

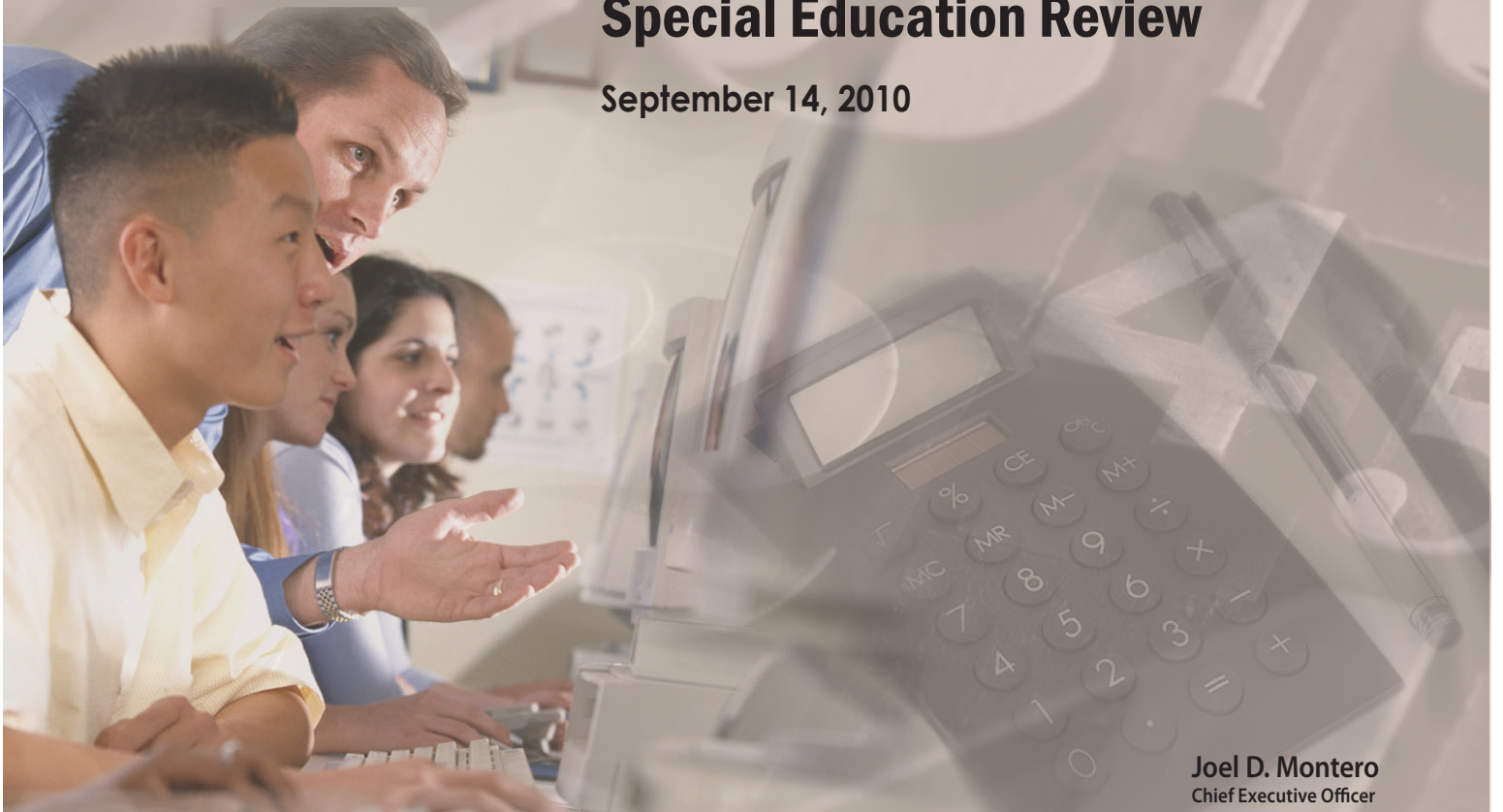


CSIS California School Information Services

Marin County Office of Education

Special Education Review

September 14, 2010



Joel D. Montero
Chief Executive Officer





CSIS California School Information Services

September 14, 2010

Mary Jane Burke, Superintendent
Marin County Office of Education
111 Las Galinas Avenue
San Rafael, CA 94903

Dear Superintendent Burke:

In March 2010, the Marin County Office of Education and FCMAT entered into an agreement for a review of the county office's special education programs and services. The study agreement specifies that FCMAT will perform the following:

1. Review COE special educational delivery system that will include but not be limited to analyzing the roles and responsibilities of:
 - A. Administrative staffing structure and make recommendations to improve efficiency, if necessary.
 - B. All operated COE special education programs and classes to determine cost efficiency.
 - C. Staffing ratios of all special education support staff including but not limited to school psychology, speech, occupational, adaptive PE, and occupational therapists.
2. Analyze COE special education classified and certificated staffing formulas and caseloads and compare with legal requirements and statewide averages.
3. 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.

The attached final report contains the study team's findings and recommendations..

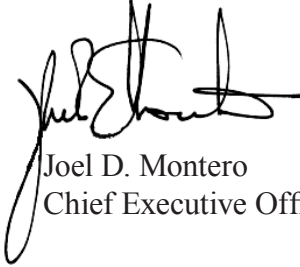
FCMAT

Joel D. Montero, Chief Executive Officer

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Administrative Agent: Christine L. Frazier - Office of Kern County Superintendent of Schools

FCMAT appreciates the opportunity to be of service and extends its thanks to all the staff of the Marin County Office of Education and the member school districts for their cooperation and assistance during this review

Sincerely,

A handwritten signature in black ink, appearing to read 'Joel D. Montero', with a stylized, flowing script.

Joel D. Montero
Chief Executive Officer

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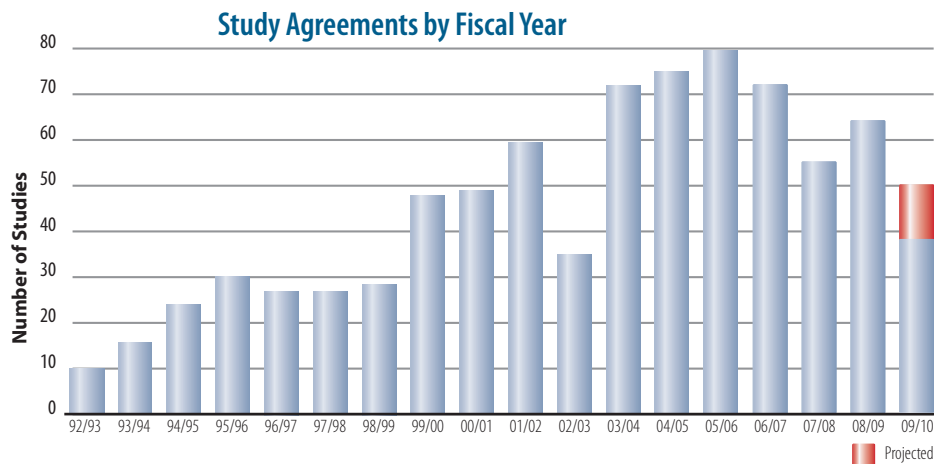
Foreword - FCMAT Background

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.



Total Number of Studies..... 743

Total Number of Districts in CA.....1,050

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

Marin county has 73 schools that serve a total of 29,615 students in grades K-12. The Marin County Office of Education provides programs and services in 45 elementary schools, 11 middle schools, nine high schools, two alternative schools, three continuation schools, one juvenile court school and one community school. The county office is also considered a school and provides special education services to 526 students.

Approximately 37% of students enrolled in the county are minorities, including 22% who are Hispanic. This is an increase of 5% since 2004. Fourteen percent of the county's students receive English language (EL) support services, which is an increase of 3% since 2004.

Students identified as needing special education programs and services comprise 11.2% of the total K-12 student population countywide, which is slightly higher than the statewide average of 10.5%. Approximately 11% of special education students countywide are 0-4 years old, which also exceeds the statewide average of 8%.

