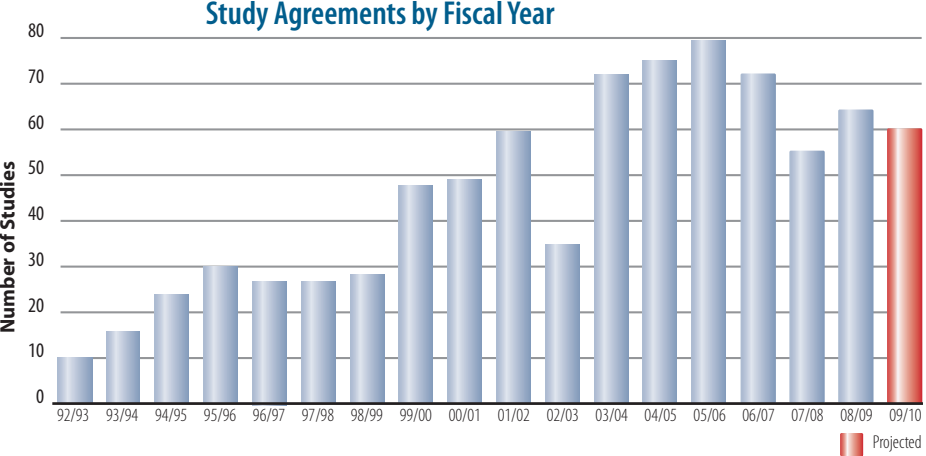
# Foreword - FCMAT Background

The Fiscal Crisis and Management Assistance Team (FCMAT) was created by legislation in accordance with Assembly Bill 1200 in 1992 as a service to assist local educational agencies (LEAs) in complying with fiscal accountability standards.

AB 1200 was established from a need to ensure that LEAs throughout California were adequately prepared to meet and sustain their financial obligations. AB 1200 is also a statewide plan for county offices of education and school districts to work together on a local level to improve fiscal procedures and accountability standards. The legislation expanded the role of the county office in monitoring school districts under certain fiscal constraints to ensure these districts could meet their financial commitments on a multiyear basis. AB 2756 provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans. These include comprehensive assessments in five major operational areas and periodic reports that identify the district’s progress on the improvement plans.

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 750 reviews for local educational agencies, including school districts, county offices of education, charter schools and community colleges. Services range from fiscal crisis intervention to management review and assistance. FCMAT also provides professional development training. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The agency is guided under the leadership of 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.



<b>Total Number of Studies.....</b>	<b>743</b>
<b>Total Number of Districts in CA.....</b>	<b>1,050</b>
Management Assistance.....	705 (94.886%)
Fiscal Crisis/Emergency .....	38 (5.114%)
Note: Some districts had multiple studies.	
Eight (8) districts have received emergency loans from the state (Rev. 12/8/09)	





# Introduction

## *Background*

The Auburn Union Elementary School District is located in Placer County and has a district enrollment of 2,135 students. The district has three elementary schools and one middle school and serves 11.3% of its students in special education. The district is concerned about the increasing costs for providing special education services and the impact of those costs on the general fund.

In December 2009 the district requested that FCMAT review its special education programs and services. The study agreement specifies that FCMAT will perform the following.

1. Review the special education Individualized Program (IEP) process with a focus on the identification process and the role of site principals.
2. Conduct an analysis of classified and certificated staffing in relationship to class size. The analysis will include, but not be limited to, the following positions: occupational therapist, adaptive physical education, speech therapist, school psychologist and the related services provided by these staff.
3. Provide an evaluation of district procedures for determining the requirement to add or hire instructional aides. This component will also include recommendations for professional development trainings for both certificated and classified staff and include instructional strategies on how to effectively use instructional aides in the classroom.

## *Study Team*

The study team was composed of the following members:

William P. Gillaspie, Ed.D.  
FCMAT Chief Management Analyst  
Sacramento, CA

Leonel Martínez  
FCMAT Public Information Specialist  
Bakersfield, CA

Anne Stone  
Owner  
Anne Stone Consultants  
Mission Viejo, CA

JoAnn Murphy  
FCMAT Consultant  
Santee, CA

### ***Study Guidelines***

FCMAT visited the district on February 23 and 24, 2010 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. Identification Process and the Role of the Principal
- III. Staffing and Caseloads
- IV. Staff Development and Instructional Aides
- IV. Appendices

# Executive Summary

The Fiscal Crisis and Management Assistance Team (FCMAT) conducted a previous study of the Auburn Union Elementary School District's special education services, and the report was issued in June 2005. This document included many findings that were similar to those of the current report.

In the previous FCMAT study, 46% of the district's expense of providing special education and related services were supported by the general fund. For the 2009-10 fiscal year, the district's special education budget is \$3.5 million with 55% of the total cost provided by the general fund. The district is concerned about the increasing encroachment of special education costs and the fact that this encroachment significantly exceeds the state-wide average of 25-29%.

The district serves 11.3% of its students in special education, which is consistent with the statewide average; however, FCMAT found that the students are overidentified for special education in the area of speech and language services. This pattern is consistent with the 2005 findings. This report provides several recommendations to help the district implement strategies to decrease the number of students identified as speech and language impaired through the use of Response to Intervention approaches as well as entrance and exit criteria.

