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Vol. 1

REVIEW OF
SPECIAL EDUCATION SERVICES
IN CLARK COUNTY

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RESEARCH LIBRARY

A. Copies of materials related to "A Review of Special Education Services in the Clark County School District" including:

1. The original document presented in June 1996.
2. The staff response to the original document.
3. Memorandum containing additional material from the original document which was first subject to review by counsel and then released.
4. Status report, July 1996.
5. Additional material supplied by consultants in December 1996.
6. Three status reports regarding actions taken.

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Tab 1

AGENDA
CLARK COUNTY SCHOOL DISTRICT
Special Meeting of the Board of School Trustees
Education Center
2832 East Flamingo Road, Las Vegas - 5:30 p.m.
Wednesday, June 26, 1996

NOTE: In conformance with the Open Meeting Law, it is hereby noted that the agenda for the meeting of the Clark County School District Board of Trustees has been posted at the following locations:

North Las Vegas Library
Green Valley Library
West Las Vegas Library
West Charleston Library
Clark County School District Education Center

Members of the public requiring reasonable accommodations in order to attend this meeting should call 799-5307.

The meeting was called to order by the presiding chairman, _____, at ____ p.m.

Roll Call:

Larry P. Mason, President
Lois Tarkanian, Vice President
Susan C. Brager, Clerk
Howard Hollingsworth, Member
Judy Witt, Member
James B. McMillan, Member
Jeffrey L. Burr, Member

Brian Cram, Superintendent of Schools
P. Kay Carl, Assistant Superintendent, Elementary Education
Leonard D. Paul, Assistant Superintendent, Secondary Education
Sidney J. Franklin, Assistant Superintendent, Alternative Education
Elise L. Ax, Assistant Superintendent, Compensatory Education
Donald Burger, Acting Assistant Superintendent, Special Student Services
George Ann Rice, Assistant Superintendent, Human Resources
Michael R. Alastuey, Assistant Superintendent, Business and Finance
Frederick C. Smith, Assistant Superintendent, Facilities & Transportation
Johnnie Rawlinson, Board Counsel
C. W. Hoffman, Jr., Acting General Counsel

THE MISSION OF THE BOARD OF SCHOOL TRUSTEES is to set policy, establish goals, and approve programs to accomplish the mission of the district.

THE MISSION OF THE CLARK COUNTY SCHOOL DISTRICT is to ensure that all students will learn and demonstrate the knowledge, skills, and ethics necessary to succeed as contributing members of society.

MOTTO: TLC - Teaching, Learning, Caring

I - PRELIMINARY

1. **ADOPTION OF THE AGENDA.** Adoption of the agenda and addenda, as submitted, is recommended.
Motion by _____, Seconded by _____, Vote _____

ACTION

II - PUBLIC HEARINGS AND PRESENTATIONS

2. **PUBLIC HEARINGS.** At this time any person who wishes to speak and has submitted a card by 2 p.m. on the day of the meeting, either in person at the superintendent's office or by telephoning 799-5315, shall be allocated time to speak. Public speaking may be limited to a total of fifty minutes. If the full amount of time is not needed for presentation by the public, the board members may resume their business. The amount of time granted to each speaker will depend on the number of requests to speak that are received, with a maximum of three minutes each.

III - RESPONSE TO COMMENTS STATED BY PUBLIC

3. **RESPONSE TO PUBLIC COMMENT.** At this time, discussion may be held on issues raised by the public under Public Hearings.

DISCUSSION

IV - DISCUSSION/ACTION ITEMS

4. **SPECIAL STUDENT SERVICES DIVISION AUDIT.** Discussion and possible action regarding the Special Student Services Division audit.
(Ref. A)
Motion by _____, Seconded by _____, Vote _____

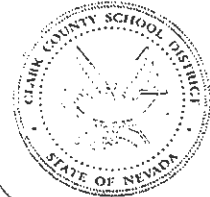
**DISCUSSION
ACTION**

V - GENERAL DISCUSSION BY BOARD MEMBERS AND
SUPERINTENDENT

- | | | |
|----|---|----------------------|
| 5. | EMPLOYEE LABOR RELATIONS. Negotiations or informal discussion with management representatives regarding collective bargaining with employee organizations or individual employees. Closed session and action may be recommended as necessary.
Motion by _____, Seconded by _____, Vote _____ | DISCUSSION
ACTION |
| 6. | CLOSED SESSION AS NEEDED AT _____ P.M.
Motion by _____, Seconded by _____, Vote _____ | ACTION |
| 7. | ADJOURNMENT AT _____ P.M.
Motion by _____, Seconded by _____, Vote _____ | ACTION |

CLARK COUNTY SCHOOL DISTRICT

32 EAST FLAMINGO ROAD LAS VEGAS, NEVADA 89121 TELEPHONE (702) 799-5011
FAX 799-5063



BOARD OF SCHOOL TRUSTEES

Mr. Larry P. Mason, President
Dr. Lois Tarkanian, Vice President
Ms. Susan C. Brager, Clerk
Mr. Howard Hollingsworth, Member
Mrs. Judy Witt, Member
Dr. James B. McMillan, Member
Mr. Jeffrey L. Burr, Member

Dr. Brian Crani, Superintendent
FAX (702) 799-5505

May 31, 1996

MEMORANDUM

The "Review of Special Education Services in the Clark County School District" dated May 28, 1996 is attached.

The "Review" has not yet been evaluated by the Board of Trustees or the District Staff, nor has it been adopted or approved. Approximately 15 paragraphs of the review have been withheld from public release at this time, on advice of counsel, because they contain information which is deemed confidential and therefore not subject to public disclosure under Nevada law.

The "Review" consists of over 140 pages, including text, charts, and memoranda. The majority of the report is released at this time in response to recent public interest. Those matters which have been withheld will immediately become the subject of internal review and possible action by the School District, and will be considered for release in the future.

**A Review of Special Education Services
in the Clark County School District**

Primary Reviewers

Dr. David Rostetter
Dr. Ed Sontag

Prepared for the Weatherly Law Firm for the
Clark County School District Board of Trustees
on May 28, 1996

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Purpose of Audit

This program review was conducted pursuant to an agreement between the Weatherly Law Firm and the Clark County School District (CCSD) Board of Trustees. The primary responsibility for collecting the data and preparing the report was carried out jointly by Dr. Ed Sontag of the University of Wisconsin-Stevens Point and Dr. David Rostetter, President of Education Policy and Program Solutions. Both of these consultants have provided services to CCSD in the past. Dr. Rostetter, in particular, has had a 4-year relationship with the district that has resulted in numerous products and reports.

The scope and purpose of the review were set out most succinctly in Attachment A, a memorandum from the assistant superintendent to the superintendent. This memorandum expressly states the areas addressed in the audit:

1. Data regarding special education population.
2. Number of special education personnel.
3. Divisional organizational structure including staff interviews.
4. Job description review.
5. Cost of special education services and funding allocations from the general, federal, and state levels.
6. Comprehensive cost of special education per pupil expenditure and regular education cost per pupil.
7. Analysis of other districts comparable to Clark County School District regarding general and special education population in cost and organizational structure.

This scope of the audit was somewhat expanded by a request to consider the status of services to bilingual students as well as some specific service programs. The entire process was completed with the support and guidance of the Weatherly Law Firm. However, Dr.

Rostetter and Dr. Sontag conducted their analysis and constructed this report based on their knowledge of education and education management. Mr. Weatherly provided guidance in his area of expertise regarding law and made certain the entire process resulted in a report that accurately and fairly assessed the issues before the team.

Introduction

Background

The first major task in conducting this program review was to collect sufficient information to describe the current policies and practices that characterize service delivery to students with disabilities. This collection of information developed into a major undertaking, the results of which are described in this section. As explained later, some CCSD staff were resistant to participating in discussions of future possibilities for program improvement and change. This posture was due primarily to a lack of commitment to change on the part of management, and reinforced by staff who at times were fearful of sharing information. Even in the midst of indications that serious issues were being addressed and brought to light, the Division leadership resisted many recommendations and concerns expressed by the reviewers.

Readers are reminded that this report is by no means exhaustive and no doubt misses some aspects that might seem important. The report also highlights aspects that some individuals might think insignificant. However, it is, in our view, illustrative of the problems, issues, and challenges facing service providers and families today. As a result, the information presented in this report lays the groundwork for the consideration of significant and bold changes.

This program review was conducted in the context of several years of questions and issues raised initially by external consultants and the special education leadership of the district. More recently, the Weatherly Law Firm was asked to address several questions

posed by the school board. In general, these questions addressed the appropriateness of Clark County initiatives to change patterns of placement of youngsters with disabilities. These initiatives were, in part, a response to issues raised by the Office for Civil Rights, U.S. Department of Education. The Weatherly Law Firm report, among other things, recommended several significant changes in special education procedures. These recommendations, in turn, caused the consideration of additional staff and realignment of existing staff. These considerations provided the basis to initiate this program review, in an effort to comprehensively address the improvement of services for students with disabilities.

Conducting a program review of this kind is a dynamic process, and during the review many issues were raised and discussed with a variety of staff. Some of these issues had already been considered. It is extremely important to note that the groundwork necessary for the implementation of the recommendations and solutions outlined in this report are currently being undertaken in a few areas. The reviewers and managers tried to bridge current changes underway with the possible long-range solutions that are on the horizon.

Rationale

Apart from the specific issues identified in the memo defining the scope of the audit, several national trends form the rationale for the activities pursued during this program review. Educational services for students with disabilities have been mandated by federal and Nevada law since the passage of the Education of the Handicapped Act in 1975. Nevada, like other states and jurisdictions, developed its own statutes and regulations in the late 1970s and early 1980s as a means of ensuring the implementation of federal requirements and protecting the educational rights of school aged children. With these laws and regulations came many struggles, tremendous growth, and dramatic increases of cost. However, the resulting educational benefit was not at a level commensurate with the energy

and resources, these statutes and regulations set into motion. Special education programs throughout the nation have come under increased scrutiny and appropriate questioning to demonstrate their efficacy and effort.

Many of the issues and problems in special education facing school board members, administrators, teachers, and parents in Clark County are not unlike problems facing 16,000 other school districts in the nation. In the mid-1970s, the issues emerging out of federal district courts, state courts, and ultimately the 94th Congress were access to services, due process, IEPs, and so forth. One downside of this important equity movement was that less attention was paid to monitoring the outcomes of instruction. Many special educators are still focusing on the old issues, and these are important; however, schools across the nation face a critical need to begin focusing on outcomes of special education.

The National Association of State Boards of Education has recently issued a report on special education. In the report, *Winning Ways*, we quote from the introduction:

Some of the major issues that have been raised over the last decade by parents and others involved with special education include the following concerns:

- ◆ that a disproportionate number of minority students are being placed in special education;
- ◆ that too many students overall are being placed in special education (during the 1976–77 school year, 3.7 million students were served, while in 1991–92 almost 5 million students were served under IDEA, Part B and Chapter 1 of ESEA-state operated programs);
- ◆ that students are unnecessarily labeled in order to "fit" into the system;
- ◆ that labeling leads to educating students in overly segregated settings;
- ◆ that over the last twenty years special education has evolved into a separate system—critics point to the body of rules and regulations, the separate funding streams, special facilities, and separate teacher training and licensure programs as attributes of the "separate system";
- ◆ that in lean budgetary times, the escalating costs of special education are beginning to eat into the general education program;

- ◆ that educators do not regularly provide substantially different methods of instruction depending on individual students' needs; and
- ◆ that students have their curricular options limited based on their handicap label.