In March 2010, the Marin County Office of Education and FCMAT entered into an agreement for a review of the county office's special education programs and services. The study agreement specifics that FCMAT will perform the following:

1. Review COE special educational delivery system that will include but not be limited to analyzing the roles and responsibilities of:
 - A. Administrative staffing structure and make recommendations to improve efficiency, if necessary.
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 - C. Staffing ratios of all special education support staff including but not limited to school psychology, speech, occupational, adaptive PE, and occupational therapists.
2. Analyze COE special education classified and certificated staffing formulas and caseloads and compare with legal requirements and statewide averages.
3. Review 1-1 aide policy, procedures and staffing ratios and determine whether process is effective and make recommendations to improve efficiency and effective us of assigned aides to special education.

Study Guidelines

FCMAT visited the district on April 20-29, 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. Special Education Delivery System
- III. Staffing and Formulas and Caseloads
- IV. One-to-One Paraprofessionals
- IV. Appendices

Study Team

The study team was composed of the following members:

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Bakersfield, CA

Trina Frazier*
Administrator
Fresno County SELPA
Fresno, CA

JoAnn Murphy
FCMAT Consultant
Santee, CA

John Lotze
FCMAT Public Information Specialist
Bakersfield, CA

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

Executive Summary

The Marin County Superintendent of Schools provides oversight and is responsible for providing special education services to children in Marin County on behalf of the school districts. District administrators countywide expressed positive support for the services provided by the county office and stated that the county office is attempting to provide the best service possible with available resources.

The county office offers comprehensive special education programs and services for students from birth through age 22. The administrative leaders have a strong commitment to providing quality programs and services for students with severe disabilities. The county office requested that FCMAT review the special education delivery system, staffing formulas and caseloads, and the use of one-to-one paraprofessionals.

A professional and respectful relationship between the county office and the special education local plan area (SELPA) member districts was evident throughout FCMAT's fieldwork and interviews, and administrators and staff communicated openly with the FCMAT study team.

The county office has made efforts to reduce the number of administrators in the special education program; however, the ratio of pupils to administrators is still lower than in comparably sized districts and county offices of education. If the county were to increase its ratio to that of other local districts and counties by reducing administrative staff, it could save approximately \$250,000 per year.

However, before making staff reductions, the county should reexamine the responsibilities of its program managers, who spend 60-70% of their time performing individualized education program (IEP) case management and can therefore maintain only a limited focus on program development, staff training and supervision. This has resulted in a reactive service approach rather than proactive planning and program development. Most other districts and county offices of education of comparable size, structure and service levels require teachers to perform case management duties.

The county office could increase cost efficiency by using integrated software to manage student information and updating the office equipment used by clerical and certificated staff. The telephone systems at some sites are old compared to current technology standards and need to be updated to increase effective communication.

The county office operates programs and services for preschoolers with nonsevere disabilities. Many other county offices of education have returned these types of programs to districts. The county office should consider doing the same to increase both cost efficiency and students' ability to access the natural environment, meaning the home and community settings in which children without disabilities participate, which is a new requirement in Education Code section 56441.

Districts reiterated their desire for the county office to continue providing programs and services for students with severe disabilities. Participating districts also requested further expansion of programs for high school students with autism, elementary students with emotional disturbances, and students with social and emotional issues that affect classroom performance.

There is a lack of appropriate professional development for certificated and classified staff and managers. Ensuring that staff receive and apply staff development will lead to greater cost efficiency, effective foundations for programs, and reduced litigation.

Districts do not have a working knowledge of the operational costs of county office-operated special education programs. Although the districts have no interest in transferring programs to district operation, they are requesting a better understanding of the costs associated with operating county office-provided programs in order to budget accurately for these costs. FCMAT provided several samples of data tables that can be used to show program costs and efficiencies.

Most of the county office-operated programs have average class sizes consistent with statewide guidelines. Caseloads for designated instruction and services (DIS) providers are maximized and are consistent with guidelines or education code requirements. Caseloads in county office-operated preschool special education classes are higher than the education code allows and should be reduced.

The county office has successfully implemented the SELPA's policy regarding determining the need for one-to-one instructional aides. As a result, the county office continues to provide this service to students with demonstrated needs but has reduced the number of one-to-one aides by fostering independence.

Findings and Recommendations

Special Education Delivery System

The Marin County Office of Education operates a comprehensive range of programs and services for approximately 800 students with severe disabilities from 19 districts in the Marin County Special Education Local Plan Area (SELPA). Students range in age from infancy to 22 years. The county office provides programs for severely handicapped students, emotionally disturbed students and students with autism, programs for preschool students with nonsevere disabilities, and resource specialist services for rural districts. Both the county office and the districts have a strong commitment to providing programs for students with disabilities, and the districts are appreciative of the county office's support. The county office also has a desire to ensure cost efficiency while providing quality programs

Administrative Staffing and Structure

To review administrative staffing and structure, FCMAT interviewed the superintendent, special education administrator and at least one principal from each of the following Marin County SELPA member school districts:

- Kentfield Elementary
- Mill Valley Elementary
- Novato Unified
- Reed Union Elementary
- Ross Valley Elementary
- San Rafael City
- San Rafael City High

Data on administrative positions, special education pupil counts, supervisors and administrators was collected from the California Department of Education's (CDE's) Dataquest website and from the districts. Pupil count data was taken from the district of service data submitted to the CDE.

The California Special Education Management Information System (CASEMIS) distinguishes between a student's district of residence and the district of service. Even though students may be served in a county office or regional program of the SELPA, the district of residence retains primary educational responsibility. This includes but is not limited to assessment, IEP development, funding out-of-district placement, due process, and compliance with state and federal laws. This study uses the district of service when comparing administrative ratios in county office-operated and district-operated programs; however, it does not account for any additional time directors spend for their students who are enrolled in county office-operated programs.

Table 1: Administrative support at the coordinator level in Marin County SELPA districts

School District	Pupil Count	Administrators, Full-Time Equivalent Positions (FTEs)
Kentfield	75	0.5
Mill Valley	246	1.0
Novato	845	1.0
Reed	82	0.5
Ross Valley	226	0.8
San Rafael Elementary	482	0.4
San Rafael High	215	0.4
Marin COE	800	1.0

Source: CASEMIS June 2009-2010 from Marin County SELPA; other data from FCMAT interviews and data requests.

Only two districts with pupil counts ranging between 246 and 845 have full-time special education directors. The county office also has a full-time director of special education. In other districts, special education directors are assigned additional administrative duties such as pupil services or ensuring compliance with section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability; only a percentage of their time is charged to special education.

FCMAT compared county office special education administrative staffing with that of the Novato Unified School District and with the combined administrative staffing of San Rafael Elementary and San Rafael High School districts; these entities have a similar number of special education students to the county office. The analysis, which is shown in Table 2, includes program managers or specialists who provide administrative support.

Table 2: Comparison of Special Education Student-to-Administrator Ratios

District	Pupil Count	Administrator	Supervisor/ Program	Pupil-to-Administrator Ratio
Novato	845	1.0 FTE	3.0 FTE	211.25:1
San Rafael (Elem/HS)	697	.8 FTE	1.0 FTE	387.2:1
MCOE	800	1.0 FTE	4.26 FTE	152:1
Average				250.15:1

The data in Table 2 indicate that the county office has a pupil-to-administrator ratio of 152:1, which is lower than the comparison districts' average ratio of 250.15:1. The combined San Rafael districts have a higher than average ratio of 387.2:1.

Under the direction of the deputy superintendent of education services, the director of special education has primary oversight of the county office-operated special education programs and services, including 4.26 FTE program managers who provide direct support to county office certificated and classified staff and serve as liaisons with local school districts.

As shown in Table 3, the county office's special education pupil-to-administrator ratio is also lower than the average ratio in county offices of education with comparable numbers of special education students. Aligning its pupil-to-administrator ratio with those of comparable school districts and county offices of education would improve cost efficiency. This could result in an

annual savings of approximately \$250,000. The county office would need to discuss these issues with local districts and the SELPA to determine the feasibility of this type of reduction.