Principals take an active role in Individualized Education Program (IEP) team participation; however, they sometimes do not attend IEP meetings for students that require speech and language services. Site administrators also indicated they need more training in special education legal issues.

FCMAT reviewed the district's special education staffing caseloads and class sizes and made recommendations for certificated staffing reductions that will yield an estimated annual saving of \$176,596. These reductions affect the psychologist, resource specialist and occupational therapist positions and will align the district with statewide practice without affecting services to students.

This report recommends a reduction of instructional aides for an annual savings of \$48,403. Original appropriations of approximately \$100,000 could be removed from subsequent budget adoptions if the district reduced the hours of its two six-hour instructional aides with health-and-welfare benefits to three-hour aides, eliminating the benefits. At present, four instructional aides receive health-and-welfare benefits, resulting in a savings of significantly less than \$100,000.

Over the past three years, Auburn Union Elementary employees have received limited training from the district and the Special Education Local Plan Area (SELPA). Many of these activities have been curtailed because of the state fiscal crisis and the district's

inability to release teachers and instructional aides to attend training. The district should explore methods of accessing online training, examine the use of district-designated minimum days for training, and re-establish job-alike meetings for all areas of special education as an alternative to release days.

# Findings and Recommendations

## *Identification Process and the Role of Principals*

The Auburn Union Elementary School District has student study team and 504 processes at each school. Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability. A special education procedure manual includes the process and procedures for referring a student to special education. A review of this document and interviews with the district staff indicate that the district is generally following state and federal law regarding the Individualized Education Program (IEP) process and identification. However, the manual is not being consistently adhered to across all district sites, and there are differences in the criteria for eligibility from site to site. The staff indicated that a student may be identified and be eligible to receive services for speech issues and a specific learning disability at one site but not another. The district has criteria and a process for transferring a student from special education; however, these are not included in the procedure manual.

Identifying a student in most of the following categories is objective and would rarely result in a student being found eligible in one school or district but not another: Mental retardation (MR), hardness of hearing (HH), deafness (D), visual impairment (VI), deafness and blindness (DB), multiple disability (MD), autism (AUT), and traumatic brain injury (TBI). A greater degree of subjective judgment is required in the categories of speech and language impairment (SLI), emotionally disturbance (ED), other health impairment (OHI), and specific learning disability (SLD).

The following table compares the district's identification rate in percentages as of December 2008 for each of the eligibility categories and the statewide average.

**Students in Each Eligibility Category by Percentage in 2008**

Disability	District	State
<b>Mental Retardation</b>	5.4	6.2
<b>Hard of Hearing</b>	1.2	1.3
<b>Deaf</b>	0	.6
<b>Speech/ Language Impaired</b>	41.7	25.5
<b>Visually Impaired</b>	.8	.7
<b>Emotionally Disturbed</b>	1.6*	4.0
<b>Orthopedically Impaired</b>	1.6*	2.2
<b>Other Health Impaired</b>	7.8	7.5
<b>Specific Learning Disability</b>	35.5	43.0
<b>Deaf Blind</b>	0	0
<b>Multiple Disability</b>	.4	.8
<b>Autism</b>	3.7*	7.8
<b>Traumatic Brain Injury</b>	0	.3

\* Almost all the students in these disability areas are served by the Placer County Office of Education, which reduces the district's percentage of students in these areas compared to the state.

Source: California Special Education Management Information System (CASEMIS) by district of service

The district is close to or below state percentages in all areas except for speech and language. FCMAT's 2005 study found that a large percentage of the district's student population was identified as having a speech and language disability.

Fewer numbers of students were identified as eligible in this category than in the 2007-08 school year, but eligibility remains well above state averages. The following data indicates that the district continues to overidentify students as speech and language impaired.

**Students in Special Education Under the SLI category by Percentage**

School Year	2003	2004	2005	2006	2007	2008
SLI	46.51	48.7	48.2	45.2	46.3	41.7

Overidentification can result from several reasons, including the following:

- Students are identified for speech services that are ineligible under state/federal guidelines.
- Students are not transferred from the program when they are no longer eligible.
- Students are designated under this category when they are eligible for special education under another category.
- A combination of these reasons.

School administrators do not attend some speech IEPs. Students may be referred and assessed for speech without going through the established student study team process to ensure that the disorder adversely affects the student's educational performance and cannot be corrected without special education placement. All articulation students are reviewed through the IEP process while in many districts, students with single articulation errors are seen under a Response to Intervention (RTI) model without an IEP and are served in the general education program.

Site staff members indicated that the special education director attends IEPs when requested by the site, and is always kept apprised of IEPs that could be contentious, result in services from outside providers, or may result in a student placed in a more restrictive program.

Site principals indicated that they attend IEP meetings, although not always as the chair. They also reported that they ensure that a student is referred to special education only when all other interventions have been exhausted. Site administrators stated that although they feel comfortable with most IEPs at their site, they are sometimes unsure of the current legal issues and requirements.

The district is in its third year of implementing a computerized IEP. This enables the special education director and the sites to monitor caseloads and time lines to review IEPs. The FCMAT 2005 report recommended that the district review its practices and

eligibility criteria for students requiring only speech and language services, including the criteria for continuing these services and determining the need and level of service. The director indicated that the eligibility of new and continuing special education speech students is not regularly reviewed. Since FCMAT's earlier report, the district has implemented practices and criteria for establishing eligibility in this area, but more work needs to be done.