The Special Education "Trap"

The reality today is that for many students (and teachers) a referral to special education is the only mechanism available to school officials for providing extra support to students who need it. Many schools provide only two types of instruction: general instruction and special instruction. General instruction usually relies on traditional methods of imparting knowledge, with a teacher in front of the class telling the class what they need to know and testing students afterward on what they have memorized. In such situations, the responsibility for learning rests entirely on the student; that is, it is the student's fault if he or she does not understand the material. For students who do not learn using this traditional approach to instruction, the teacher (under pressure to cover an ever-increasing amount of material) is left with but one option—refer the student to special education. In this scenario, special education offers an opportunity for remediation and varied classroom instruction, usually taking place outside the general education classroom.

Similarly, many schools only provide one type of curriculum, and coming on the heels of the "back to basics" movement of the mid-1980s, that curriculum is typically focused narrowly on education goals specifically related to core academics—to the exclusion of other spheres of student development. For students who may have other curricular needs related to functional living skills or social or emotional development, the teacher (again under pressure to cover more material) feels trapped with but one option—refer these students to special education. In this scenario, special education offers an opportunity to enrich the curriculum beyond basic academics or to pursue alternative curricula, if appropriate.

In both these instances, special education is the only option for students who may require support to succeed in school. However, with the special instruction comes the stigma of being labeled in special education, segregation from the general education population, and, for many students, a feeling that they no longer belong in the "regular" school.

These concerns have led educators, parents, and policy leaders to explore options for restructuring programming for students with special needs with an eye toward *defining and improving student outcomes*. Those concerned are looking closely at the efficacy of special education instructional models and student outcomes, and exploring options for instruction outside the special education system.

Many of the issues cited above are present in CCSD and are addressed in this report. CCSD by no means is isolated from other school systems in the nation trying to come to grips with the outcomes of the dual system of special education and general education.

Other large systems in the nation are either redesigning special education or reviewing its outcomes. A major study on the New York City schools, entitled *Focus on Learning: A Report on Reorganizing General and Special Education in New York City*, articulates a summary statement that many stakeholders are convinced the city's special education programs are not serving the majority of their students effectively, efficiently, and equitably. The report goes on to say that

special education produces limited outcomes because:

- ◆ Accountability is very limited. There are no useful instructional standards and very little useful data on educational and behavioral outcomes.
- ◆ Far too many students are placed in separate settings rather than in more appropriate, less restrictive instructional settings defined by state and federal law.
- ◆ Many students are placed in special education not because of a disability but because general education is not meeting their learning needs.

- ◆ The cost of evaluating, transporting, tracking, reevaluating, mainstreaming, and decertifying students who may not be disabled is siphoning off resources from a resource-starved public education system.

Many of the recommendations in the New York City report are similar to the recommendations included in this report. The New York City recommendations that are also embedded in the Sontag and Rostetter review include the following:

- ◆ Transfer responsibility for all formal evaluation and placement of children referred for potential disabilities to the community school districts and the High School Division. Existing CSEs, now a centralized function, should become responsible to community school districts and should ensure that *all* students with disabilities receive timely evaluation and placement and an appropriate education in the least restrictive environment.
- ◆ Dissolve the SBSTs in every school. Some former SBST members will be permanently assigned to their local schools and will become part of each school's support services for students and staff. Other former SBST members will become part of CSE teams at the community school district or high school superintendency level.
- ◆ Require informal classroom-based assessment of all students at risk of school failure and all students with disabilities. Such assessment must be instructionally based so that learning settings can be best organized to meet students' educational and developmental needs.
- ◆ Establish an Instructional Support Team (IST) in every school, to be drawn primarily from each school's classroom and cluster teachers, and supplemented by supervisors, guidance counselors, support staff, former SBST staff, and related service personnel. Because the IST's primary responsibility is to provide quick

response to student and teacher classroom difficulty, its specific composition will vary according to classroom needs.

- ◆ Require each school to develop a school-level instructional plan designed to meet the needs of all academically at-risk students. Elementary school plans must emphasize early intervention programs; include counseling, health screening, and mental health services; create an effective support system for classroom teachers; and promote the appropriate education of children with disabilities in the least restrictive environment.
- ◆ Provide resources and support to develop school and classroom-based processes of intensive professional development that increase school staff's capacity to reorganize teaching and learning, so that the educational and developmental needs of all students are effectively met. Districts must also ensure that each school has the expertise, particularly at the supervisory level, to provide effective responses for students with special needs. Teacher preparation programs in post-secondary institutions should be reconceptualized to integrate special education training into all courses of study.
- ◆ Create significant fiscal incentives to educate children in their home schools, both to reduce the inappropriate referral of children to special education and to provide a broader range of placement options for children with mild and moderate disabilities and children with low-incidence or severe disabilities.
- ◆ Establish an Accountability and Quality Assurance Office to assess the effectiveness of instructional strategies and practices for students with disabilities; provide information to help districts and schools improve educational outcomes, particularly for their most precarious students; identify schools and districts whose practices consistently fail to meet the educational needs of low-achieving students

and students with disabilities, and refer those schools and districts to the Chancellor for corrective action; report regularly to the *Jose P.* plaintiffs and the public; and recruit and provide training, supervision, and support for Parent Advocacy Teams in all districts.

- ◆ Develop a comprehensive evaluation design to assess the effectiveness of these structural changes by focusing on a variety of outcomes, especially outcomes of students with disabilities or at risk of school failure. The evaluation should be initiated when implementation begins.

Along with the problems of ineffective service delivery has come a wave of litigation that has swamped the courts and cost millions of dollars in legal fees and resources. Virtually every major school system is enduring some form of major class action lawsuit identifying noncompliance in many of the areas addressed by this program review. The most recent of these is the case brought against the Los Angeles city schools that has resulted in a comprehensive court order to improve timeliness of services and restructure special education to make certain all students are served in the least restrictive environment. Although the Los Angeles case is new, other major cases have gone on for decades. The litigation in Boston before the state court has gone on for 22 years. The case against Baltimore is in its 8th year. The *Mills* case against Washington, D.C., is still unresolved, and Chicago continues to be involved in major litigation.

Clark County has not yet come under this kind of litigious scrutiny. However, the program review team is convinced that it is only a matter of time before Clark County becomes a defendant in a significant piece of special education litigation. The outcomes of not having preventative strategies in place are huge legal bills and control of the system being exercised by external forces such as a federal court. As an ad for an automotive maintenance effort states, you can "pay me now or pay me later."

Most of the concerns identified in this report have been provided to Division management many times in the past. Final reports from Dr. Rostetter expressed concerns about the lack of involvement of psychologists in instructional support activities and lack of prereferral interventions, for example. However, efforts have been much more in the nature of assisting through advice and planning. Several drafts of plans and initiatives taken by other districts have been provided over the last 4 years, and a specific plan was developed for dealing, in a comprehensive way, with the problems of centralization, poor communication, lack of staff development, and unnecessary fragmentation of services. This report represents the most direct and formal method consultants can use to convey the seriousness of problems like those seen in CCSD. Unfortunately, less formal and collaborative advice has not been taken seriously enough to set the stage for real productive changes in CCSD special education service delivery.

Methodology

The first task in conducting this program review was to determine what methods to use to collect sufficient information to address the scope of the program review described at the beginning of this report. Four methods were chosen:

1. Interviews: Hundreds of staff, parents, administrators, and decision makers were interviewed during the course of this information collection.
2. Document analysis: Thousands of pages and hundreds of documents were also reviewed. Those documents of specific relevance to support a finding or recommendation are found in the Appendix (pp. 69–90). The review of documents was conducted using an approach called content analysis. This method required three steps: (a) complete reading of the document; (b) recording of any sections that may be of relevance to the purpose of the study and the information to be collected; and (c) recording of the identified relevant information.

3. Event analysis: Major trends and events were analyzed using a structured event documentation format that includes the following categories of information:
- a. Acts: behaviors or events of short duration collected and measured at intervals of seconds or minutes.
 - b. Activities: events comprised of acts that are engaged in over longer periods of time, usually repeated from day to day or measured in hours of time (physical education activities, meetings, etc.).
 - c. Participants: individuals in the environment engaging in acts (students, teachers, administrators, etc).
 - d. Relationships: the description of the participants' association with each other (student/student, student/teacher, supervisor/employee, etc.).
 - e. Meanings: the characteristics of the relationships and the desired outcomes of the participants as expressed through behaviors, interviews, or documents.
 - f. Settings: the physical setting in which the event occurs.

By ensuring that information is recorded in each of these six areas, a complete description of the event can be obtained and the reliability of the information is greatly increased.

4. Participants in district-wide committees and task force meetings: During the course of the review the reviewers observed and participated in many group activities. These meetings and conferences proved to be a rich source of information about how staff and others behaved and communicated.

A review such as the one undertaken by Rostetter and Sontag calls for a great deal of cooperation and communication. With few exceptions, neither of these two processes are positive benchmarks of this program audit.

In spite of clear requests to communicate the purpose of the audit to building administrators and teachers, a memo to this effect was not developed until November 17, 1996, after two reviewer visits had been completed (Appendix, p. 2). In addition, few buildings, principals, or teachers were informed of the purpose of the audit until the visitors arrived at their respective schools. Consequently, a great deal of time was lost arranging visitation schedules on the day of arrival. One secretary informed a member of the review team, prior to the start of a visit, that no visits had been arranged because she did not know anything about the scheduled visits, even though a letter had been sent to the reviewers several weeks in advance outlining this visit.

The program review team was able to collect a variety of information from a variety of sources. Additionally, the team was able to corroborate various pieces of information across those sources. For example, if a staff member asserted that resources were not sufficient to implement a student's IEP in a particular building, the team followed up that assertion by checking with other staff and reviewing the relevant documents. In every case, whenever possible, single sources of information were discarded unless they could be corroborated by at least one other data source. This was done to minimize the subjectivity that can sometimes be introduced when professionals are reviewing the performance of other professionals in the same field.

Although considerable cooperation was extended to both the major reviewers and the consultant by school principals, facilitators, teachers, some SEAs, a few central office administrators, parents, and school board members, we did not receive the same amount of cooperation from all special education administrators. In the first days of the review, reports came back to the reviewers from staff that managers were telling staff they would fight this review; in the last few weeks of the review, events made it clear that a great deal of energy was going into protecting the status quo from the vigorous assault of change that the audit

might well bring. For example, one assistant director told us that she/he was told to gather information to contradict the potential decentralization of a particular program. Interestingly enough, this was not a program recommended for any significant change nor was it even a program discussed or reviewed with senior management within the Division. On two occasions, the major reviewer was told by management that the school board could not handle the pressure that might be generated by a public outcry against any significant changes recommended.