Table 3: Comparison of Administrative Support Levels with Other County Offices

County Office	Pupil Count	Administrator/Program Managers	Pupil-to-Administrator Ratio
El Dorado	1107	3.0 FTE	369.0:1
Kings	1066	4.0 FTE	266.5:1
Marin	812	5.26 FTE	152:1
			Average: 262.5:1

Source: CASEMIS data 2008-09; staffing posted on county office websites.

Recommendations

The county office should:

1. Consider aligning its level of special education administrative support with those of districts and county offices of education with comparable numbers of special education students.
2. Visit other county offices of education with special education programs of comparable size to compare the supervisory responsibilities of administrative staff.
3. Collaborate with local districts and the SELPA to determine the most appropriate and efficient level of supervision for county office-operated special education programs.

Program Managers and Teachers

The county office's special education program managers are responsible for case management, including scheduling, facilitating, completing paperwork, and following up on IEPs. The program managers' clerical assistants also help them schedule the IEPs. The program manager job description does not mention case management duties, yet an average of 60-70% of their time is spent on these duties. County office staff also reported that some program managers evaluate the paraprofessionals who work under the teachers they supervise.

Performing these duties is not a cost efficient use of program managers' or their clerical assistants' time. Completing these duties does not allow program managers the time they need to perform program and curriculum development. Special education teachers need to perform these duties during their regular workday; this is common practice in county offices of education statewide. The county office's job description for special education teachers states that teachers should "maintain appropriate student records," and this should include the IEP. The county office may want to consider strengthening the language in the job description to address IEP responsibilities specifically. Appendix B provides a sample list of case management duties for teachers.

Program managers need to be in classrooms assisting with curriculum and program development. They need to plan, organize and direct program operations and activities under the supervision of the special education director. Program managers also need to closely monitor paraprofessional and nursing support and implement plans to gradually decrease students' need for special education services (known as fading plans) to increase cost efficiency.

Program managers will also need to attend high-profile IEP meetings at which their program expertise is needed; this is a standard and efficient practice industrywide.

Both district and county office staff indicated that the county office special education department operates reactively rather than proactively. This situation can create inefficiencies and be difficult to overcome to implement improvements. Reactive organizations have difficulty finding the time needed to create positive change. In the county office's case, this is partly because program managers are responsible for case management.

Recommendations

The county office should:

1. Ensure that program managers are relieved of the duties of scheduling, facilitating, completing paperwork and following up with IEPs, unless it is a high profile IEP meeting at which their expertise is needed.
2. Ensure that program managers are not responsible for evaluating paraprofessionals.
3. Give special education teachers the responsibility of scheduling, facilitating, completing paperwork and following up with IEPs during their regular work day.
4. Give teachers the responsibility of evaluating all paraprofessionals assigned to their respective classrooms.
5. Ensure that program managers spend more time observing in classrooms to provide support to teachers to help improve services.

6. Give program managers the responsibility of developing quality programs as directed by the special education director.
7. Ensure that program managers develop a fading plan that includes additional assistance to classrooms to foster student independence.
8. Develop a plan to alleviate the special education department's reactive tendencies and strive for more proactive communication and management measures.

Technology

The county office special education department uses three different software systems to manage student information: the California Special Education Management Information System (CASEMIS), Organizational Management and Resources (OMAR) and the Aeries student information system. Some staff and districts do not use OMAR to develop IEPs because its software program is not compatible with Aeries or CASEMIS and it is not web-based. The SELPA is adopting an alternative IEP program that should be faster and more cost-efficient.

Some technology in the county office's special education department office is antiquated and needs to be updated so that the department can operate more cost efficiently. Both clerical and certificated staff use outdated equipment that frequently breaks down, which affects department efficiency. Telephone systems at some sites are also old and need to be replaced.

According to interviews with staff, the special education department uses systems that require a large amount of manual labor to complete items such as leave slips, purchase orders, payroll and time sheets. Replacing these systems with online software systems when financial resources permit would help reduce costs and streamline processes.

The county office does not generate attendance reports monthly. Continual monitoring of attendance percentages can help increase revenue based on average daily attendance (ADA). Table 4 provides a snapshot of monthly attendance in all county office-operated classrooms.

Table 4: Marin County Office of Education, Actual Pupil Attendance

School Site	A Total Std Enroll	B YTD Average Enrollment	C Total Possible Days of Student Attendance	D Absent Excused	E Absent Unexcused	F Total Days of Nonattendance (D + E)	G Actual Attendance Days (C – F)	H Actual Attendance Percentage
School Site	8	8.00	1,184	56	11	67	1,117	94.34%
School Site	14	11.64	1,665	110	57	167	1,498	89.97%
School Site	131	122.34	17,372	1291	792	2,083	15,289	88.01%
School Site	15	13.92	1,991	94	30	124	1,867	93.77%
School Site	30	22.69	3,245	230	121	351	2,894	89.18%
School Site	24	23.26	3,311	404	117	521	2,790	84.26%
School Site	3	2.49	354	36	18	54	300	84.75%
School Site	8	7.11	1,017	90	4	94	923	90.76%
School Site	122	115.04	16,335	1981	387	2,368	13,967	85.50%
School Site	11	11.00	1,606	116	22	138	1,468	91.41%
School Site	9	7.75	1,108	93	65	158	950	85.74%
School Site	51	44.75	6,329	991	232	1,223	5,106	80.68%
School Site	1	0.97	138	7	5	12	126	91.30%
School Site	35	32.30	4,554	502	120	622	3,932	86.34%
School Site	8	6.01	848	16	41	57	791	93.28%
School Site	3	1.79	52	5	0	5	47	90.38%
School Site	7	5.93	172	14	0	14	158	91.86%
School Site	27	22.50	3,216	265	98	363	2,853	88.71%
School Site	94	87.66	12,886	1548	537	2,085	10,801	83.82%

	A	B	C	D	E	F	G	H
School Site	Total Std Enroll	YTD Average Enrollment	Total Possible Days of Student Attendance	Absent Excused	Absent Unexcused	Total Days of Nonattendance (D + E)	Actual Attendance Days (C – F)	Actual Attendance Percentage
School Site	9	8.69	1,251	151	73	224	1,027	82.09%
School Site	13	9.88	1,443	59	77	136	1,307	90.58%
	623	565.72	80,077	8,059	2,807	10,866	69,211	86.43%
							Percent Absent	13.57%

Recommendations

The county office should:

1. Continue to work with the SELPA to evaluate and implement a web-based IEP program.
2. Update special education department technology and equipment as funding allows.
3. Consider replacing manual systems with online systems to streamline processes.
4. Monitor attendance monthly, and develop a table that documents attendance percentages.

Secretarial and Clerical Support

Clerical staff indicated that there is duplication of effort, paperwork and processes in numerous areas, and there is little streamlining or segregation of duties. It may be more efficient and cost effective for various secretarial and clerical support staff to be responsible for different duties, such as one person generating all purchase orders and another providing support in preparation for meetings.

Recommendation

The county office should:

1. Determine if it would be more cost effective to streamline and segregate secretarial and clerical duties.

Programs for Preschoolers with Nonsevere Disabilities

The county office provides programs for preschoolers with severe and nonsevere disabilities. Many county offices in California operate programs for severely disabled preschool students, but most have returned programs for preschoolers with nonsevere disabilities to the students' districts of residence because of the changing requirements for preschool services indicated in Part 30, Education Code 56441.4 (a-f). This section of the education code specifies a number of settings that are difficult for county office-operated programs to provide, including the following:

- a. The regular public or private nonsectarian preschool program*
- b. The child development center or family day care home*
- c. The child's regular environment that may include the home*
- d. A special site where preschool programs for both children with disabilities and children who are not disabled are located close to each other and have an opportunity to share resources and programming*
- e. A special education preschool program with children who are not disabled attending and participating for all or part of the program*
- f. A public school setting which provides an age-appropriate environment, materials and services, as defined by the superintendent.*

Source: Part 30, California Education Code 56441.4 (a-f)

Returning programs for preschoolers with nonsevere disabilities to districts of residence allows the districts to build relationships with parents from the start of their students' public education. The districts determine the services needed and become familiar with students' needs when they are in preschool rather than waiting until kindergarten.