## ***Recommendations***

*The district should:*

1. Continue implementing the student study team and 504 processes and forms.
2. Continue using and developing the district special education procedure manual for the IEP process.
3. Clarify the procedures and eligibility criteria for identifying a student for special education services.
4. Develop exit criteria and a process for transferring a student from special education to general education for all eligibility conditions, but particularly for speech/language. These processes should be included in the special education procedural manual.
5. Train administrators as appropriate in current legal issues and requirements annually.
6. Ensure that the special education director attends or is otherwise involved in IEP meetings in the following situations:
  - When an IEP may recommend a more restrictive educational setting.
  - When a student will be referred to a program that is not operated by the district or is not located at the student's home school.
7. Develop a process to ensure that all referrals for speech- and language-impaired students are first discussed in the student study team at the school site.
8. Continue using the computerized IEP system to monitor caseloads, time lines and review IEPs. The district should generate reports that assist in reviewing eligibility and educational benefit.
9. Work with the SELPA to develop a program that supports students with single articulation errors in the general education setting without the requirement of an IEP.

10. Enlist the help of an outside source such as SELPA or county office to review the IEP of each special education student under the category of speech and language impairment to determine the following:
  - a. If each student is eligible under the category.
  - b. If the student was eligible at the initial IEP, is still eligible, or should be transferred from special education.
  - c. If the student is appropriately designated or eligible for special education under another category.



## *Staffing and Caseloads*

### **Designated Instruction Services**

FCMAT reviewed the ratio of full-time equivalent psychologists to students in California reported through California Basic Education Data System (CBEDS) for 2007-08, the most recent data available, and interviewed the district staff, including school psychologists. This research found that the district ratio of 889 students to one school psychologist is below the state standard staffing ratio of 1,328 to one. The district should consider eliminating .8 FTE of a psychologist position, which would align the staffing formula with the statewide average and yield an annual savings of \$46,418.

The district also provides .6 FTE psychologists for preschool special education assessment. The CBEDS comparative numbers for student to psychologist is based on enrollment and services in K-12. There is no comparative data for preschool psychologist duties; however, based on the preschool enrollment, .6 FTE is an appropriate amount of resources for this level.

The district's psychologists are entirely funded from special education resources even though some of their duties involve general education responsibilities. The district should consider funding this position proportionally from several categorical programs. This change will not result in a cost savings, but will more accurately reflect the cost of special education in the budget data.

The district obtains 60 hours per year of services from a county office behavioral intervention specialist. These services cost \$60 per hour or \$3,600 annually. If the district can train district staff members to provide this service, the cost and potential increases would be avoided, offsetting a small percentage of the cost of psychologist services.

Education Code 56362 (6) (c) limits the caseloads of resource specialists (RSPs) to 28 students. The district staffing formula for RSPs is 26 students; however, RSP programs operate with an average caseload of 20 students. The district should consider operating with an average of 28 students and eliminating 1.4 RSP positions for an annual savings of \$105,096.

The district has created an adapted physical education (APE) position, which is open and advertised for the 2010-11 school year. Services are provided through a bill-back from the county office. During the 2010-11 school year, the cost of those services will be eliminated as well as any APE costs for students served in county office programs. The district will also work with neighboring districts and offer available APE services through a memorandum of understanding (MOU).

District speech caseloads average 48 students. EC 56363.3 defines speech and language caseloads as follows:

The average caseload for language, speech and hearing specialists in special education local plan areas shall not exceed 55 cases unless the local plan specifies a higher than average caseload and; the reasons for the greater than average caseload.

Therefore, FCMAT has no recommendations for reductions in this area. If the district implements the FCMAT recommendations regarding speech and language impairment identification, the potential reduction in the speech caseload would require a subsequent review of caseloads and appropriate adjustments to staffing.

EC 56441.7 requires the caseload of a speech and language specialist serving preschool special education children between three and five years of age to be no more than 40. The district's preschool speech and language caseloads comply with this requirement.

The average caseload for the occupational therapist (OT) is 28 students with a number of students receiving consult-only services. The district should consider reducing the OT by .4 FTE for an annual savings of \$25,082.

#### Summary of Proposed Reductions

Certificated Staff	Recommended Reduction	Guideline/Statute	Potential Savings
Psychologist	.8 FTE	CBEDS report of statewide average of psychologists	\$46,418
Resource Specialists	1.4 FTE	EC 56362 (6) (2)	\$105,096
Occupational Therapy	.4 FTE	Frequency and duration of services is low	\$25,082
		Total Annual Savings	\$176,596

Sources: Annual CBEDS report 2008; California Education Code Part 30; Best Practices

#### Special Day Class Settings

The district staffing formula for the resource specialist intensive program follows the staffing formula recommended by the consulting firm School Services of California, Inc. for mild to moderate disabilities. The classes are staffed appropriately.

The district staffing formula for special day classes for moderate to severe disabilities is aligned with the guidelines developed by School Services. The district plans to reduce two six-hour instructional aide positions because of overstaffing in these classes for an annual savings of \$48,403, and FCMAT findings support this plan.