Regrettably, the reviewers have come to the conclusion that the Division chose to aid and facilitate a negative response before the report is even received by the school board. In addition, as word of the audit spread, the reviewers began to receive many phone calls at home by individuals who asked to talk but wanted their identity protected. Several employees asked the reviewers not to call them at work.

What Have We Learned About Clark County?

This program review was initiated with a fairly routine scope of work. The kind of intense scrutiny that evolved during this effort was the result of factors discovered as more and more information was collected and reviewed. The following factors directly caused increased concern:

1. Insufficient outcome data: The effectiveness of special education is, for the most part, unknown in Clark County. Although many anecdotal testimonials of what might work have been noted, few systematic efforts to determine the outcomes of the program can be identified. This is partially the case because managers in the program claim it takes so long to change education practice that no data are available yet on any efforts to change. This argument is, of course, unacceptable because services have been provided to some students for 15 years and few managers have asked if the services work. Additionally, the manager who stated

that change takes 7 years to implement also stated, "We are not collecting any data on the 'new' innovations."

When we first began to identify the problem of insufficient outcome data, we were surprised that managers in special education usually had not completed any significant analysis of data or enrollment trends. We were quite amazed that senior managers had not even been aware that this data existed or that special education growth varied from the district's general growth. This deficiency will be discussed in other sections.

Most of the programs have used increases in child count and district growth as justification to request additional staff, managers and supervisors, and fiscal resources. Promotions within CCSD are based, in part, on the number of personnel supervised. We found few examples of major efforts to reduce costs and enrollments.

2. The presence of all elements for major litigation: The reviewers have a deep sense of urgency about much of what needs to be done. Many timelines are routinely missed and documented. Many practices are clearly inadequate and not changed. The percentage of students enrolled in special education increases but nothing is systematically done. As the system gets larger, decisions are further and further removed from the school, teacher, classroom, and student. Efforts to control and protect the organization reach the point where staff are forced to make decisions that are more expedient than effective.
3. An organization that is stuck: The Division has not seriously considered reform or restructuring to improve performance in the last 10 years. Although *everything* is changing around special education, little is done to seriously question performance and increase productivity.

4. Defensive organization: Special education is dominated by a status quo mentality. Many professionals reported to us that they receive no respect or support from other parts of the organization. Special education is also physically and categorically isolated from the other major divisions in terms of operation. All of this tends to act against open discussion and consideration of improvement and risk taking, which are essential to improved performance and change.

These extraordinary factors should give rise to great concern on the part of those responsible for the effective, efficient, and appropriate operations of the school system. They are well documented in the text of this report and should cause serious and immediate actions to be taken to halt such activities and to address the causes of these problems.

After reviewing the staffing, management, and structure of the Division, we believe that without major changes it is doubtful this organization can implement the initiatives necessary to deal with its serious and deep rooted problems. The organizational characteristics of the Division are clearly associated with old factors of "organizational success"—size, role clarity, specialization, and control. Factors associated with a shifting paradigm or what bureaucratic organizations should look like in the future are speed, flexibility, integration, and innovation. We found little interest on the part of management in developing viable alternatives to the status quo. We noted a few examples of success in the

program for children with disabilities, but for the most part these are a result of individuals at the local level taking risks without adequate support from central office management.

As we point out in another section of this report, the uncontrolled growth of programs and the corresponding growth of the administrative bureaucracy have been a major focus of managers at almost all levels of the organization. We were unable to find any significant efforts to reduce or control the growth, and as we point out later in the report, managers have not availed themselves of their own data pointing to growth beyond what would be expected in special education. The typical response is one of identifying the growth and the number of additional administrative or supervisory positions. Rarely has the administrative leadership attempted to figure out how a problem can be resolved without adding staff, both instructional and management.

Few examples of creativeness exist; therefore, it is impossible to foresee how this Division can provide a structure for the future. Coupled with what we have identified as morale concerns throughout the Division, this lack of creativeness indicates little hope that the current structure can disassociate itself from past behavior and practices. CCSD leadership must assess whether the current special education leadership structure can yield lasting change and improvements.

This section reports all of the information collected during the program review that was used as a basis for findings, conclusions, and recommendations. The information is presented in a question and answer format, which allows the information to be categorized and presented in the most usable form possible. The major questions are as follows:

1. What is the population being served?
2. How is special education organized?
3. What is the hierarchy?
4. What are the relationships? What is the organizational climate?

5. How are decisions made?
6. How is special education financed?

These program review questions provide a comprehensive framework for the collection, analysis, and presentation of all necessary information. Each area is addressed below. In addition, we have provided information on other aspects of the program that go beyond the major areas detailed above.

1. Who Is the Population Being Served?

Of primary concern to all is the description of the intended beneficiaries of the special needs staff. Who are they? where are they? are they changing? and so forth. This section addresses these basic and essential questions.

Uncontrolled growth in special education. CCSD has experienced significant growth in its special education program in the last several years. This growth has occurred in both the school aged and preschool program for children with disabilities. When we initially reviewed the data, we suspected this growth paralleled the growth of the district, which has been significant. However, we were startled to find that the growth in programs for children with disabilities has significantly out-paced the increases in district enrollment. Since the 1991–92 school year, the district's enrollment has increased by about 28%, whereas the district's special education enrollment has increased by about 50%. If the analysis includes increases in the special education 3–5 program for children with disabilities, the increase is even more significant—about 60%. Educators have grown to accept growth in programs for children with disabilities. However, the growth in the United States over the same period averaged about 3% a year, compared with 10% for CCSD. We believe several reasons account for the dramatic growth in the number of children with disabilities served in CCSD.

Table 1 describes the total district growth for regular education, special education 6–21, special education 3–5, and learning disabilities. Clearly, if the growth of special

education is not curbed by appropriate and legal methods, CCSD will find itself with an even greater proportion of its fiscal resources going to special education. The growth of the special education 3–5 program and the program for children identified as learning disabled exceeds the national average and, if not curbed, will add to the costs of education of all children in CCSD. Extra costs beyond special education program costs are transportation and the usually required extra space.

Table 1. Total District and Special Education Population Trend

Year	District	% incr.	6–21	% incr.	3–5	% incr.	L.D.	% incr.
1990	121,472	6.0%	9,227	8.1%	586	48.0%	5,248	8.7%
1991	128,273	9.5%	10,047	8.9%	888	51.5%	5,682	8.3%
1992	134,806	5.4%	11,384	13.3%	1,267	42.0%	6,506	14.5%
1993	143,784	6.8%	12,672	11.3%	1,543	21.0%	7,519	15.6%
1994	154,585	7.6%	13,777	8.7%	1,763	14.0%	8,496	12.9%
1995	165,212	6.8%	15,054	9.3%	1,890	7.2%	9,281	9.2%
Avg. incr. for 6 yrs		7.0%		9.5%		30.0%		11.7%

We are very concerned with the growth in the preschool program and the school aged program. For example, the district has averaged increases of 7% over the past 5 years, whereas special education growth has averaged about 12%. Special education has experienced astronomical increases in the number of children served. Although the growth has leveled off somewhat the last few years, the trend of a greater proportion of CCSD children enrolled in special education, as opposed to regular education, shows no sign of leveling off.

We have reviewed enrollment projections for next year and several years into the future as prepared by CCSD. In a memorandum accompanying data projections from the Division, the Division's own staff seriously questions the projections made for public

consumption. This doubt is extremely significant given the Division has repeatedly presented a 9% projected growth rate in every public forum. However, this document discredits that projection and warns that, in part, "estimating nine percent over the next five years doesn't appear realistic unless immediate measures are taken to deal with this issue." The memorandum goes on to state: "There is a tremendous discrepancy between the CCSD special education growth rate and the national special education growth rate. Why? What is CCSD doing or not doing that may be influencing this trend?"

The most recent report to the U.S. Congress by the U.S. Department of Education indicates the national growth of special education in 1992-93 and 1993-94 was 3.13% and 3.35%, respectively. If we take out of this analysis the general growth of the district, we still are left with growth of programs for children with disabilities that is far in excess—two to three times—of what we should find. In discussing this data with managers in the Division, we were amazed they had little sense of the significance of the growth. In initial discussions with senior managers, we found they attributed most of the growth to increases in low-income students in the district. In pursuit of this factor, we asked for a review of the referral data. This analysis found little correlation between low income or low socioeconomic status and referrals to special education. The primary point of referral seems to be a child's difficulty with early years in school. In CCSD, approximately 70% of all referrals for special education come before the 5th grade. A significant number of the children identified are in categories of special education in which errors in diagnosis are not typically found: deaf, hard of hearing, deaf blind, autistic, and severely mentally retarded. Over half the children served in CCSD are in the category learning disabled. It is in this category and that of developmentally disabled that inappropriate referrals to special education could be reduced. For example, in the combined categories of deaf, hard of hearing, blind, and partially sighted, the increase has been about 3.5% each of the last 5 years. Correspondingly, the increase in the

category of learning disabilities has been 3.5 times that of the low incidence areas. Clearly, if the district wishes to reduce the number of inappropriate referrals, the target of opportunity is children with learning disabilities and developmental disabilities. A conservative estimate of the number of inappropriate referrals is 20%. If this figure is used as a basis for cost savings and more appropriate programming, the cost savings to the district could be roughly \$400,000 initially and several million dollars over the next few years. The cumulative amount of savings is calculated by understanding that for every child identified as disabled, 10 to 12 years of costly special education could be avoided. From the limited data available to the program review team, it appears that few children who once are identified as disabled ever return to the regular education program as nondisabled or to programs that do not call for extensive interventions. (The Appendix, pages 64–66, contains charts displaying special education growth and referral rates.)

2. How Is Special Education Organized?

Special education in CCSD is primarily a centralized service delivery system. Beyond the allocation of teachers to buildings and the reporting of those teachers to building principals, most other special education decisions are made by a relatively small and centralized cadre of professionals. There are two divisions with a director for each. Within these divisions, teacher units are assigned, support personnel are allocated, and the basic long-range and day-to-day management of the department is carried out. Roles include the following:

- ◆ Special Education Administrative Specialists (SEAS): Professionals who provide technical support to administrators in schools. They are "troubleshooters" for special education.
- ◆ Facilitators: A front line position assigned to schools based on the population of special education students in the building. Some schools have facilitators, but

many do not.

- ◆ Siegle staff: Centralized support staff such as psychologists, speech therapists, nurses, related services staff, records custodians, and data management services.
- ◆ Central office staff: Due process specialist and support staff to the assistant superintendent.
- ◆ Special schools and program staff: Director with administrative responsibility for low incidence programs as well as the special schools.

These staff taken together are responsible for expending all the fiscal resources in special education from a centralized administrative model. The assignment of classroom aides for students in need of additional help is managed centrally as is the distribution of equipment and the assignment of teacher units. It is our understanding that the Division has explored the possibility of decentralizing the assignment of classroom aides. The assessment of students who have special needs and are entering special education and CCSD for the first time is handled similarly in a centralized manner. Decisions as to whether one school or another will be able to serve students residing within its normal catchment area are also handled centrally, as units and clusters of programs are moved from building to building annually based on space and other factors attributable to administrative convenience.