Students served by their district of residence also have access to the home and community settings in which children without disabilities participate (also known as the natural environment), which is required by law. It is also usually slightly more cost effective for districts to operate programs for preschool students. Very small districts may consider establishing mutual agreements to provide preschool special education services.

If these programs are returned to districts, the county would need to provide support during the transition and ensure that existing county office certificated staff have the opportunity to continue their position in the employ of the district that requests the transfer.

Recommendations

The county office should:

1. Consider returning to districts the operation of programs for preschoolers with nonsevere disabilities.
2. Provide county office preschool staff with training regarding the changing requirements for preschool students' access to natural environments.
3. Discuss with SELPA districts the possibility of districts providing special education services for preschool students with nonsevere disabilities.

Program Delivery

FCMAT found a high level of respect and professionalism between districts and the county office with regard to services to students. District staff expressed appreciation for the role the county office plays in providing a comprehensive range of programs and services and indicated a desire for expanded options for students with autism and students with emotional disturbances. To serve these students would require several additional classrooms for high school students with autism and one class for emotionally disturbed elementary school students. Special day classes specializing in social or emotional issues that affect classroom behavior would also be needed.

Districts expressed frustration regarding delays and obstacles to mental health services from the community mental health department. Districts need the county office's assistance in the form of collaboration with community mental health to ensure that students who require intensive mental health services are able to access them in a timely manner.

Recommendations

The county office should:

1. Create new program options for high school students with autism.
2. Create new program options for elementary school students with emotional disturbances.
3. Examine the social or emotional issues that affect classroom behavior and create options for services to address those issues.
4. Provide leadership in collaborating with community mental health and local districts to resolve delays in mental health services.

Staff Development and Parent Involvement

The county office special education department lacks effective and appropriate staff development opportunities for paraprofessionals, teachers, parents, designated instruction and services (DIS) staff, and management staff. Special education is one area in which it is imperative that organizations invest in staff development to equip employees and reduce costs in the long term. The county office has a number of staff development offerings available for district staff (see Appendix D); however, it may be beneficial for the SELPA to financially support a predetermined amount of staff release time. Ensuring that staff participate in and apply staff development should lead to more cost-effective operations.

Parents have a limited voice in special education. The community advisory committee has a 90% parent vacancy rate, and parents expressed frustration that the county office's website has limited information about special education services and how to obtain them.

The county office special education program holds no meetings or focus groups for parents of children in its programs to discuss concerns and program options. There are also no trainings or meetings to help parents learn how to communicate effectively with school personnel regarding their child's educational progress or other concerns.

Recommendations

The county office should:

1. Ensure that special education staff receive quality staff development opportunities
2. Consider providing SELPA-funded special education teacher release time to increase district participation in staff development.
3. Work with the Marin County SELPA to strengthen parent participation and trainings.
4. Conduct a needs assessment among all parents who have children in county office-operated programs to determine needs and interests regarding training and how to improve communication.
5. Provide training for parents based on the needs assessment, and work with the SELPA to obtain training resources.
6. Update the county office website with contact information for special education staff and a user-friendly page that indicates the various services available and whom to contact for support.

Due Process

Districts expressed concern that when a parent of a student attending a county office-operated program files for due process, the district is named in the due process filing and pays the associated costs. Districts expressed the opinion that the county office should bear some of these costs.

However, the county office shares responsibility for due process by organizing and providing release time for staff when litigation occurs. If the county office were to share in the financial liability, these costs would ultimately be passed back to the districts through bill-backs for excess costs. Depending on how the excess costs were billed back, all districts might share the litigation fees rather than only the district of residence against which the due process was filed. This would not be equitable because it could require a district that has few or no due process filings to bear part of another district's due process costs.

Recommendations

The county office should:

1. Explain clearly the reasons it does not share the cost of due process litigation.

Reporting Program Costs and Efficiencies

District staff indicated a desire to know what it costs the county office to operate programs. Staff indicated that this comes not from a desire to take back program operations from the county office but to gain a better understanding of the costs of county office-operated programs for students with severe disabilities.

The county office provides districts with an overall per-pupil cost but not a specific breakdown of the actual costs of operating various programs and services. This type of cost analysis takes some time and effort to produce because specific costs ideally include all costs (including staffing) associated with programs for severely handicapped students, emotionally disturbed students, students with autism, preschool early intervention, transition programs and itinerant programs. This information can be used to determine efficiencies and inefficiencies and to convey a sense of openness regarding programs and staffing.

To show program costs and efficiencies, the county office special education department may complete information regarding total program costs, and detailed information regarding specific programs and services, using Table 1 and Table 2 in Appendix A and provide these to the SELPA director and the member districts. It is important to track and record all costs associated with county office-operated programs in a program such as Microsoft Excel.

The county office might also consider providing the SELPA director and member districts with a table of programs and services that includes the number of full-time equivalent positions (FTEs) for administrative, secretarial, fiscal, itinerant and teacher, and paraprofessional staff. 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 handicapped students, and itinerant programs and services. Amounts in any table should balance with the exact cost of operating programs. Table 3 in Appendix A provides a template for this type of table.

Providing a summary of classroom costs for individual programs and services can also be a significant benefit to the SELPA, its member districts and the county office. Tables 4-9 in Appendix A provide templates for this type of information. Completing these types of tables and providing them at SELPA committee meetings at least annually can help foster openness and show the costs and efficiencies of various services.

Providing SELPA member districts with a monthly recap of class enrollment figures (also known as a class loading recap) would also provide open and clear communication that could benefit the special education program. Because the enrollment in each classroom varies from month to month, this document would need to be updated monthly and shared at SELPA committee meetings. Every class or center that the county office operates would need to be included. Table 5 is an example of this type of data.

Table 5: Class Loading Recap

Severely Disabled (SH) (9 Classes)			
Site	Teacher	Grade	Enrollment
San Rafael/Venetia Valley	Name	Elementary	6
Dixie/Vallecito	Name	Elementary	9
Novato/Olive	Name	Elementary	10
Novato/San Jose MS	Name	Middle	9
Novato/Loma Verde	Name	Elementary	9
San Rafael/San Rafael HS	Name	High School	12
TUHSD/Tamalpais HS	Name	High School	9
San Rafael/Terra Linda HS	Name	High School	12
TUHSD/Redwood HS	Name	High School	8
Subtotal (Max #)			84

Severely Disabled & Autism (SDA) (4 Classes)			
Site	Teacher	Grade	Enrollment
Dixie/Vallecito	Name	Elementary	11
Mill Valley/ Mill Valley Middle	Name	Middle	11
Ross Valley/Wade Thomas	Name	Elementary	10
Novato/San Marin HS	Name	High School	8
Subtotal (Max #)			40

Autism (3 Classes)			
Site	Teacher	Grade	Enrollment
San Rafael/Glenwood	Name	Elementary	5
Novato/Pleasant Valley	Name	Elementary	6
Reed/Del Mar	Name	Middle	11
Subtotal (Max #)			22

Emotionally Disturbed (ED) (5 Classes)			
Site	Teacher	Grade	Enrollment
Kentfield/Grant Grover	Name	Elem/Middle	4
Kentfield/Grant Grover	Name	Elementary	7
Mill Valley/Mill Valley Blended	Name	Elem/Middle	8
San Rafael/Braun High School	Name	High School	7
San Rafael/Braun High School	Name	High School	8
Subtotal (Max #)			34

Post-Secondary Severely Handicapped (SH) (3 Classes)			
Site	Teacher	Grade	Enrollment
Com/Kentfield	Name		11
Com/Kentfield	Name		13
Com/IVC	Name		15
Subtotal (Max #)			39