#### Comparison of School Services Inc. Guidelines for SDC Classes with District Practice

Special Day Classes	Guidelines	District Practice
Mild to Moderate (Elementary)	12 students, 1 aide	12 students, 1 aide
Mild to Moderate (Secondary)	12-15 students, 1 aide	14 students, 1 aide
Moderate to Severe (Elementary)	8-10 students, 2 aides	8-10 students, 2 aides
Moderate to Severe (Secondary)	10-12 students, 2 aides	12 students, 2 aides

## Recommendations

*The district should:*

1. Reduce psychologist staffing by .8 FTE for an annual savings of \$46,418, and align the staffing formula with the statewide average ratio for students to school psychologists.
2. Consider discontinuing the practice of charging all the psychologists to special education and allocating the expenditure proportionately to the categorical or general fund programs that the position supports. This will align the psychologists' duties with appropriate funding sources because much of their time is spent working with general education students.
3. Eliminate 1.4 FTE resource specialist positions for an annual savings of \$105,096. This will result in a staffing ratio of 26 students per resource specialist and provide room for growth in each caseload throughout the district.
4. Consider training the district staff to provide behavior intervention services instead of using contracted services. This will provide the district with the capacity to control contract costs. These services and costs could be shared with a neighboring district.
5. Reduce the occupational therapist position by .4 FTE for a savings of \$25,082 per year. Future staffing formulas for this position should consider frequency and duration of services.



## *Staff Development and Instructional Aides*

### **Training**

During the current state budget crisis, it is particularly difficult to implement staff development for certificated and classified staff members and instructional strategies for using instructional aides. At Auburn Union Elementary, staff development for all district employees has been curtailed, and the special education staff has received limited professional development training from the district and SELPA over the past three years.

The special education credentialed staff has been trained in writing behavior support plans, IEP procedures, and using computerized IEPs effectively. The special education classified staff has received training in special education procedures and first aid. A limited number of classified staff members are being trained in autism and ProAct, a program to assist the staff with behaviorally challenged students.

Training attended by staff members outside the district is documented, but the staff person is not required to share the information at the district level.

Special education credentialed staff members indicated they have had insufficient training in current legal issues and requirements, RTI and behavioral techniques. The special education classified staff stated that it lacks sufficient training in behavior management and working with specific disabilities such as autism.

The special education director has established monthly meetings with special education teachers, speech therapists, and psychologists, but these meetings are often cancelled because the director is called to other meetings. Special education teachers are particularly difficult to meet with because of schedule differences between the schools and the need for the teachers to attend meetings at their sites.

In the past, the director attended meetings with the special education staff at the sites, but some meetings were canceled because the director attended potentially contentious IEPs at another site. The district should increase consistency in this area.

The administration, teachers and aides indicated that special education instructional aides spend most of their time working directly with students. Although the aides complete some paperwork for teachers, it is not their primary responsibility.

The staff indicated that special education aides may work with a special education student in a general education class without specific training or a clear understanding of the student's IEP goals or appropriate behavioral techniques. This causes frustration for the aide and the general education teacher, who relies on the aide for strategies and assistance.

A district handbook for special education aides outlines general information, accommodations for special education students, roles and responsibilities, child abuse reporting requirements, special education definitions and some resources. It does not include information about specific disabilities and strategy instruction.

## **Recommendations**

*The district should*

1. Document cases in which a special education staff person attends training outside of district and develop a process to ensure that the training information is disseminated to all appropriate special education staff members or other general education staff members that may benefit from the training. For example, behavior management techniques are effective for general education teachers and aides as well as the special education staff.
2. Conduct a needs assessment to determine the areas of greatest need for staff development for certificated, classified and administrative staffs.
3. Collaborate with the sites to develop a training schedule for special education credential staff that will not conflict with site training. The training should be focused on the specific staff needs, and attendance at the trainings should be mandatory.
4. Collaborate with the sites to develop a schedule for regular meetings with special education teachers, speech therapists and psychologists. These meetings should include opportunities for the staff to discuss concerns and for training to be conducted in specified areas.
5. Reinstate the special education director's meetings with the special education staff at all school sites. These meetings should be held two or three times a year to facilitate communication and collaboration.
6. Continue assigning special education aides to work directly with students as their primary responsibility.
7. Train the classified staff in behavioral techniques and in working with students who have various disabilities
8. Implement online training for the classified staff similar to what is offered by the Los Angeles County Office of Education. A list of training sessions and the contact person is attached as Appendix A to this report.

9. Establish staff development specifically for the classified staff on minimum days when they are not working with students.
10. Ensure the classified staff members that work primarily in a general education class have information about their student(s) and basic training on effective behavior management techniques and instructional support strategies before starting the assignment. This may require the aide to accompany (shadow) another aide for a day with specific allotted time to meet with the special education case carrier.
11. Review and modify the instructional assistant handbook with the input of aides, teachers and administrators to include the following:
12.
  - a. Behavior plans and the aide's role and responsibility in implementation.
  - b. The roles and responsibilities of aides working in a general education classroom.
  - c. The roles and responsibilities of one-to-one instructional aides when their students are absent.
  - d. Disability information and behavior management techniques and instructional strategies.