As with many educational programs in the United States, special education and general education in CCSD have evolved into what has been labeled the "dual system phenomenon." Rather than one system that deals with all children or one system with modifications, CCSD maintains two systems, which adds to the difficulty in moving from a failure model to a preventative approach to educating students with learning problems. We identified several problems caused by this dual system. Several professionals and parents pointed out that children referred to the Child Find Program are sometimes placed on inordinate waiting lists. Furthermore, children receiving services in programs in districts

other than CCSD many times have to wait for services because they are waiting to be evaluated by Child Find. Several parents and professionals pointed out to us that parents are told that if they oppose evaluation by the Child Find Program, a long waiting time may occur before the regular team can get to their child.

In addition, more than 200 children placed by Child Find between September 1995 and February 1996 received more costly separate placements. These placements far exceed the pattern in the past, and Child Find recommended placements do not appear to be subject to the routine central review process established to assist in these decisions. Child Find is clearly a major contributor to the excessively high cost of separate programming, which significantly exceeds the national averages. According to U.S. Department of Education data from the most recent Report to Congress, 5% of students with mental retardation are in regular placements nationwide. Less than 1% of CCSD students with mental retardation are in regular placements. Learning disabled students in CCSD are 6% less likely to be in regular classes than such students nationwide. On average, CCSD is 4% less likely to have students in regular classes than the rest of the nation. Regardless of the least restrictive environment (LRE) requirements, these placements are more costly, significantly driving up classroom space and teacher costs. Learning disabled students, in particular, because of their large numbers, are contributing to the unusually high cost of services, as reported in the finance section of this report.

Other duplicated programs that could, or should, be integrated into the resources at the local or building level include case managers, social workers, and mentor teachers (note that some are administered by the Education Center and some by the Siegle Center, adding to the confusion and making it more difficult for local staff to correctly access services). The major programs that are also highly centralized are school psychologists, speech and language staff, and the Child Find Program. These services are totally controlled by central

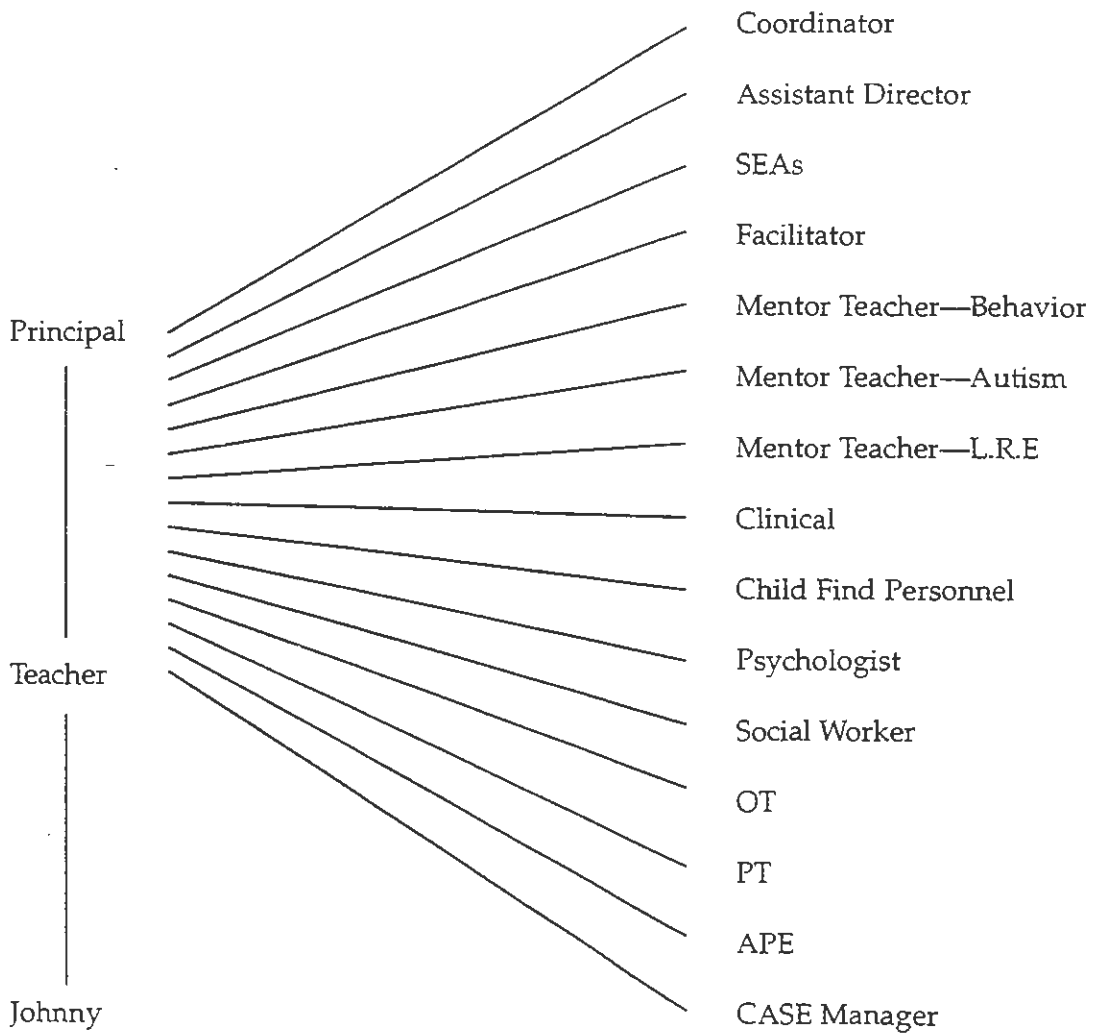
office administrators. Figure 1 describes all of the resources that impact teachers and students.

Duplication of programs and program staff. Assignment, evaluation, hiring, and utilization, for the most part, are controlled by Central Office or Siegle Center staff. Many programs are duplicated within the Special Student Services Division. For example, a student can be identified and evaluated by staff at the local school level, or if there is some indication that the child's disabilities are more complex than usually served at the local site, the child is referred for evaluation by a separate evaluation system called Child Find. Rather than disperse resources across the district to allow for resolution of problems at a more local level, a typical CCSD special education response is to control resources at the Central Office level. As we examined the Child Find Program, we were unable to find a clear rationale for maintenance of this separate system of evaluation and placement. As pointed out earlier, New York City has moved to eliminate their version of Child Find for the same reasons CCSD needs to.

Change, flexibility, integration, innovation, morale, and controlling information. As we approached the audit with senior management, we were overwhelmed with the constant theme that if the division had more staff, it could do a much better job of providing programs and services for children with disabilities. Traditional values such as the extent of staff, size, layers of bureaucracy, and centralized decision making are what guide the management of this program. With few exceptions, we were unable to find interest in streamlining the organization, evaluating its impact and cost, or, most startling, anything resembling change or innovation.

In many ways, what we found is a system isolated from other programs and professionals, and the District. The system, like many others in the nation, seems quite comfortable with allowing this isolation. However, one assistant superintendent

Figure 1. Current System



acknowledged it was time for the isolation to end and for special education to be brought into the district. Typical of the isolation is the lack of functional cooperation between Chapter 1 and the Division. Although isolation between two major programs has been associated with special education and Chapter 1 programs across the nation, significant movement has been made toward looking at these programs as coordinated efforts that can be refigured to assist children. The isolation of these two programs from each other, and the lack of a clear analysis of common purpose and need, must be addressed if student learning in these populations is to be improved. A separate section is included in this report on coordination needs between special education and Chapter 1.

The isolation found between major components of CCSD is also evident in the Division. The major programs we reviewed in the Division were more notable for their isolation from each other, and even more disheartening, their isolation from children, schools, teachers, facilitators, and SEAS. The one exception to this isolation is school nursing services, which make a remarkable contribution to the education of children (discussed later in this report). Most of the coordination that does take place is between the assistant directors at Siegle Center, which in many ways is far removed from the everyday workings of the front line programs in the schools.

One of the ebbs and flows of reorganizations of school districts is the constant theme of centralize and decentralize. The authors of this report clearly recognize that this phenomenon is real, and although many recommendations we are proposing are closely aligned with a more decentralized structure than exists today, decentralization is not the major focus of what we are proposing. The key element of the proposed structure has more to do with a shift to a concept of organizational success. In earlier sections of the report, we discuss "old success factors" as defined by Ashkins and others (1995): size, role clarity, specialization, and control. New success factors that must be anointed by any successful

bureaucracy are speed, flexibility, integration, and innovation. It is with this paradigm shift in mind that we proposed some decentralized aspects, some reductions of administrative layers, some reassignments of staff, and in a few cases some elimination of jobs or positions.

In all likelihood the large centralized system that continues to grow and feed itself will make a case that individuals close to the site of education of children cannot make good decisions. They will also indicate the quality of services will be dramatically reduced by the implementation of our structure. We are proposing a fundamental shift in how the district can deliver services. In the current structure, psychologists supervise psychologists, speech and language personnel supervise speech and language personnel, and so on. Each of these specialties strongly articulated this system. At one point in the audit process the assistant superintendent asked one of us to review our preliminary recommendations with selected staff. Although we did not reveal the details, we did share the general direction. In one pointed conversation, an assistant director indicated he/she could not believe we would recommend that SEAs have the authority to assign staff. One person indicated the SEAs do not have the expertise to make these assignments, and at the same time admitted he/she had never discussed these assignments with the SEAs. Few school systems in the nation today provide for a system like that articulated in *CCSD Psychologists Services: In Perspective*. This document indicates a fundamental assumption of Psychologist Services is "leadership by school psychologists for school psychologists." This same document lays claim that the school psychologists in CCSD are usually regarded as the school-based teams' best resource for current interpretation of district policy, state regulation, and federal law. The job descriptions we reviewed indicated this is the responsibility of the SEAs.

Facilitators. When the program review team asked various groups what they liked best or what was working in CCSD, the consistent response was "the facilitators." The facilitators are clearly the backbone of the delivery system, but even so, some problems have

been identified. The assignment of facilitators is identified by a certain number of special education units at the building level. Although this system of assigning facilitators to buildings with a set number of teaching units has a logical appeal, it produces some negative results, primarily at the elementary level. It adds two major reasons that the costs of special education are increasing at such a fast rate. First, assignment based on clustering adds to the number of children not being educated in their home school and to the number of children—at least 3,000 to 4,000—being needlessly transported. If they attended their home schools, these children could walk to school with their brothers and sisters. In some cases principals reported to us and Central Office Administrators that they wanted more units so they could get a facilitator, which further adds to the clustering and transportation costs.

The facilitators are the front line of the district, but not every building has the services of one. This imperfect delivery system, which in and of itself is not appropriate, provides less services to those schools serving a natural proportion of children. Schools that do not have the services of facilitators are less likely to receive information on latest best practices or CCSD policy interpretations. The schools that do not have facilitators do receive current information, but building principals indicated to us that they are not always represented at facilitators' meetings. Special education personnel assigned to buildings that do not have facilitators are less likely to get current information. Essentially, the delivery system is centered around the facilitator, but not every building has one; this system is a major flaw in the provision of services to children.

3. What Is the Hierarchy?

Special education is managed through six administrative levels. The assistant superintendent has two directors who manage the vast majority of resources allocated to the Division. These two directors are staffed with assistant directors and principals. Another

administrative level consists mostly of coordinators. Coordinators have a wider range of program responsibilities, from early childhood to curriculum development.