Preschool Severely Disabled (SH) (3 Classes)

Site	Teacher	Grade	Enrollment
MCOE/Marindale	Name	Preschool	10
MCOE/Marindale	Name	Preschool	9
Dixie/Santa Margarita	Name	Preschool	9
Subtotal (Max #)			28

Preschool Non-Severe (5 Classes)

Site	Teacher	Grade	Enrollment
MCOE/Marindale	Name	Preschool	10/8
Dixie/Santa Margarita	Name	Preschool	9/8
San Rafael/Gallinas Annex	Name	Preschool	10/9
San Rafael/Gallinas Annex	Name	Preschool	9/8
MCOE/Mag Park	Name	Preschool	10/11
Subtotal (Max #)			48/44

Preschool Non-Intensive (2 Classes)

Site	Teacher	Grade	Enrollment
Reed/Granada	Name	Preschool	18
Mag Park/Marindale	Name	Preschool	20
Subtotal (Max #)			38

Preschool Autism (3 Classes)

Site	Teacher	Grade	Enrollment
MCOE/Marindale	Name	Preschool	7
MCOE/Marindale	Name	Preschool	6
Novato/Pleasant Valley	Name	Preschool	6
Subtotal (Max #)			19

There is a perception among districts that the large districts subsidize the small districts in the area of special education services. There is a perception that some districts may refer a high number of students to, or overuse, the county office-operated programs, and some concern that some districts may refer too few students, resulting in an uneven distribution of services among the districts.

To address this issue, other SELPAs and county offices of education provide specific information about the percentage of students served in special day class (SDC) programs for severely disabled students and sort the information by district of residence. Many use a table similar to Table 10 in Appendix A of this report. It would benefit the county office to complete this information and share it at SELPA committee meetings.

Recommendations

The county office should:

1. Consider completing and using the table titled *Special Education Program Costs* (Appendix A, Table 1) to help demonstrate cost efficiency and open communication to districts in the SELPA governing council.
2. Consider completing the table titled *Detailed Costs of Programs and Services* (Appendix A, Table 2) and distributing it to and discussing it with districts in the SELPA governing council.
3. Consider completing and distributing to districts in the SELPA governing council the tables that summarize classroom costs by program or service for fiscal year 2009-10 (Appendix A, tables 4-9).
4. Consider completing and distributing Table 5, Class Loading Recap, to the SELPA governing council for information and discussion.
5. Develop and distribute at each SELPA committee meeting a table identical or similar to Table 10 in Appendix A that shows the percentage of students serviced in SDCs for the severely handicapped and sorts this information by district of residence.

Staffing Formulas and Caseloads

Staffing Formulas

The county office special education department has not developed written formulas for classified and certificated staffing. Verbal formulas are used, and there is a pattern of support within the programs. The county office staffs a program for severely disabled students with a teacher and two paraprofessionals.

A few classes with lower enrollments have less support, and others have one-to-one aide support in addition to the regular staffing. There is a need for written staffing formulas based on student needs, safety, recommended caseloads, individual circumstances, grade levels and location.

Caseloads

The California Education Code does not indicate maximum caseloads for special day classes (SDC); however, School Services of California (SSC) has developed recommended caseload guidelines using data collected from throughout California.

The FCMAT study team compared the county office's classified and certificated staffing and caseloads with the recommended caseload guidelines from SSC. This data is provided in Table 6 and includes the type of program, the grade level, the number of FTEs and the caseload averages. Information regarding paraprofessional support is also included, though not one-to-one paraprofessional support.

Table 6: Classified and Certificated Staffing Caseloads

Program	Grade Level	FTEs	Paras Per Class	Caseload Averages	*SSC Recommended Caseloads
Severely Disabled (SH)	Elementary School	6	2	9	8-10
	Middle School	2	2	10	8-10
	High School	5	2	10	8-10
Autism Severely Disabled (SH)	Elementary School	2	2	6	8
	Middle School	1	1	4	8
Grant Grover Day Treatment	Elementary and Middle School	2	1-3	12	n/a
Intensive Outpatient		1	3	15	n/a
Emotionally Disturbed (ED)	Elementary and Middle School	3	1-2	6	8-10
	High School	2	1	8	8-10
Severely Disabled (SH)	Preschool	3	2	9	8-10
Autism Severely Disabled (SH)	Preschool	3	2	6	8
Non Intensive	Preschool	2.8	1-1.5	19	12-15

Program	Grade Level	FTEs	Paras Per Class	Caseload Averages		*SSC Recommended Caseloads
Nonsevere	Preschool	8	1	AM 10	PM 8	12-15
Infant		2	1-2	n/a		n/a
Headstart		2	1	n/a		n/a
Resource Specialist (RS) Rural		.50				28

* School Services of California

This table does not include data on one-to-one paraprofessionals/aides

Average caseloads for most of the county office-operated programs meet SSC's recommended guidelines and a few, including autism programs, have caseloads or enrollments lower than the recommendations. Autism is the most rapidly growing area of disability and requires the most intensive range of programming and services.

Classes for students with nonsevere disabilities are either at or higher than the recommended enrollment, while classes for the severely disabled have caseloads in line with those of other county offices of education throughout California.

Evidence indicates that the county office monitors enrollment data and caseloads regularly and effectively. At the time of FCMAT's review, the county office had frozen two programs and their associated positions because of low enrollment. The county office will need to continue thoroughly analyzing this data and adding, reducing or eliminating programs based on the data. Projecting program needs can be difficult because of factors such as facility locations, fluctuations in the populations served, grade level considerations and competitive pay scales.

Designated Instruction and Service (DIS) Caseloads

The county office has no caseload guidelines for occupational therapy and employs nonpublic agency contractors to meet its staffing needs because of the lack of candidates for permanent positions. Occupational therapy services are embedded into all of the preschool programs, which has decreased the need for services.

Special education psychologists' caseloads are typically compared to statewide average caseloads for psychologists serving general education students; however, because of the nature and severity of the disabilities in the population served in the county office's programs, this comparison is not appropriate. The county office uses a staffing formula for psychologist assignments based on 13 days per year, per special day class. This provides an adequate and appropriate level of psychologist support.

Some school districts in the SELPA contract for a portion of the psychologists' assignments. The county office anticipates reducing the number of contract days requested by districts, which could result in layoffs; however, this information was not final until June. To make a timely final determination regarding psychologist services needed for the 2010-11 school year the county office requests that districts consider finalization prior to June 1.

The average caseload for preschool speech therapists is 41.5, which is slightly higher than the maximum of 40 specified in EC 56441.7. The county office should monitor and maintain caseloads within statutory guidelines.

Caseloads for itinerant specialists for deaf and hard of hearing and visually impaired students are maximized and are consistent with SSC's statewide guidelines.

Recommendations

The county office should:

1. Develop written classified and certificated staffing formulas for use by the special education department.

Ensure that the staffing formulas are developed based on student needs, safety, recommended caseloads, individual circumstances, grade levels and location.
3. Strive to eliminate overstaffing and understaffing of classes.
4. Ensure that the programs with enrollments slightly lower than SSC's recommended guidelines are monitored closely based on needs.
5. Monitor and analyze enrollment and caseload data regularly.
6. Reach an agreement with the county's school districts regarding a date prior to June 1 by which districts will finalize and submit information regarding psychologist services needed for the subsequent school year.
7. Maintain and monitor preschool speech and language caseloads in compliance with statutory requirements.

One-to-One Paraprofessionals

The county office special education department has 17 one-to-one paraprofessionals assigned to students. As FCMAT recommended in a study conducted in 2005, the county office has worked diligently to reduce the use of additional support, foster independence for their students and adhere to the requirement that students be served in the least restrictive environment. When not monitored closely, additional support can unintentionally foster dependence, which does not benefit students.