### **The Role of Instructional Aides**

Throughout the state, the number of districts that use instructional aides, one-on-one aides and special circumstance instructional aides has greatly increased over the past few years. This increase has affected education budgets and contributions from the general fund, especially when the services of these aides are not warranted or monitored. Districts can determine whether the services are appropriate only through guidelines, policies and procedures as well as strict monitoring. While the district has guidelines on the use of one-to-one instructional aides, some teachers and principals sometimes do not adhere to them.

Effective guidelines can help districts when they are challenged by parents and advocates for these services. Extensive training should follow the development and implementation of guidelines. Administrators, general education, and special education staff members should attend mandatory training on the use of these guidelines. The guidelines also assist staff members in making the following decisions:

1. Determining the need for one-on-one instructional aides
2. Determining dependence factors
3. Developing measurable outcomes
4. Drafting descriptors of success
5. Developing alternatives to one-on-one instructional aides
6. Determining whether existing resources are maximized
7. Evaluating the continuing need for these services
8. Determining when it is appropriate to add additional hours to an existing assistant's contract

Many districts use the term “special circumstance instructional aides” instead of “one-on-one aides” because the former term emphasizes that the assignment is temporary. Transitioning students away from these services is important in promoting independence. The district does not use transitioning or “fading” strategies for instructional aide support.

The Special Education Department does not have a specific staff member assigned to review aide use and analyze student needs. Policies and procedures should clearly define the role of the special education director, special education staff, and school site administrators. Once policies and procedures are implemented, a review should be conducted of all instructional aide placements.

All instructional aide positions work six hours per day and receive benefits. The district should consider changing the six-hour position to two three-hour positions to eliminate benefits and realize an approximate annual savings of \$99,303.

## **Recommendations**

*The district should:*

1. Eliminate two six-hour instructional aide positions in moderate to severe special day classes for an annual savings of \$48,403.
2. Consider using two three-hour aides instead of one six-hour aide to eliminate the potential cost of health-and-welfare benefits for savings of \$99,303. This would allow the district to remove the \$99,303 from future budget appropriations.
3. Consider using the “term special circumstance instructional aide” instead of “one-on-one aide,” and develop guidelines for these employees (Sample guidelines are attached as Appendix B to this report).
4. Ensure the director of special education continues training all school personnel on the guidelines for assigning, supporting, reducing, and terminating the services of instructional aides and the importance of adhering to these guidelines.
5. Evaluate the continuing need for instructional and one-on-one aides.
6. Develop a transition or “fading” plan for instructional aide services at IEP meetings.
7. Develop and implement instructional aide guidelines (Sample guidelines are attached as Appendix C to this report).
8. Assign specific staff members to analyze the use of instructional aides and student needs.



# Appendices

- A. Los Angeles County Office of Education Training Sessions*
- B. Sample Guidelines for Special Circumstances Instructional Aides*
- C. Instructional Aide Guidelines*
- D. Study Agreement*



## ADVANTAGES

- ✓ Uses Adobe Connect
- ✓ Assessment questions for review at the end of each module
- ✓ Reports available for participant completion-tracking mechanism
- ✓ Password can be set to expire after set time frame
- ✓ LACOE is using as a condition of hire
- ✓ CSEA local chapter approval
- ✓ Notes page includes all audio
- ✓ Visual and audio modalities
- ✓ Password protected

## INDEX OF COURSES

<b>Course 1</b>	<b>Introduction: Getting Started</b>
<b>Course 2</b>	<b>Division Expectation</b>
<b>Course 3</b>	<b>Say What-Acronyms</b>
<b>Course 4</b>	<b>Student Populations</b>
Module 1	Division of Special Education Facts
Module 2	Division of Juvenile Court School Facts
Module 3	Division of Alternative Education Facts
<b>Course 5</b>	<b>Division of Special Education</b>
Module 1	Division of Special Education Overview
Module 2	Beliefs and Principals
Module 3	Understanding Students with disabilities
Module 4	People First
Module 5	Mobility Opportunities Via Education
<b>Course 6</b>	<b>Juvenile Court Schools</b>
Module 1	Closing the Gate
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<b>Course 8</b>	<b>Facilitating student learning</b>
Module 1	Facilitating student learning
Module 2	Academic (Diploma Bound) Students
Module 3	Instructional strategies for academic
Module 4	Academic Readiness (Non Diploma Bound) Students

<b>Course 9</b>	<b>Working in a Team</b>
Module 1	So you want to be a Para Educator-Introduction
Module 2	Top 10 Things
Module 3	Working Together: Teacher-Para Educator Teams
Module 4	Academic Para Duties
Module 5	Academic Readiness Duties
<b>Course 10</b>	<b>Communication</b>
Module 1	Communication Skills
Module 2	Communication Barriers
Module 3	Reading Nonverbal Communication Cues
Module 4	Creating a Foundation for effective communication
Module 5	Dealing With Others
<b>Course 11</b>	<b>Dealing with Behavioral Challenges</b>
Module 1	Classic Behavior Techniques that Backfire
Module 2	Guidelines for handling challenging behaviors
Module 3	Positive Reinforcement systems
Module 4	Behavioral Prevention Strategies
Module 5	Communicative Functions of Behavior
Module 6	Behavior Intervention CAUTIONS
<b>Course 12</b>	<b>Ethics in the Workplace</b>
Module 1	10 Tips to keep Ethical compass
Module 2	Basic Ethical issues
Module 3	Areas of Ethical consideration
Module 4	Confidentiality
<b>Course 13</b>	<b>Child Abuse: An Educator's Responsibilities</b>
Module 1	What is child abuse?
Module 2	Physical Abuse
Module 3	Physical Neglect
Module 4	Sexual Abuse Part I
Module 5	Sexual Abuse Part II
Module 6	Emotional Maltreatment
Module 7	What is not child abuse
Module 8	FAQ

For Purchasing information please contact:

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# Process for Requesting Special Circumstance Instructional Aides

## Guidelines and Forms

Revised 9/1/09

## **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 staffings 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.