Similarly, some decisions that can directly affect an individual student are made at the very top of the organization or, at the same time, by a classroom teacher or building principal. It is clear that entirely too many decisions are made by a small handful of managers who are unaware of classroom requirements, professional competence, or student needs.

Lack of data analysis. One of our major findings in this review was the lack of data analysis or review on the part of senior managers. Data indicating trends in district special education enrollment have for the most part gone unanalyzed by management. The Division operates on information it assumes is correct, but is rarely based on accurate data produced by its own staff. For example, basic information on the patterns of referrals for special education went unnoticed by senior managers until it was pointed out by the review team.

Rural areas. A special focus of our program review was reviewing the organizational structure as it relates to the rural and remote areas of Clark County. We visited with several personnel who either work in or service the rural areas.

Local administrators indicated they rarely received services from the centralized Special Student Services Division. In particular, they cited the Child Find Program and the Occupation/Vocational Education Program.

We understand that our research of the rural situation is based on limited observations, but we saw no evidence that service to the rural areas was a priority for the Division. One of our ongoing observations of the Division was the high number of cellular

phones utilized by the district services managers. In contrast, one SEA who services schools hundreds of miles from each other has to pay for her own cellular phone.

In addition to our observations, we reviewed documents that indicated rural schools receive less service than do other schools. One administrative memorandum indicates that "it doesn't appear that teacher personnel in the rural areas will be assigned appropriately." Subsequently, the Division did increase resources to the rural area, but the overwhelming feeling is that this area gets what is left.

Subsequent review of memorandums and correspondence indicates a comfort level in identifying violations of federal law. One principal indicated in correspondence that "children in rural areas are not receiving counseling service." In addition, the principal clearly stated she was concerned that "failure to address this service could put the district in a position of inviting due process by the parents." The principal further stated that "writing counseling as a related service into identified student IEPs and being unable to provide that service, also could prove to be untenable." We could not find a response to this memo by any Division staff member. Furthermore, we learned the Rural Advisory Committee used to meet once every 2 years, but was disbanded by management in January 1995.

4. What Are the Relationships?

This section describes how the various internal and external publics relate to each other. For example: How do supervisors treat and manage staff and problems? What is the role of parents, the board of trustees, and others who have an interest in providing services to students with disabilities? Relationships are extremely important in organizations because they define the places where influence and control are appropriately exercised and where communication and collaboration are required to get a job done.

What is the organizational climate? Most professionals, parents, and other stakeholders go about their business in a committed and industrious way in the school

system. In fact, during the progress of this program review, the number of hard-working and concerned people serving and helping students was gratifying and impressive. However, in the areas where decisions are made and resources are allocated, the climate is quite the opposite. Much of this report has already been devoted to the general observation that the management of special education is not engaged in considering or implementing significant changes in structure or control. During the course of the review resistance was common, even as repeated verbal assurances were made that everything possible was being done to facilitate data collection and meetings. This kind of resistance may result in a climate of secrecy and distrust and, if unchecked, may result eventually in violations of professional and even legal standards.

The organization is also characterized by poor communication and dissemination of necessary information in a timely way. Every SEA and all facilitators interviewed said they rarely had a sense of what was required and expected. They further felt they were often

isolated and stuck between disputes at the Division and school level with little or no support. They cited many instances in which they did what they felt was appropriate only to find their efforts reversed or changed without notice or participation.

This is not an organization that expresses a value in the participation of experts on their own staff in decisions about children and families. Those professionals who express the need for improved performance are quickly moved out of the circle that controls decisions and resources. During the review many individuals said repeatedly they were certain that sharing information could result in reprimands, reassignments, or even placement outside the Division. These concerns led the reviewers to conclude this is an unhealthy management environment. The Teacher Advisory Council, in its written report prepared for the review team (Appendix, pp. 61 & 62), specifically expresses this concern: "Special education teachers are often isolated and treated as outsiders."

Parents. Perhaps the most upsetting area of inquiry dealt with the relationships between families and the district. Certainly, in a district this size with the diversity of culture, economic status, and preferences, many disagreements will occur. What is troublesome is the willingness to heighten the conflict and accentuate the differences. Parent groups can and should do this; school district officials should not. The groups that have been formed and actively sponsored by the school board, the Division, and the federal granting organization spend a good deal of time sniping at one another and should be disbanded. These conflicts do not allow the district to move forward, and everyone involved seems to be quite content with the stalemate. The leadership of the district quite simply must put an end to the dissention and insist on the development of a consensus for direction and outcomes.

Lack of program dialogue between Chapter I and special education. Chapter I and special education have tried to collaborate on some agendas. However, given the uniform criticism of traditional Chapter I services in national studies and the fragmentation in special

education, such efforts are relatively insignificant in CCSD. Massive resources flow into both programs with essentially the same intended results. Leadership in both offices should be required to work together to serve students and improve outcomes or be moved aside for persons who want to and know how to.

5. How Are Decisions Made?

Determining how decisions are made is a difficult process when reviewing most organizations. In earlier sections of this report, we described the structure of the Special Student Services Division. As many as five or six layers of administrators exist between classroom teachers and facilitators and the assistant superintendent, all levels at which many decisions are made. Given this totem pole of hierarchy just within the Division, one can imagine what the situation looks like when decisions need to cut across other divisions and regular education. The decision-making process is a time-consuming, inadequate process, and much of special education is guided by exact time constraints.

We talked with several administrators who indicated that many times they had to delay service to children because they were unable to get a decision from the Division in a timely fashion.

One of the major aspects of a healthy organization is that a vision exists. In the absence of good communication and clear policy, local leadership cannot provide staff with a sense of the desired outcomes of their work or provide a framework for decision making. This organization does not encourage decision making at lower levels, and as a result, teachers and facilitators are many times reluctant to make decisions about children without approval from somebody above them. Organizational paralysis is evident in the Division. As we discuss in other sections of this report, staff often fear reprisal from their actions. This

organizational climate, plus the size and length of the bureaucracy, make decision making an activity that, for the most part, occurs at the Siegle Center or Education Center.

The Division has made a reasonable effort to quantify resource decisions. Essentially, additional classroom teachers, classroom aides, and facilitators are awarded on clear standards. Although these standards are clear, they do not encourage local autonomy in decision making. Those individuals closest to the child and the building, such as the teacher, facilitator, building principal, and SEA, have virtually no ability to commit resources or rearrange human resources. During the course of this review, we observed an effort on the part of senior managers to begin to understand that tightly controlled organizations do not always produce the best work and almost always seem to seek to solve problems with more resources. However, the controls by central office administrators continue to reinforce the overriding philosophy that decisions are to be made at the Siegle Center and Education Center. Over and over, we observed examples of problems identified at the local level, but resolutions controlled (but not always resolved) at a higher level.

Large organizations are without a doubt difficult to manage. The role of administrators in managing should not be one of what we euphemistically describe as micro-managing, but one of providing the leadership for the organization to be creative as it responds to everyday challenges. An important role is providing the vision, the policy direction, and the analysis of extant data to make adjustments in broad parameters of the system. We found few examples of these three functions in the incumbent leadership in the Division. The primary leadership we observed is clearly reactive, not proactive.

In a separate section, we discuss how the district responds to due process complaints, which often consists of compromising when challenged with external demands. Almost all parties we talked to indicated that the general policy of the district is to not take a stand on

tough policy issues. As a result, the district has created many isolated and episodic policies that expand when others learn about them.

Personnel issues/staff development and recruitment. We identified significant issues in reviewing the CCSD district personnel policy. Recruiting professional personnel, selecting new qualified professional staff, and selecting 2nd year teachers for *reassignment* throughout the district are problematic.

Recruitment of staff is a problem jointly shared by the Division and the Personnel Division. CCSD, like many other districts, has had problems in recruitment of certain specialties. These include, but are not limited to, audiologists, physical therapists, occupational therapists, and early childhood teachers for young children with disabilities. In 1994, the district hired 25 new teachers in these areas, but only 2 of them were licensed in their area. The district has tried to hire audiologists for several years, and other than attempting to place the blame on a school board member, the district has taken little proactive action to remediate the critical need.

Review of the recruitment selection indicated the shared responsibility between the two divisions has resulted in neither being able to take full responsibility and leadership to solve the recruitment problems. Extra efforts involving advertising and recruiting are required to be funded by the Division.

Neither entity, under the current system, has to accept accountability for the lack of professionals in critical areas. Our brief examination of the area of recruitment resulted in some finger pointing, but little closure, to resolve the problem. This is not to say no cooperation exists between the two divisions, but that the authority and resources need to be placed with one entity, which will be held accountable.

Another area of the personnel process that is somewhat problematic is the selection process. In discussions with early childhood (3–5 program) staff, we were informed they have

the opportunity to screen all applications for employment in their area, but the ultimate decision on whether to hire is placed in the hands of principals. Designating the hiring of qualified professionals to the principals is applaudable, but principals should only be allowed to hire from a pool of otherwise qualified individuals. As we reviewed this situation with managers in the Division, they articulated several examples of problems that had occurred because of this policy, but none had ever raised this issue via a memorandum or formally in such a way that leadership in the district could attend to the problems.

Duplication of programs. Many components of the Division are either duplicated or should be decentralized to a position in the district so they could be used best by those located closer to schools, such as principals, teachers, and children. The huge centralized organization should be streamlined and reduced in size. Clearly, the separate entities of the centralized bureaucracy can, and very likely will, make a case that their role in a centralized system is viable. For example, one of the programs reviewed is the Transition/Occupational Program. The program itself is critically important. However, rather than maintain a centralized staff of eight professionals, the program should allocate these resources closer to the schools. This program should possess absolutely no aspects that cannot be incorporated into the daily functions of the secondary programs. The major goal of this program should be to make sure those students with disabilities transition into viable options upon completing their public educational programs. Many students go directly from school to the world of work, yet we cannot determine if the district has completed any follow-up study. That is, do the students get a job at the end of their schooling? Incredible as it seems, there is absolutely no data to determine if students go on to post-secondary education or become employed upon completion of their public school education.

Lack of consumer orientation. One of our most troubling findings was the lack of consumer orientation throughout the Division. The needs of adults always seemed to

permeate the organization. Early in the process, when we pointed out to the managers specific problems in the delivery of services to particular children, we were consistently told that certain staff would not like it.

Early in our visits to the Siegle Center, we had to park our car in the street during our visits because most of the parking spaces were reserved for staff and only a few were reserved for visitors. We pointed out the message this sends to parents and other visitors about priorities. Subsequently, we were informed that the administrator of Siegle had requested additional places be opened up for visitors. On our visit to Siegle we noticed that the most senior administrators still parked closest to the entrance and no visitor spaces were available.

6. How Is Special Education Financed?

Over the past several years, special education finance has been a topic at all levels of government. This attention is not surprising because the costs of special education appear to be very high with little demonstration of the positive effects of spending large sums of money. The legitimately raised cost benefit questions have become more probing and intense at the local level as federal dollars have not nearly approached the commitment made initially and state contributions have not kept pace with increased costs at all. Special education has increasingly isolated itself from the administrative and service delivery structures operating in schools, and the result has been growth with duplication of effort and minimal accountability.