The special education department uses SELPA Policy MSO1-2003, titled “Policy and Procedures for Related Services-Special Circumstances Assistance,” to determine a student’s need for one-to-one paraprofessionals or additional support. The SELPA policy and procedures provide the rationale for support of this nature and focus on the least restrictive environment requirement and personal independence when making this decision. The policy provides step-by-step procedures for county office staff to follow when considering the potential need for additional assistance.

When additional support is required, the IEP team will need to establish a review schedule as outlined in the SELPA policy to evaluate the effectiveness of the additional support. This type of review typically occurs every three to six months.

A fading plan (a plan to phase out services and increase independence) also needs to be established and monitored closely by the program managers. As indicated earlier in this report, because the program managers have case management duties, they do not have the time needed to adequately monitor these placements. It is crucial that program managers have time to monitor these services. The special education director will also need to closely monitor the provision of additional support.

When additional support is being considered, the special education department also uses the SELPA’s “Student Needs for Additional Support Rubric” form. It is a department requirement that this form be completed and included in a student’s file. The program managers will need to ensure that staff continue to complete this form.

The county office informs a student’s district of residence by telephone or e-mail when additional support is needed in the classroom and gives the district the option of providing the additional support or asking the county to do so. This allows the districts to be a part of the decision and gives them the opportunity to budget for these additional services. If the county office provides the additional assistance, the districts are billed twice a year. The SELPA policy outlines the specifics for this arrangement.

Paraprofessional support in the county office-operated programs is fairly consistent. A few county office-operated classes have excessive paraprofessional support, and a few others could use some additional assistance, especially to ensure that staff can take breaks as required by law. Staffing could be balanced with minimal changes to assignments and without hiring additional staff.

Although services for students are considered on an individual basis, the county office should continually examine paraprofessional support to improve efficiency and effectiveness. Some staff indicated that staffing ratios and procedures are not always adhered to because of pressure sometimes exerted by parents.

Staff development opportunities for paraprofessionals, including one-to-one or special circumstances aides, could be increased. It is important to ensure that paraprofessionals receive adequate training opportunities. Difficulty obtaining coverage for their duties can make it difficult to

release paraprofessionals from the classroom. However, online paraprofessional training opportunities are available (see Appendix C) and may be a viable option.

Paraprofessionals are not included in special education staff meetings but could provide valuable input at certain meetings that could lead to improved efficiency and effectiveness.

Recommendations

The county office should:

1. Continue to use the SELPA policy and procedures for special circumstances and instructional aides when considering additional support in the classroom.
2. Continue to ensure that one-to-one paraprofessionals foster independence for the students they serve.
3. Ensure that when one-to-one paraprofessional or additional support is determined to be beneficial, a review schedule is developed to evaluate the effectiveness of the support.
4. Ensure that fading plans are always developed when additional support is provided and that program managers monitor support closely .
5. Ensure that the special education director continues to monitor additional support closely.
6. Continue to use the SELPA's "Student Needs for Additional Support Rubric" form when additional support is being considered.
7. Continue allowing districts to participate in the decision when additional support is needed.
8. Continue to use the ratios that have been established for paraprofessional support to the classrooms.
9. Review paraprofessionals' assignments to determine which classes have more staff than needed and which would benefit from additional support. Change staff assignments to more consistently provide the level of staffing needed.
10. Ensure that paraprofessionals and one-to-one support staff have staff development opportunities; consider online options.
11. Consider including paraprofessionals in certain special education staff meetings at which their presence and input would benefit students.

Appendices

Appendix A

Data Tables to Improve Communication Regarding Costs and Cost Efficiencies

Table 1: Marin County Office of Education, Special Education Program Costs

Marin County Office of Education	Dec 1, 2009 Pupil Count	Amount Per Student	Total Cost of Service
PROGRAM COSTS			\$0.00
Severely Disabled (SH) Center Off-site Locations	0	\$0.00	
Severely Disabled (SH) Integrated Site	0	\$0.00	\$0.00
Non Severe (SDC)	0	\$0.00	\$0.00
Non-Intensive Services	0	\$0.00	\$0.00
Vocational Education (ATP)	0	\$0.00	\$0.00
Emotionally Disturbed (ED)	0	\$0.00	\$0.00
Autism	0	\$0.00	\$0.00
Preschool Early Intervention Program	0	\$0.00	\$0.00
Resource Specialist Program (RSP) Including Court Community	0	\$0.00	\$0.00
ITINERANT COSTS	FTEs of Service Provided	Amount per _ FTEs	
Adapted Physical Education (APE)	0	\$0.00	\$0.00
Speech & Language (SL)	0	\$0.00	\$0.00
Deaf & Hard of Hearing (DHH)	0	\$0.00	\$0.00
Orientation and Mobility (OM)	0	\$0.00	\$0.00
Orthopedic Impaired (OI)	0	\$0.00	\$0.00
Visually Impaired (VI)	0	\$0.00	\$0.00
Services Provided by District Name	12/09 Pupil Count	Amount Per Student	
Deaf & Hard of Hearing (DHH) (Preschool)	0	\$0.00	\$0.00
Deaf & Hard of Hearing (DHH) (K-8)	0	\$0.00	\$0.00
Deaf & Hard of Hearing (DHH) (9-12)	0	\$0.00	\$0.00
Orthopedically Impaired (OI)	0	\$0.00	\$0.00
Visually Impaired (VI)	0	\$0.00	\$0.00
Total Student Costs Per District 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			
<p>Note: Additional costs currently being paid with Medi-Cal and MAA funds Uncertain on the future of the continuation of receiving these funds</p> <p>Over and Above Excess Costs not included in actual costs above Including but not limited to: Behavioral Specialists, Specialized Physical Health Care, One-on-One Nurse Support, One-on-One Aide - transportation and or classroom support, OT/PT Services, Medical Consultation and Interpreters</p> <p><i>Subject to updates – November 1st and April 1st</i></p>			

Table 2: Detail of Costs of Programs and Services

Marin County Operated Special Education Programs Chart of Programs/Services 2009/10	
Admin Support Costs	\$0.00
Sub-Total Support Costs	\$0.00
DIRECT SERVICE COSTS	
(Examples: ED & SH) Severely Disabled (SH) SDC	\$0.00
Severely Disabled (SH) SDC Paraprofessionals	\$0.00
Vocational Education (ATP) SDC	\$0.00
Vocational Education (ATP) Paraprofessionals	\$0.00
RSP Court/Community	\$0.00
RSP Court/Community Paraprofessionals	\$0.00
Preschool Early Intervention Program	\$0.00
Preschool Early Intervention Program Paraprofessionals	\$0.00
Non-Severe SDC	\$0.00
Speech	\$0.00
Speech Instructional Aides	\$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 SDC	\$0.00
Autism Classified Paraprofessionals	\$0.00
Nonsevere Paraprofessionals	\$0.00
Assistive Technology	\$0.00
Out of Home Care	\$0.00
Physical Therapy	\$0.00
Special Circumstance Instructional Aides (SCIAs) or One-to-One Paraprofessionals	\$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 Paraprofessionals	\$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
J-50 Infant	\$0.00
Infant Part C	\$0.00

Table 3: Special Education FTEs and Staff by Program and Service, 2009-10

Marin County Operated Special Education Programs Chart of Programs/Services FTEs 2009/10	
Setting/Program	Center Name/Program Name
<u>Administrative Staff</u>	<u>FTEs</u>
Management Staff	0
Secretarial	0
Fiscal Analyst	0
	<u>Costs</u>
Custodial	\$0.00
<u>OFF SITE LOCATIONS or CENTER BASED</u>	
Staff to Student Ratio	Number of Staff
Classes	0
Teachers	0
Paraprofessionals	0
Enrollment	0
<u>INTEGRATED SH</u>	
Elementary Staff to Student Ratio	
Secondary Staff to Student Ratio	Number of Staff
Classes	0
Teachers	0
Paraprofessionals	0
Enrollment	0
<u>NON-SEVERE SDC</u>	
Staff to Student Ratio	Number of Staff
Services/Classes	0
Staff/Teachers	0
Paraprofessionals	0
Enrollment	0