## Request for Special Circumstance Instructional Aide

### Student-Related: Classroom Support or Individual Student

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** \_\_\_\_\_

Complete 1 or 2:

1. Classroom Support \_\_\_\_\_ Class Location \_\_\_\_\_

2. **Individual Student Support** \_\_\_\_\_ **Name** \_\_\_\_\_

**District of Residence** \_\_\_\_\_ **DOB** \_\_\_\_\_

All requests for Special Circumstance Instructional Assistance are reviewed quarterly. Please attach required forms and supporting documentation (Refer to SCIA Guidelines).

*Requested Start Date* \_\_\_\_\_ *Anticipated Ending date* \_\_\_\_\_

Department Approval:

\_\_\_\_\_  
Program Specialist

\_\_\_\_\_  
Date

\_\_\_\_\_  
Special Education Director/Administrator

\_\_\_\_\_  
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. 9/10/09

**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





## 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.

	<i><b>Health/Personal Care/Rating</b></i>	<i><b>Behavior/Rating</b></i>	<i><b>Instruction/Rating</b></i>	<i><b>Inclusion/Mainstreaming/Rating</b></i>
<b>0</b>	General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care. <input type="checkbox"/>	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts. <input type="checkbox"/>	Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
<b>1</b>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>
<b>2</b>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>
<b>3</b> *	Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special 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. <input type="checkbox"/>	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. Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors. <input type="checkbox"/>	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 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. <input type="checkbox"/>	Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to & from class. Always requires modifications & accommodations for class work. Requires adult to facilitate social interaction with peers. <input type="checkbox"/>
<b>4</b> *	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>	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. <input type="checkbox"/>

\*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.

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.**

**Posted classroom schedule** \_\_\_\_\_ *Yes* \_\_\_\_\_ *No*

If yes, complete section below:

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

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Times       | <input type="checkbox"/> Locations  |
| <input type="checkbox"/> Students    | <input type="checkbox"/> Activities |
| <input type="checkbox"/> Staff names |                                     |

2. The schedule is  Daily  Weekly  Other \_\_\_\_\_

**Individual student schedule** \_\_\_\_\_ *Yes* \_\_\_\_\_ *No*

If yes, complete section below:

1. Student uses the following format for individualized schedule:

- |                                     |                               |
|-------------------------------------|-------------------------------|
| <input type="checkbox"/> Object     | <input type="checkbox"/> Icon |
| <input type="checkbox"/> Photograph | <input type="checkbox"/> Word |
| <input type="checkbox"/> Picture    |                               |

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

- |   |  |
|---|--|
| <input type="checkbox"/> Area for one-to-one work | <input type="checkbox"/> Area for independent work |
| <input type="checkbox"/> Area for group work      | <input type="checkbox"/> Area for leisure          |
| <input type="checkbox"/> Not applicable           |  |

3. Student ability to follow the schedule:

- |  |  |
|--|--|
| <input type="checkbox"/> Independent                     | <input type="checkbox"/> With direct verbal prompt |
| <input type="checkbox"/> Non-verbal with gestural prompt | <input type="checkbox"/> With physical prompt      |
| <input type="checkbox"/> With indirect verbal prompt     |  |

Consistent  Inconsistent

4. Student use of the schedule:

- |   |   |
|---|---|
| <input type="checkbox"/> Student carries schedule       | <input type="checkbox"/> Student uses transition cards          |
| <input type="checkbox"/> Student goes to schedule board | <input type="checkbox"/> Teacher carries and shows the schedule |

Consistent  Inconsistent

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

**Curriculum and instructional planning**

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

- |  |  |
|--|--|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Academics             |
| <input type="checkbox"/> Self care     | <input type="checkbox"/> 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

***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***

***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?

***Planning team meetings***

1. Are team meetings held? (formal or informal meetings to problem solve) \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, complete section below:

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> Daily               | <input type="checkbox"/> Biweekly |
| <input type="checkbox"/> Weekly              | <input type="checkbox"/> Monthly  |
| <input type="checkbox"/> Need to be schedule |                                   |

Meetings include the following participants:

***Current utilization of assistance***

How is existing assistance utilized?