CCSD is a classic example of the financial squeeze brought about by increased costs, lack of corresponding increases in resources, and the development of a new and costly management and service delivery system. Costs per teacher unit have far exceeded the actual funds made available by the state of Nevada to support special education. The following pages demonstrate a shortfall in state funds of \$18,590,660, after all sources of revenue

afforded by the state and available through local revenue sources are used to support instructional and related costs for regular and special education. It is not a coincidence that this state shortfall is almost identical to the increase in the cost of a teacher unit as funded by the state 16 years ago.

This analysis and display of costs can be provided with different sources of revenue being described as the source of the shortfall. For example, if this were a state report, it might be in the interests of the state to describe CCSD as increasing costs of teachers and ending up with a shortfall in local revenues, which must make up the difference between state and local revenues. Any analysis of costs shows clearly that actual expenditures for special education at the local level have out-distanced external sources of revenue in Clark County and in virtually every other jurisdiction in the nation.

Another way to understand costs of special education is by comparing cost of special education from district to district within the state and throughout the nation. Comparisons within Nevada are not readily helpful because CCSD occupies an obviously unique position among districts. Its size and the resulting scope of its programs make it quite different. Also, the population served in Clark County displays dramatically different demographic characteristics than in the rest of the state.

In several meetings with CCSD staff from the Finance Office and the Division, discussion focused on how per child costs were arrived at and what costs were attributable to certain kinds of services and programs. Per child cost comparisons with other districts are dependent on being able to arrive at these numbers with a good deal of reliability. It is important to understand, however, that the numbers provided are not the actual costs per student. In fact, they are not even an average cost representation. The only figures in the chart that differentiate costs is the number of students and the "load factor." The rest of the costs described are merely the expenditures for each service divided equally across the whole

population. School psychologist services are not the same for language impaired students as they are for students with emotional problems. Thus, great care must be taken in using these numbers for any comparisons. This problem with displays of costs and expenditures makes comparisons from district to district almost worthless. In the past, this comparison has been made repeatedly and reported to the school board and the public. In fact, CCSD subscribes to a service that does this upon request. But again, the comparisons are simply not helpful. For example, many districts include the federal funds provided for special education and third party revenues in their funding, even arriving at per pupil costs. CCSD does not. Some districts include transportation and others do not. Some pro rate transportation costs for only students with separate transportation, and others charge a percentage of all costs for transportation in computing per child costs. *No study*, even the one funded by the U.S. Department of Education used below, is able to actually compare costs per pupil from district to district.

During this review, comparative data were made readily available through the Great City Schools. After the first two districts were reported, it became obvious these data were not helpful. The numbers represented estimates. No information on what the numbers represented was available. The reviewers chose to disregard these data. However, some of the Great City Schools information can be helpful as a basis for comparison on other issues besides per student cost. For example, an analysis of how CCSD spends its money is possible.

The Great City Schools data show the number of administrators employed for special education in each of five school districts. Unfortunately, CCSD is the leader in number of administrators per student according to the reported information. CCSD reports 44 administrators; Nashville and Brevard report 12 administrators each. Chicago, with three times the number of students, reports only about twice the number of administrators.

Similarly high ratios are noted for school psychologists. These data indicate CCSD priorities for staffing certainly merit reconsideration (Appendix, p. 63).

Reliable data were found in a 1995 report by the Economic Policy Institute. This report is helpful in determining how CCSD fits into the financing issues and problems confronting districts throughout the nation. The report utilizes some interesting and unique ways to review information. One of the most helpful is looking at the percentage of various types of costs *within* the per pupil cost without relying on the aggregate amount. In other words, whether CCSD spends more or less per student compared with Houston is not as significant as knowing how CCSD uses its money compared with the rest of the districts studied. In this context, the finance data provide interesting ways of looking at the possibilities for cost saving and more serious consideration of expenditures. Table 2 displays percentage of per child costs in various categories for districts throughout the nation.

Table 2. Per Pupil Special Education Funding, 1991

Spending category	Other districts	CCSD
Teachers (including substitutes)	37%	59%
Paraprofessionals/aides	7.5%	13%
Other professionals	6%	6%
Transportation	5.7%	10%
Program support (supplies, etc.)	19.9%	3%
Overhead	24%	2%

It is important to note three categories of costs that are much higher as a percentage of per pupil costs: teachers, paraprofessionals/aides, and transportation. Two of these categories are precisely indicative of the major problems identified in this report.

Paraprofessionals, aides, and transportation are *controllable costs*. CCSD expenditures in these areas are a higher percentage of per pupil costs than for other districts nationwide. This

report recommends changes in these areas of operation. However, if CCSD does not change its basic pattern of service delivery—which is based on moving students to where space is available, bus routes can be changed, and aides can be assigned—the problems identified will persist.

Another comparison that is helpful but must be viewed with caution is the overall costs as a percentage of regular education. Per pupil costs as a percentage of overall expenditures are 13% for the U.S. and 17% for CCSD. The number for the nation is four percentage points lower. This does not mean CCSD should, or could, reduce its costs by 4% tomorrow. However, it could very well mean CCSD is not as careful with its special education dollars as are others. Certainly, the data presented in this report indicate that little attention is paid to certain cost areas and that the predominant method of resolving problems is to add more staff.

Another finance factor that must be considered is that federal and third party dollars are not included in the budgeting as revenue that can be used to hold down service delivery costs. They are, rather, for special projects. In fact, direct information is difficult to find on some of the funds because they are protected and lumped together.

If increased special education costs can be directly attributable to increases in what it takes to hire a teacher, then cost savings (if any) would appear to be available only by increasing student to teacher ratios. This reasoning is incorrect, and the rather simplistic solution of increasing student to teacher ratios depicts the danger in claiming that costs are mostly, or solely, the result of increased costs of teacher units. When this line of reasoning is followed, the reality of special education as its own budget maker and breaker is reinforced. Special education cost savings are not found by cutting teacher or other costs in special education per se. They are most commonly found through a broader look at the factors that *generate* higher special education costs, such as the following:

1. Needless transportation costs, which are sometimes unnecessarily restrictive and protective of perceived rather than real threats to student safety.
2. The drift of special education services toward more costly solutions in equipment and personnel to solve educational and behavioral problems rather than reliance on more natural and extant supports.
3. Evaluation procedures that are conducted whether the student needs them or not (some schools have extremely high rates of eligibility after referral, indicating no discriminations made through testing).
4. Referrals for instructional problems that can be dealt with more efficiently and effectively prior to special education.
5. Needless use of highly "special" approaches such as complex diagnostic classes, specialized evaluations, and isolated planning activities, e.g., extended school year.
6. The addition of new staff because current staff lack the training and expertise to address a problem in a better way, when better staff development is a cheaper and more effective solution.
7. The creation of management structures to compensate for a lack of standards for performance and staff development, when expertise and technical assistance to schools would be more cost effective.
8. System of special education that reinforces the behavior of sending instructional problems out of classrooms rather than providing instructional solutions in classrooms.
9. The rewarding of management with higher grades and titles when more human resources are utilized in these programs, rather than rewarding creative management when they find ways to reduce costs and improve services. The files are replete with memos by Division managers and supervisors who forecast the

need for more staff and subsequently more supervisors, who in turn will need more staff.

10. Duplication of service and roles, which adds to the cost of service. For example, school psychologists and speech therapists participate in evaluation activities at the school level and also participate in the duplicate activity Child Find.

Student Resource Team Process and Child Find. Both of these mechanisms are put in place to improve decisions for students. Child Find is an older mechanism with considerable data to date on performance. Child Find is clearly an antiquated approach to assessment that

removes the critical initiating point from the local school. The message remains clear to all involved. Students referred to Child Find are so special that no one else can understand their unique problems and therefore the centralized service delivery model must be employed. Such an approach reinforces all the notions that lead to a climate of separation and fragmentation in the service delivery system. The outcomes from Child Find reinforce this perception: 190 children assessed by the Child Find process last year ended up in placements outside their local school.

The Child Find problem is magnified by the implementation of the new SRT process. This mechanism is supposed to yield a better decision-making process. It is expensive and overstaffed given its work. The expertise necessary to assess and assist in implementing programs in less restrictive settings has been diluted across the entire system. The SRT process is a classic example of adding more resources and personnel to a problem caused by only a very small percentage of the population. Yet, every SEA and many other professionals are meeting weekly to review decisions already initiated that could be better made at the local level. As of the end of February, data available on 22 students showed that 20 ended up exactly where the local team wanted them and the recommendations of SRT were not carried out. SRT has not been supported sufficiently or implemented in a way that can yield the intended results. Even when the process seems to work, upper level management will intervene and change decisions. This process is simply too costly and imprecise, and depends on commitment and training, neither of which is apparent on the horizon. The current leadership is not supportive of the desired outcome and is not engaged in activities to prepare these professionals to arrive at it.

Third Party Billing

One of the most difficult aspects of this fiscal review was determining the exact income and expenditures of the third party billing program. Listed in the organizational chart

of the Division is a box called "third party billing," yet we were unable to determine what person fills this slot. One staff member informed us that this function is performed by an outside contractor, but we were unable to verify this and many other aspects of this mysterious program. The assistant superintendent of the Division shared a portion of the fiscal records (after several requests) with a note dated January 16, 1996, stating, "Don't put in report at Marsha's request without Brian's permission." When we inquired as to why, we were told it was "confidential information." Our position is that the information should be available to the school board, and thus we are including it with this report. We have included all the CCSD Medicaid/Third Party Pilot Project reports in the Appendix (pp. 29-53).

Table 3. Third Party Billing Summary

Revenue		Document No. 2, undated	Document No. 3, dated 2/28/91
1993-94	\$180,472.08	\$149,638.78	\$149,638.87
1994-95	1,359,117.20	1,381,175.82	1,381,175.82
1995-96 to date	315,292.61	78,141.64	78,141.64

Note. Different dates may partially explain the different amounts for 1995-96. On February 28, 1996, the income was \$78,141.64 and a month later it was \$315,292.61.

In a letter dated March 21, 1991, we received a summary of the Medicaid/Third Party Billing Account indicating the revenues of this program produced income of approximately \$1,800,000. The documents we received from the Assistant Superintendent are quite difficult to evaluate.

It was impossible for us to make any sense out of the expenditures listed. For example, we received one document that indicated a check number, but we were unable to determine how the expenditures compared to items purchased in a separate listing.

According to another document, this fund was used to purchase 40 laptop computers, for a

cost of \$57,325, but we could not find this amount in any corresponding check number. Essentially, the information presented did not enable us to explain this program or its expenditure.

One document indicates that seven staff attended ASHA in Orlando, Florida; another indicates 8 attended; and in a separate document we ascertained that a total of 13 staff attended (Appendix, pp. 47-54). It could well be that other funds were utilized for the 5 or 6 other staff who attended this conference.

The district's report lists \$638,980.72 spent in out-of-district consultants for the current fiscal year, and a total of \$797,018. From the records that Ms. Irvin provided us, we were only able to identify a total of \$129,866 from the listing. Either approximately \$500,000 was spent in the last 3 weeks on out-of-district consultants, or the financial records are inadequate. We offer no opinion as to which option is true, but we have included all correspondence and documents we received on this topic to see if the CCSD board can understand how many dollars were received, how much was spent, and what it was spent on.