VOCATIONAL EDUCATION (ATP)

Staff to Student Ratio	Number of Staff
Services/Classes	0
Staff/Teachers	0
Paraprofessionals	0
Enrollment	0
Nurses	___ FTEs
Psychologists	___ FTEs
Specialists	___ FTEs

SPEECH/LANGUAGE SERVICES

Specialists	0
Paraprofessionals	0
Caseloads	0
AVG. Caseload	0

** ___ districts & ___ charter school

SPEECH SPECIALISTS

Autism	0
Caseloads	0
AVG. Caseload	0
Bilingual Assessor	0

AUDIOLOGIST

Caseloads	0
AVG. Caseload	0

VISUALLY IMPAIRED (VI)

Staff/Teachers	0
Paraprofessionals	0
Tech Support	0
Caseloads	0
AVG. Caseload	0

DEAF & HARD OF HEARING (DHH)

Staff/Teachers	0
Paraprofessionals	0
Caseloads	0

ORIENTATION & MOBILITY (OM)

Specialists	0
Paraprofessionals	0
Caseloads	0

ORTHOPEDICALLY IMPAIRED (OI)

Staff/Teachers	0
Paraprofessionals	0
Caseloads	0
AVG. Caseload	0

ADAPTED PHYSICAL EDUCATION (APE)

Specialists	0
Paraprofessionals	0
Caseloads	0
AVG. Caseload	0

*Plus___for SD specially designed program

AUTISM - SDC

Classes	0
Staff/Teachers	0
Paraprofessionals	0
Classified	0
Enrollment	0

PRESCHOOL EARLY INTERVENTION PROGRAM

Coordinator	0
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Certificated Staff	0
Paraprofessionals	0
Classified	0
Students	0

ALL OTHER (i.e. PHYSICAL THERAPY, ETC.)

Staff	0
Students	0

Nurses	___ FTEs
Psychologists	___ FTEs

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

Tables 4-9: Summary of Classroom Costs by Program or Service

Table 4: Summary of Classroom Costs for Severely Disabled Students, 2009-10

Center Name - Severely Disabled (SH)	Salary
Teacher Name	\$0.00
Teacher Name	\$0.00
Teacher Name	\$0.00
<i>Number of Classes ____</i>	
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
<i>Number of Classes ____</i>	
AVG Integrated Sites Salaries	\$0.00
Paraprofessionals ____ FTEs	\$0.00
DIS Services & Operational costs per Class	
Nurses ____ FTEs	\$0.00
Occupational Therapist (OT) Services ____ FTEs	\$0.00
Psychologists _____ days a week	\$0.00
Speech ____ FTEs	\$0.00
Adaptive Physical Education (APE) ____ FTEs	\$0.00
Low Incidence ____ FTEs	\$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	\$0.00

Table 5: Summary of Classroom Costs for Emotionally Disturbed Students, 2009-10

Marin County Operated Programs Summary of Classroom Costs 2009/10	
Emotionally Disturbed (ED) Classrooms	Salary
Teacher Name	\$0.00
Teacher Name	\$0.00
Teacher Name	\$0.00
<i>Number of Classes ____</i>	
Total Salary	\$0.00
AVG Class Salary	\$0.00
Paraprofessionals ____ FTEs	\$0.00
DIS Services & Operational costs per Class	
Nurses ____ FTEs	\$0.00
Occupational Therapist Services ____ FTEs	\$0.00
Psychologists ____ days a week	\$0.00
Speech Therapists (ST) ____ FTEs	\$0.00
Adaptive Physical Education (APE) ____ FTEs	\$0.00
Low Incidence ____ FTEs	\$0.00
Physical Therapy (PT) ____ FTEs	\$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	\$0.00

Table 6: Summary of Classroom Costs for Students with Nonsevere Disabilities, 2009-10

Non-Severe	Salary
Teacher Name	\$0.00
Teacher Name	\$0.00
Teacher Name	\$0.00
<i>Number of Classes ____</i>	
Total Salary	\$0.00
AVG Class Salary	\$0.00
Paraprofessionals ____ FTEs	\$0.00
DIS Services & Operational costs per Class	
Nurses ____ FTEs	\$0.00
Occupational Therapist Services ____ FTEs	\$0.00
Psychologists ____ days a week	\$0.00
Speech Therapists (ST) ____ FTEs	\$0.00
Adaptive Physical Education (APE) ____ FTEs	\$0.00
Low Incidence ____ FTEs	\$0.00
Physical Therapy (PT) ____ FTEs	\$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	\$0.00

Table 7: Summary of Classroom Costs for ATP students, 2009-10

Marin County Operated Programs Summary of Classroom Costs 2009/10	
Vocational Education (ATP)	Salary
Teacher Name	\$0.00
Teacher Name	\$0.00
Number of Classes ____	
Total Salary	\$0.00
Average Class Salary	\$0.00
Paraprofessionals ____ FTEs	\$0.00
DIS Services & Operational costs per Class	
Nurses ____ FTEs	\$0.00
Occupational Therapist Services ____ FTEs	\$0.00
Psychologists ____ days a week	\$0.00
Speech Therapists (ST) ____ FTEs	\$0.00
Adaptive Physical Education (APE) ____ FTEs	\$0.00
Low Incidence ____ FTEs	\$0.00
Physical Therapist (PT) ____ FTEs	\$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	\$0.00

Table 8: Summary of Classroom Costs for Students with Autism, 2009-10

Autism Classes	Salary
Teacher Name	\$0.00
Teacher Name	\$0.00
Teacher Name	\$0.00
Teacher Name	\$0.00
<i>Number of Classes ____</i>	
Total Salary	\$0.00
AVG Class Salary	\$0.00
Paraprofessionals ____ FTEs	\$0.00
DIS Services & Operational costs per Class	
Nurses ____ FTEs	\$0.00
Occupational Therapist Services ____ FTEs	\$0.00
Psychologists _____ days a week	\$0.00
Speech Therapists (ST) ____ FTEs	\$0.00
Adaptive Physical Education (APE) ____ FTEs	\$0.00
Low Incidence ____ FTEs	\$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	\$0.00

Table 9: Summary of Classroom Costs for Preschool Early Intervention Program, 2009-10

Preschool Early Intervention Program	Salary
Teacher Name	\$0.00
Teacher Name	\$0.00
<i>Number of Classes ____</i>	
Total Salary	\$0.00
AVG Class Salary	\$0.00
Paraprofessionals ____ FTEs	\$0.00
DIS Services & Operational costs per Class	
Nurses ____ FTEs	\$0.00
Occupational Therapist Services ____ FTEs	\$0.00
Psychologists ____ days a week	\$0.00
Speech Therapists (ST) ____ FTEs	\$0.00
Adaptive Physical Education (APE) ____ FTEs	\$0.00
Low Incidence ____ FTEs	\$0.00
Physical Therapist (PT) ____ FTEs	\$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	\$0.00

Table 10: Percentage of Students Served in SDCs for the severely disabled, sorted by district of residence

Special Education/Marin County Programs Percentage of Students Served in Severe SDCs sorted by DOR December 2009 CASEMIS								
DISTRICT	Autism		ED		MODERATE/SEVERE		¹Adjusted 2009-10 P-I	
	% of Total Students Served	Total Students	% of Total Students Served	Total Students	% of Total Students Served	Total Students	ADA K-12	ADA%
Bolinas-Stinson Union School District								
Dixie School District								
Kentfield School District								
Laguna Joint. School District								
Lagunitas School District								
Larkspur School District								
Lincoln School District								
Marin COE								
Mill Valley School District								
Nicasio School District								
Novato Unified School District								
Reed Union School District								
Ross School District								
Ross Valley School District								
San Rafael City Schools								
Sausalito-Marín City School District								
Shoreline Unified School District								
Tamalpais Union High School District								
Union Joint. School District								
Total Students by Program								
¹ADA adjusted by adding 93% of total Preschool and Adult pupil count to actual PI ADA ² Note: P-I ADA includes Special Education and Court/Community programs								