- |  |   |
|--|---|
| <input type="checkbox"/> Behavior management                   | <input type="checkbox"/> Medical assistance |
| <input type="checkbox"/> Curriculum adaptation and preparation | <input type="checkbox"/> Supervision        |
| <input type="checkbox"/> Instruction - individual              |   |
| <input type="checkbox"/> Instruction - group                   | <input type="checkbox"/>                    |

Other \_\_\_\_\_

***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:

## 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.

## Instructional Aide Guidelines

### **I. GUIDING PRINCIPLES**

#### **A. Rationale**

SELPA is committed to providing a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA2004) and California laws and regulations describe a continuum of alternative placements such as instruction in general education classes, special classes, special schools, home instruction and instruction in hospitals and institutions. Both federal and state laws contain provisions to ensure that children with disabilities are educated to the maximum extent possible with children who are not disabled and that children are removed from the general education environment only when the nature of the disability is such that education in the general education classroom cannot be satisfactorily achieved with the use of related services.

#### **B. Related Services**

California's related services as defined in Education Code and Title V regulations are referred to as Designated Instruction and Services or DIS. IDEA2004 defines Related Services as signifying the utilization of aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. This applies to any general education program or special education program in which the student may participate.

#### **C. Special Needs Assistant/Support**

By law, services to students with special needs must be delivered in the least restrictive environment (LRE). When an IEP Team is considering a special needs assistant for a student, all aspects of the student's program must be considered with the intent of maximizing the student's independence. It must be acknowledged that the teacher, rather than the assistant, is responsible for the design and implementation of the student's program. The IEP team must consider the student's personal independence when discussing the necessity for a special needs assistant. The foremost educational goal for any special needs student is to encourage, promote, and maximize independence. Without proper consideration of the role of a special needs assistant, the presence of such support may unintentionally foster dependence. The team must carefully evaluate a student's total educational program to determine where support is indicated. Natural support, existing staff support, and/or other classroom modifications/supports (e.g. assistive technology, behavior plan) should be used whenever possible to promote the least restrictive environment (LRE).

#### **D. Other considerations**

- The IEP Team needs to base the decision for a special needs assistant as a related service on appropriate documentation and assessment. A special needs assistant is considered only in instances where the student is not able to



benefit from a Free and Appropriate Public Education without such support. Specifically the program modifications or supports for school personnel (special needs assistant) are necessary to assist the student to:

- ◆ Advance appropriately toward the annual goals
  - ◆ Be involved in and progress in the general curriculum
  - ◆ Participate in extracurricular and other nonacademic activities; and,
  - ◆ Be educated and participate with other disabled and non-disabled students.
- If a special needs assistant is necessary for curricular purposes, the IEP Team must consider if the current goals and objectives are appropriate and if the proposed placement is truly the least restrictive environment for the child.
  - If a special needs assistant is necessary for behavioral concerns, the IEP Team must have charted behaviors and implemented an appropriate behavior plan before they consider a special needs assistant.
  - The school nurse should be a part of the IEP Team discussion whenever assistance is needed due to a medical need.

## **II. PROCEDURES/ADMINISTRATIVE GUIDELINES**

### **A. Complete an Evaluation**

Members of the school education team need to complete the Evaluation to determine the Appropriateness for a Special Needs Aide form to evaluate the need for additional classroom support.

### **B. Schedule IEP Meeting**

If, after completing the form, it is determined that a special needs assistant (for the classroom or for a specific student) is needed, an IEP meeting should be scheduled and should include an appropriate district of residence administrator/designee.

### **C. The IEP needs to include the following:**

1. A statement that the special needs assistant is necessary for the child to benefit from his/her educational program with a specific statement of how the related service will assist the child. Specify the conditions and circumstances under which the special needs assistant appears appropriate for the student.
2. An objective manner (criteria) for evaluating whether the addition of personnel assists the child in benefiting from his/her educational program.
3. A statement of the frequency and location of the related service(s).
4. A statement of the duration of the services. A short-term special needs assistant could be used for an evaluation period or transition period not to exceed eight weeks.
5. A statement of the role of the special needs assistant as well as the role of the teacher and any other professionals responsible for the student's education.

6. A systematic written plan to address how the additional personnel support will be monitored and to address the criteria for fading that support as the student gains independence.
7. The schedule for review of the student's program which leads to the fading of the assistant. It is recommended that the team meet at least every six months except for cases of extreme medical need.
8. Goals/objectives that address the skills needed by the child in order for the special needs assistant to be faded.
9. A behavior plan for a student requiring a special needs assistant for behavior. The behavior plan needs to include a description of how and when support, including personnel, will be utilized to implement the plan and when the plan will be reviewed and modified.
10. If the student has instructional needs requiring additional personnel, a written plan must be developed by the general and/or special education teacher(s) based on appropriate assessment information. The plan must specify how the additional personnel will be utilized to support the teacher in implementing the student's goals and objectives. Additionally, the plan must indicate what attempts will be made to transition to other available classroom resources and supports. (timeline, criteria, and specific resources and supports)

**Evaluation to Determine the Appropriateness for a Special Needs Aide**

<b>Date:</b>			
<b>Student:</b>			<b>Grade:</b> <input style="width: 50px;" type="text"/>
<b>Teacher:</b>		<b>Title:</b>	
<b>School Site:</b>			<b>Room Number:</b> <input style="width: 50px;" type="text"/>
<b>Instructional Setting:</b>			

***When completing the form, please use the back pages of the form as necessary to give complete information.***

**A. Curriculum and Instructional Planning**

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

\_\_\_\_\_ Communication

\_\_\_\_\_ Academic/Pre-academic



1. Attach a diagram of the arrangement of the furniture and instructional areas that provide the physical structure of the classroom. Does the physical environment of the classroom present barriers to the student's participation in the curriculum? If yes, how?