Transportation

As we pointed out in the financial section, the cost of transportation is roughly twice the average of other systems we reviewed. Clearly, the cost of transportation is a major part of the budget in delivering services to children with disabilities in CCSD. The most recent figure available to the reviewers indicates the cost of transportation of special education is approximately \$11,000,000. We have rounded the cost upwards over the exact amount of \$10,846,629 because we found some vehicle costs were paid out of the Medicaid reimbursement account.

It is our observation that the cost of transportation is higher than that of most other districts for the following reasons:

1. CCSD has centralized many programs and services that elsewhere would be provided in the school the student would normally attend.
2. Few incentives exist for schools to provide services in the home school.
3. There is indication bus drivers have a significant amount of downtime, defined here as being paid while in-between routes.
4. The transportation does not utilize a computer network system, which consolidates bus routes.
5. The Transportation Department indicated to our reviewer that better communication and coordination is needed between them and the Division of Special Services. Specifically, they indicated that requests for transportation are processed when special transportation is not required.
6. The Transportation Department also indicated bus aides are recommended when not needed.

The scope of our program review did not allow us to explore in detail the findings cited above, but adequate data support the finding that districts should make reducing transportation costs a major priority. In a recent brief, the Center for Special Education Finance states the following:

Separate Funding for Transportation: Another important issue relating to local flexibility in the use of funds as districts incorporate less restrictive placement patterns relates to separate, categorical funding for transportation services. As districts attempt to move students with disabilities back to their neighborhood schools, they face start-up costs in relation to making these schools fully accessible and in purchasing multiple sets of specialized equipment, rather than just the one set that may be needed in a single specialized school. These costs may be largely offset through savings in transportation costs.

Adapted Physical Education

It was pointed out that APE would cost \$140,000 for the 1990-91 school year. This year, the cost for essentially the same programs is \$478,000. We inquired of management as to why the legal and fiscal issues had never been addressed. After several discussions with senior management, we were informed that an evaluation of this situation was undertaken. After several months of inquiries, we were delivered the evaluation (see Appendix). We will leave it to the reader to assess the efficacy of this evaluation. It is safe to say that, after 6 years, this issue has never been thoroughly reviewed by the Division. One individual in the district indicated this program had never been the focus of an intense review because it is used as a bonus for high school coaches. We could not find any memos in the files responding to the 1990-91 report, even though management was aware of its existence.

Services to Children Who Are Hearing Impaired

One of the most troubling outcomes of this review was our observations regarding the program for children who are hearing impaired. The program is fraught with morale

problems and inadequate equipment, curriculum, and staff deployment. We strongly recommend that CCSD obtain a review of this program by external consultants who are experts in this field.

Services to Bilingual Students

Special education services to bilingual students represent a significant challenge for CCSD staff and administrators. The reviewers visited two schools where services to bilingual students were concentrated. Special education was available in these schools. Special education services are provided in bilingual settings, and to a very limited extent, in regular settings.

Two of the four bilingual psychologists were interviewed. CCSD is fortunate to have such professionals on staff. They are obviously skilled and capable of providing quality services to students. However, they clearly need more help because the caseloads will be continuing to grow. They do not need more help solely to administer bilingual psychometric measures. The students need more culturally relevant support in their current settings. The interviews, along with an initial review of the data, indicate the likelihood that many students are referred because of language problems rather than disabilities. These referrals are costly and reflect the lack of necessary culturally relevant instructional support rather than a higher incidence of disability.

This over-referral tendency leads to special education placement more often than not. The reason for this is *not* higher incidence of disability; it is more likely a higher incidence of learning need. In multilingual or multicultural populations, these learning needs are compounded by cultural differences. It is simply not possible for even the best educational diagnosticians to separate how all these factors interact. However, if the only alternative to remediate these problems is special education, then children will be labeled disabled. CCSD numbers on this issue are not easy to analyze because it is impossible to sort out, in the

aggregate, which students are culturally different and which are not. The only real numbers are those of students actually receiving bilingual services. These by no means represent the multilingual population. Also, the numbers reflect availability of services and not necessarily need. Clearly, the answer to the problems is staffing special education with sufficient culturally competent staff to intervene early so special education is the last resort.

System Must Avoid Future Litigation

The primary purpose of this report is not to assess CCSD compliance with hundreds of legal obligations imposed by federal and state law. However, the reviewers would be irresponsible in failing to point out that there are problems in program operations identified by the review.

CCSD has addressed these problems at the Central Office level through greatly improved procedures and handbooks about what is required of staff and administrators. However, the fragmentation of the CCSD structure, repeatedly pointed out in this report, yields idiosyncratic compliance at the school and classroom levels. In many ways compliance is a "discussion" held among managers with little follow-through across the system.

State of Practice Is Ten Years Behind the Times

Special education is changing, as is the population of students coming to school. Unfortunately, special education in Clark County is not changing. There are few examples of the Division engaging in efforts to stay abreast of significant changes in the field of special

education. For example, the Division recently completed and disseminated a curriculum guide for students with learning disabilities. This curriculum is dated May 1995. Our review of this guide indicates no current research or demonstration literature is used as a basis for content. Teachers are directed to use the guide even though the approaches presented have been dismissed by the field years ago. This guide was reviewed and approved at the highest levels of the Division. District leadership must hold those responsible for it accountable. The move toward prereferral interventions has been only partially addressed. The movement away from highly centralized services and diagnostic interventions in isolated settings is only now on the table because of this review. The need to push services and resources closer to classrooms has been specifically resisted during this process. The need to have reporting and supervision managed at the service delivery level has been so aggressively resisted that staff have been solicited by management to write position papers in opposition to such proposals. The absolutely unidirectional trend in practice and litigation to consider integrating students as a *first option* has been resisted openly by school administrators. Finally, senior management has said they do not need to change.

CCSD is 10 years behind the times in serving special education students; innovations have been observed only at minimal levels and in selected areas. Real change for improved services is simply not occurring despite clear advice from CCSD staff, professional organizations, the literature, the lawyers, and the experts that it must occur.

Positive Observations

As we point out in various sections of this report, we have observed some quality programs operating in CCSD. In particular, we have been pleased to learn about the Teachers Educators Institute, the School Nursing Program, the Early Childhood Program, the Henderson 7 project, the role of the facilitators, and some episodic work by building administrators, teachers, and those responsible for prereferral intervention.

Teachers Educators Institute

Deserving particular credit is the Teachers Educators Institute, which has recently been established. As we reviewed its initial activities, the careful planning that is going on, and its leadership, we think it will be a viable and important vehicle for providing staff development in CCSD in the upcoming months. In the evaluation data we examined, it has received positive responses for the staff development to date. This clearly is one program we recommend for expansion of its activities.

School Nursing Program

One of the most viable Division services that we identified is the School Nursing Program. In our interviews with SEAs, facilitators, building principals, classroom teachers, and parents, we were informed of positive data regarding the operation of this program. Although it is centralized, it provides quality service to schools and children. The cadre of school nurses are ambassadors of excellence for the Division. In addition, their efforts to provide assistance to children with complex medical and educational needs on regular campuses is one of the few efforts that is not increasing costs in CCSD.

Teachers

Clark County has an excellent cadre of teachers, both regular and special education. As we sifted through the interviews, reports, and memorandums resulting from this program and fiscal review, we found not one negative finding or observation about classroom teachers.

We personally met with teachers long after the school day had ended to discuss the CCSD special education program. We learned these highly dedicated teachers frequently have to purchase their own supplies and materials. In addition, as we examined the staff development provided teachers, we observed that most of the energy these past few years

has been devoted to administration, legal, and compliance issues. Teachers informed us of their need for current state-of-the-art training in ways to educate students.

One telling comment about this issue was made by a group of teachers who said they always were pleased when an out-of-district teacher joined their building because this person was sure to bring new ideas, and this sometimes was the only way they could get new ideas.

Feedback from teachers has been incorporated significantly into this review, its findings, and its recommendations. A review of the Special Student Service recommendations made in January of 1996 shows many of these have been adopted by the reviewer (Appendix, pp. 9-12).

Principals

We were most impressed with the interview conducted with principals at both the secondary and elementary levels. Although we did not intend to evaluate their performance with a small sampling of interviews, we did come away with a sense that regular education administrators are ready to assume an even greater role in providing services to children with disabilities and ending the dual system problems associated with a highly isolated program of special education.

Early Childhood Program (ECSE)

The ECSE program has experienced tremendous expansion over the last several years and at the same time worked quite hard to provide quality instruction to children. Specifically, we note the effort to assist new untrained and unlicensed teachers with the requisite skills to survive the first year of teaching. The fledgling effort to provide services within existing Head Start, day care, and private and public preschool programs needs to be expanded and nourished by CCSD.

Beginnings of Cost Saving Strategies

During the course of this audit, we shared with senior managers in the Division that we saw little evidence of management reducing costs but, rather, evidence of management developing scenarios of serving children that resulted in more staff and, subsequently, more managers. In the latter stages of the review, we did notice the beginnings of some cost savings strategies. The Division leadership shared with us a listing of activities they planned to undertake in the future, and some activities they had initiated and conducted in the past. The significance of these efforts needs to be evaluated by CCSD School Board.

Due Process and Compliance Section

Clearly, this program does its job. The staff assigned to this unit do their jobs and do them well. This is a solid part of the Division's management team.

Conclusions and Recommendations

1. Leadership

The review team identified the following significant problems and issues in its review of the special education program in CCSD:

- a. A coherent vision on where the Division is headed in CCSD is lacking.
- b. Special education in the U.S. is under intense pressure to examine its practices and costs.
- c. The outcomes of special education in CCSD are essentially unknown.
- d. Any real effort to reduce or maintain costs of special education in CCSD is absent.
- e. Morale problems exist in the district.
- f. Special education programs are relatively isolated from regular education programs in the district.

- g. Any summative or formative evaluation of programs in the Division is almost totally lacking.
- h. From the very beginning of this review, mid-level managers indicated disapproval of the program review, and senior managers did little to change this response.
- j. During the latter stages of the review, we understood that managers were having staff prepare negative responses to potential recommendations to be included in the report. Clearly, this effort, which significantly adds to the nervousness already present in the Division, could create a fire storm. Strong and proactive leadership should focus on the problems, but instead, management may be erecting one more problem.

This is a partial listing of problems and issues identified in this program review. The most difficult decision for the school board and leadership in CCSD is whether the current management in special education is able or motivated to respond positively to the changes in behavior and structure needed within the Division. That is one recommendation we cannot, nor should not, make.

2. Organizational Climate

It is our strong opinion that before any change or restructuring is considered by the CCSD School Board, an assessment of the organizational climate must be undertaken. We did not set out to measure this issue, nor was this part of our original charge. However, it became impossible to avoid the ultimate conclusion that significant morale problems exist in the Division. This awareness, coupled with our observations and reports of potential reprisals

and morale problems, leads us to recommend that the school board undertake a separate review of these issues. Clearly, we have observed a significant number of problems that support our conclusions, but the ramifications of these conclusions make it very important that the CCSD determine on its own that our observations are accurate.