Appendix B

Sample Teacher Case Management Duties

SAMPLE TEACHER CASE MANAGEMENT DUTIES**Teacher Case Management Duties**

Case management duties for special education teachers include, but are not limited to, the following duties:

Effective case management calls for the special education teacher to:

- Develop, implement, and monitor IEP goals and behavior plans
- Conduct student assessments
- Contact and consult with general education staff, service providers, and families
- Monitor and adjust the provision of services, accommodations and modifications
- Perform other duties as related to caseload management

Monitoring Students on Caseload

- Maintain and update your caseload binder. Binder contents for each student:
 - Personal information sheet
 - Parent contact logs
 - Teacher contact logs
 - Accommodations/modifications sheet
 - Goals and behavior plan
 - Certificate/diploma status (if applicable)
 - Extended school year forms
- Send out introductory letters to parents
- Provide teachers with a list of accommodations/modifications for their IEP students
- Communicate face-to-face with teachers of students on your caseload in addition to any written correspondence
- Schedule IEP meetings with the site administrator (If this is a high profile IEP, contact the Program Manager)
 - Send parent invitation
 - Contact general education teachers for progress (if applicable)
 - Update goals with current information on present levels
- Conduct academic assessment (formal, as needed and informal)
- Develop draft goals (with input from general education teachers if applicable)

- Develop draft behavior plan with school psychologists
- Chair and facilitate IEP meetings for all caseload students
- Update and communicate progress on goals to parents
- Monitor that DIS services are delivered as stated in the IEP
- Any follow-up necessary for the IEP

Appendix C

Online Training Resources for Paraprofessionals

Los Angeles County Office of Education

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

Course 1 Introduction: Getting Started

Course 2 Division Expectation

Course 3 Say What-Acronyms

Course 4 Student Populations

Module 1 Division of Special Education Facts

Module 2 Division of Juvenile Court School Facts

Module 3 Division of Alternative Education Facts

Course 5 Division of Special Education

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

Course 6 Juvenile Court Schools

Module 1 Closing the Gate

Module 2 Safety and security

Course 7 Division of Alternative Education

Module 1 Program Characteristics

Course 8 Facilitating student learning

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

Course 9 Working in a Team

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

Course 10 Communication

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

Course 11 Dealing with Behavioral Challenges

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

Course 12 Ethics in the Workplace

Module 1 10 Tips to keep Ethical encompass

Module 2 Basic Ethical issues

Module 3 Areas of Ethical consideration

Module 4 Confidentiality

Course 13 Child Abuse: An Educator's Responsibilities

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:

Tana Donaghy, Donaghy_Tana@lacoe.edu, 562=803-8209

Appendix D

Marin County Office of Education, Special Education Professional Development Schedule, 2009-10

TOPIC	PRESENTER	ATTENDEES	DATE
Goals and procedures for assessment and educational programming	SCERTS (Orange County)	M.Gardner, R. Beeman, K. Dommen, C. Fass, H. Joffe, J. Lucero, L. Duffield	May 5-7, 2010
Assessing Second Language Learners	Jomar Lococo, M.S., CCC-SLP	SLP Staff	March 15, 2010
S.M.I.L.E.	Meriam Gardner	7 EI Staff	March 15, 2010
Educational Benefit in a Special Education Classroom	Tana Donaghy	SDC Certificated Staff	February 11-12, 2010
Psychopharmacology for Children and Adolescents	Seth Hammerman, M.D.	MCOE and District Psychs	January 29, 2010
Cochlear Implants	(obtained by K. Petree)	Staff and Parents working with students with Cochlear Implants	January 25, 2010
SLP Inservice	Meriam Gardner	Paraeducators	October 23, 2009 and December 4, 2010
CPS Training		M.Gardner and T. McLaughlin staff	December 1, 2010
Facilitation Skills Workshop	Contra Costa SELPA	Fass, Kline, Sagun, Biermann, Lucero, Faulkner	January 21, 2010
Emergency Response for Students with Diabetes	MCOE Ed Services	SDC Teachers and paraeducators (9)	October 2, 2009
Language	Mill Valley SD	J. Boyd	Sept. 4, 2009

Appendix E

Study Agreement

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM STUDY AGREEMENT

March 17, 2010

REVISED

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Marin County Office of Education hereinafter referred to as the COE, 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 COE has requested that the Team provide for the assignment of professionals to study specific aspects of the County 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**

A. Scope and Objectives of the Study

Due to California's financial crisis and the fiscal impact facing school districts state wide, the MCOE has requested FCMAT to conduct a special education review to assure that programs offered to the member districts are operated efficiently and are cost effective.

The MCOE is dedicated and committed in continuing to provide effective programs to districts and provides direct services to students on behalf of school districts in Marin County.

1. Review MCOE's special educational delivery system that will include but not be limited to the following:
 - A. Evaluate the administrative staffing structure and make recommendations to improve efficiency, if necessary.
 - B. Review all COE operated special education programs and classes to determine cost efficiency.

- C. Analyze staffing ratios for all special education certificated support staff including but not limited to school psychologist, speech therapist, adaptive physical education, and occupational therapists.
- 2. Analyze comparative data for COE's special education classified and certificated staffing formulas and caseloads and compare with legal requirements and statewide averages and make recommendations.
- 3. Review 1:1 instructional aide policy, procedures and staffing ratios and make recommendations to improve efficiency and effective use of special education classified aides, if needed.

B. Services and Products to be Provided

- 1) Orientation Meeting - The Team will conduct an orientation session at the COE to brief COE 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 COE office and at school sites if necessary.
- 3) Progress Reports - The Team will hold an exit meeting at the conclusion of the on-site review to inform the COE 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 COE administration for review and comment.
- 6) Final Report - Sufficient copies of the final study report will be delivered to the COE following completion of the review.
- 7) Follow-Up Support – Six months after the completion of the study, FCMAT will return to the COE, if requested, to confirm the COE's progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the COE 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. ***Trina Frazier*** ***FCMAT Consultant***
- C. ***JoAnn Murphy*** ***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. Based on the scope of work identified in section 2 A, estimated total cost is \$16,600. The COE 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 COE.
- 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 COE**

- A. The COE will provide office and conference room space while on-site reviews are in progress.
- B. The COE 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 (4) prior year's audit reports
 - 5) Any documents requested on a supplemental listing

- C. The COE 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 COE pupils. The COE 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:

<i>Orientation:</i>	<i>April 26, 2010</i>
<i>Staff Interviews:</i>	<i>to be determined</i>
<i>Exit Interviews:</i>	<i>to be determined</i>
<i>Preliminary Report Submitted:</i>	<i>to be determined</i>
<i>Final Report Submitted:</i>	<i>to be determined</i>
<i>Board Presentation:</i>	<i>to be determined</i>
<i>Follow-Up Support:</i>	<i>If requested</i>

7. **CONTACT PERSON**

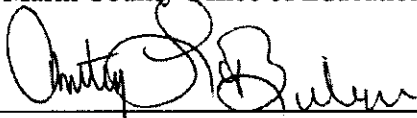
Name of contact person: Mary Jane Burke, Superintendent

Telephone: (415) 472-4110 FAX

E-mail: mjburke@marin.k12.ca.us

Mary Jane Burke, Superintendent
Marin County Office of Education

Date



March 17, 2010

Anthony Bridges, Deputy Executive Officer
Fiscal Crisis and Management Assistance Team

Date

7. **CONTACT PERSON**

Name of contact person: Mary Jane Burke, Superintendent

Telephone: (415) 472-4110 FAX 415 - 491 - 6624

E-mail: mjburke@marin.k12.ca.us

Mary Jane Burke 3/17/2010
Mary Jane Burke, Superintendent Date
Marin County Office of Education

Anthony Bridges March 17, 2010
Anthony Bridges, Deputy Executive Officer Date
Fiscal Crisis and Management Assistance Team