1. Describe the classroom schedule and visual supports provided for the student.

2. Describe the classroom management system.

Are the visual structures in place enough to meet the student's needs? If no, what else is needed? Is the current classroom management system working for the student? If no, what else is needed?

3. Are distractions occurring in the classroom that interfere with student learning? If yes, what are they?

### **C. Determining Student Access to the Curriculum**

1. What part(s) of the curriculum is accessible to the student given the natural or available supports?
2. What part(s) of the curriculum is not accessible given the natural or available supports?

What factors prevent the student's participation in this aspect of the curriculum?

## D. Determining Available Supports

1. What supports (personnel, environmental, structural, instructional) are available for the student in the natural environment?
  
2. Describe other school personnel that might be available to support the student's needs? (classroom teacher, special education teacher, special education paraprofessional, other school instructional aides, peer support, etc.)
  
3. Describe other modifications or supports that might be considered for the student that have not been tried. (change of classroom environment, classroom management plan, individual behavior plan, assistive technology)
  
4. Please check any intervention below that might be helpful to try before consideration of a **special needs aide**.
  - a. \_\_\_\_ Training for instructional staff (specify what type)
  - b. \_\_\_\_ In class coaching
  - c. \_\_\_\_ Consultation in the classroom
  - d. \_\_\_\_ Behavior observation/support
  - e. \_\_\_\_ Other (please specify)
  
5. If a **special needs aide** is being contemplated, does the assistant need to be assigned to one student or could the assistant be assigned to the entire class?
  
6. Specify exactly what times during the day the student could participate without the support of the **special needs aide**.

Time of Day	Activity

If a **special needs aide** is contemplated for this student, what part(s) of the day would the student require support? What type of support would be given?

Time of Day	Activity	Anticipated Support

### E. Determining the Need for Assistance

\_\_\_\_\_ The student is able to access the curriculum in the least restrictive environment with supports currently available in the school environment.

\_\_\_\_\_ The student is not able to access the curriculum in the least restrictive environment using natural and/or available supports for the following reason(s):

\_\_\_\_\_ Intensive medical need (attach documentation)

\_\_\_\_\_ Serious behavior (attach documentation of attempted interventions and current behavior plan)

\_\_\_\_\_ Low Incidence needs (scribe, sign language translator, notetaker, etc.)

\_\_\_\_ Basic life function assistance

\_\_\_\_ Other (curricular, mobility, etc.)

Specify: \_\_\_\_\_  
\_\_\_\_\_

# FCMAT

FISCAL CRISIS & MANAGEMENT  
ASSISTANCE TEAM

CSIS California School Information Services

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## FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM STUDY AGREEMENT January 12, 2010

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Auburn Union Elementary 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 Auburn Union Elementary 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.

### 2. SCOPE OF THE WORK

#### A. Scope and Objectives of the Study

The scope and objectives of this study are to conduct the following:

1. Review the Special Education Individualized Program (IEP) process with a focus on the identification process and the role of site principals.
2. Conduct an analysis of classified and certificated staffing in relationship to class size. The analysis will include, but not be limited to, the following positions: occupational therapist, adaptive physical education, speech therapist, school psychologist and the related services provided by these staff.
3. Provide an evaluation of district procedures for determining the requirement to add or hire instructional aides. This component will also include recommendations for professional development training for both certificated and classified staff and include instructional strategies on how to effectively use instructional aides in the classroom.



B. Services and Products to be Provided

- 1) Orientation Meeting - The Team will conduct an orientation session at the District to brief District management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study.
- 2) On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary.
- 3) Exit Meeting - 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.
- 4) 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.
- 5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment.
- 6) Final Report - Sufficient copies of the final study report will be delivered to the District following completion of the review.
- 7) 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, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- A. *Bill Gillaspie, FCMAT Chief Management Analyst*
- B. *JoAnn Murphy, FCMAT Consultant*
- C. *Anne Stone, 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 billed for the daily rate and expenses of the independent consultant, only. Based on the elements noted in section 2 A, the total cost of the study is estimated at \$9,200.00. 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.
- 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 organizational charts
  - 4) Current and four (2) prior year's audit reports
  - 5) Any documents requested on a supplemental listing
- 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 District 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:

<b>Orientation:</b>	<b>January/February</b>
<b>Staff Interviews:</b>	<b>January/February</b>
<b>Exit Interviews:</b>	<b>to be determined</b>
<b>Preliminary Report Submitted:</b>	<b>to be determined</b>
<b>Final Report Submitted:</b>	<b>to be determined</b>
<b>Board Presentation:</b>	<b>to be determined</b>
<b>Follow-Up Support:</b>	<b>If requested</b>

7. **CONTACT PERSON**

Name of contact person: Michele Schuetz, Superintendent

Telephone 530-745-8821 FAX

E-Mail: mschuetz@auburn.k12.ca.us

Michele Schuetz January 13, 2010  
Michele Schuetz, Superintendent Date  
Auburn Union Elementary School District

Anthony L. Bridges January 12, 2010  
Anthony L. Bridges, Deputy Executive Officer Date  
Fiscal Crisis and Management Assistance Team

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.