3. Proposed Structure

We have proposed a new structure that should dramatically improve management, reduce costs of services, and improve service to schools and children. At the same time, we are certain the incumbent leadership will talk about the structure as too radical for CCSD. If we had felt there was an atmosphere supporting change, we would have proposed a realignment with regular education.

Many districts in the nation today are beginning to move toward this realignment, but it is our considered opinion that CCSD is not yet ready. Administration in CCSD argue for the maintenance of a separate system, whereas some districts have implemented structures that call for no director of special education.

- ◆ The proposed structure, in eliminating several positions and administrative layers, will present many challenges to the organization. Specifically, specialists who need to serve the entire district will be assigned to one geographic area. Some of these specialists will still need to be available to serve schools, teachers, and children outside their area. This can be achieved by a high level of cooperation.
- ◆ The proposed structure also calls for the elimination of many duplicate services. For example, Child Find, a highly centralized and in many ways quite ineffective program, is scheduled for elimination. Essentially, the functions performed by this group of professionals (approximately 24) duplicate the service performed by child study teams at the local level. The large majority of school districts in the U.S., small or large, do not have anything like the CCSD Child Find Program.

- ◆ This proposed structure will work. Adults who have grown quite comfortable with the old hierarchical, layered, duplicated, and centralized structure will in all likelihood not like it. The implementation of this structure can be achieved quickly, but a significant amount of training, orientation, and staff development will be needed this summer.

Figure 2.

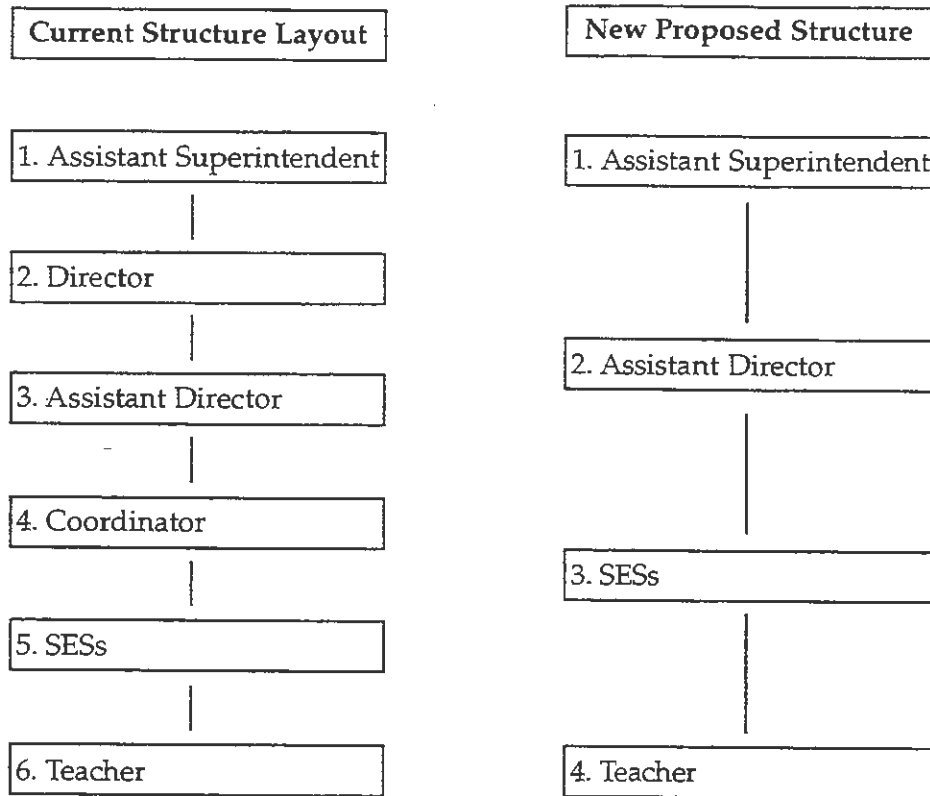


Table 4.

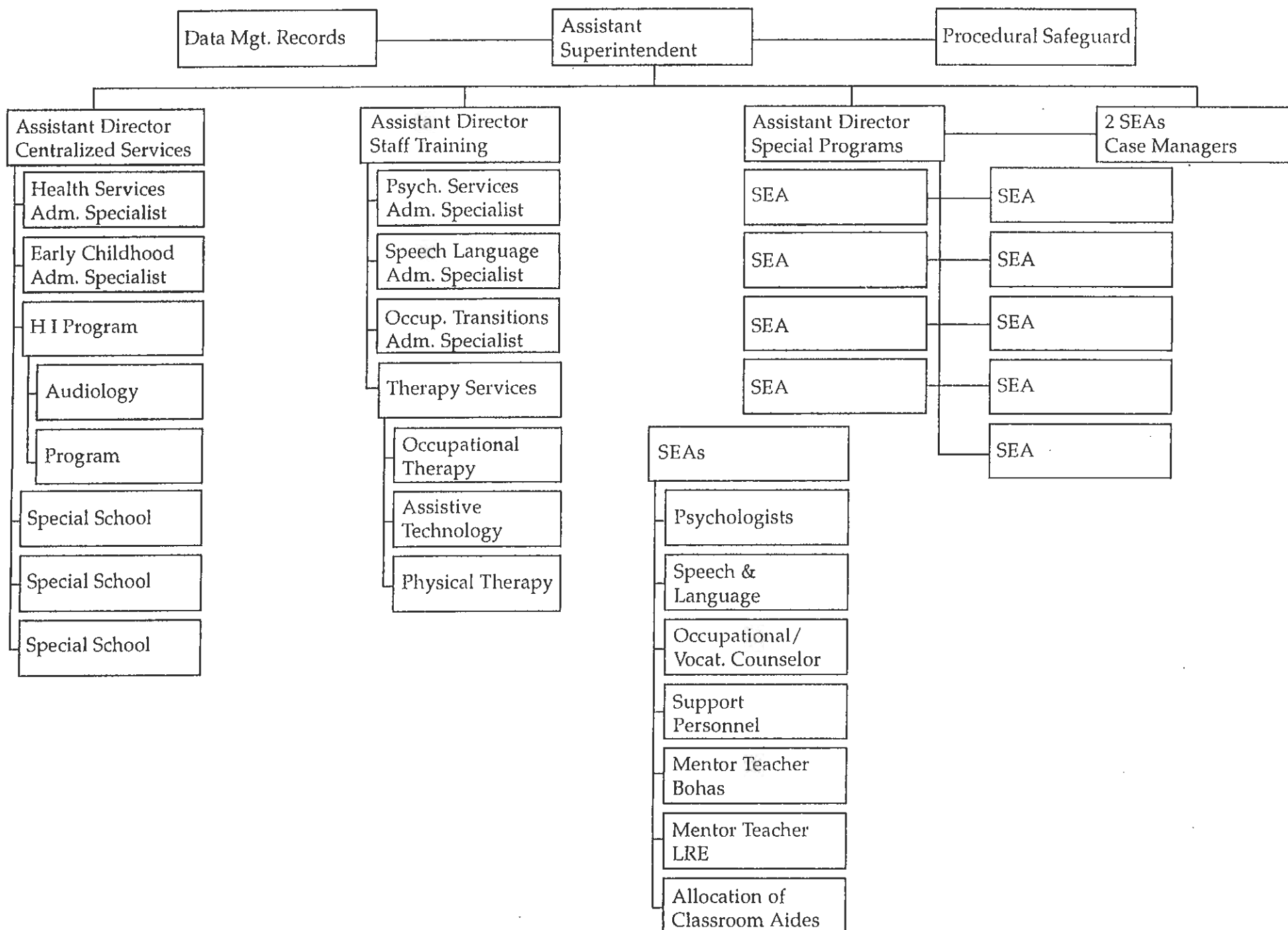
Positions scheduled for reassignment or elimination	Reassignment	Elimination or reassignment
1. Psych Service Asst. Director	X	
2. Psych Service SEA		X
3. Psych Service SEA		X
4. Speech Language Asst. Director	X	
5. Speech Language Specialist		X
6. Child Find Coordinator		X
7. Occupational Transition Adm. Specialist	X	
8. Occupation Voc. Counselor	X	
9. Occupation Voc. Counselor	X	
10. Occupation Voc. Counselor	X	
11. Occupation Voc. Counselor	X	
12. Occupation Voc. Counselor	X	
13. Occupation Voc. Counselor	X	
14. Occupation Voc. Counselor	X	
15. Occupational Transition Support	X	
16. Siegle Classroom Adm. Specialist		X
17. Siegle Classroom Teacher	X	
18. Siegle Classroom Teacher	X	
19. Psych Service Support	X	
20. Psych Service Support	X	
21. Speech Language Adm. Specialist		X
22. Special Education Service Director		X
23. Psychologist involved in Child Find	X	
24. Psychologist involved in Child Find	X	
25. Psychologist involved in Child Find	X	
26. Psychologist involved in Child Find	X	
27. Psychologist involved in Child Find	X	
28. Psychologist involved in Child Find	X	
29. Psychologist involved in Child Find	X	
30. Psychologist involved in Child Find	X	
31. Psychologist involved in Child Find	X	
32. Psychologist involved in Child Find	X	
33. Psychologist involved in Child Find	X	
34. Special Education Service Asst. Director	X	
35. Child Find Coordinator		X
36. Child Find Speech & Language	X	
37. Child Find Speech & Language	X	
38. Social Worker	X (to E.C.)	
39. Social Worker	X (to E.C.)	
40. Child Find Nurse	X (to Health)	
41. Child Find Nurse		

Table 4 (Continued)

Positions scheduled for reassignment or elimination	Reassignment	Elimination or reassignment
42. Child Find Nurse		
43. Child Find Speech & Language		
44. Siegle Classroom Psychologist	X	
45. Siegle Classroom Psychologist	X	
46. Curriculum Administrative Specialist		X
47. Adm. Specialist (Raymond)		X
48. Adm. Specialist (Miles Ballard)		X
49. Special Ed. Program Director		X
50. E.C. Support		X
51. E.C. Support		X
52. E.C. Support		X
53. E.C. Support		X

- ◆ No one person has been targeted for his/her job to be eliminated.
- ◆ It is anticipated that most of the personnel actions can be achieved by reassignment, retirement, and other attractive enticements.
- ◆ A total of 17 positions ranging from two directors to support personnel are scheduled for elimination or reassignment.
- ◆ A total of 46 positions are scheduled to be either reassigned to the new SEA structure, or reassigned to providing direct service to children.
- ◆ A total of 27 positions are scheduled to be reassigned to the SEA structure.
- ◆ A total of 19 positions are scheduled to be reassigned to serve positions such as classroom teacher, psychologist, and speech and language therapist.
- ◆ This proposed reduction can be implemented with an ultimate out- savings of approximately \$1.2 million a year.
- ◆ The proposed structure combines a small amount of decentralization of staff and programs, and elimination of several layers of administrative bureaucracy. (See Figure 3.)

Figure 5. Proposed Structure of Student Services Division



4. Need for Evaluation of Program

The Division does little or nothing to evaluate its programs. New programs are initiated or eliminated with little empirical data. We propose that evaluation be removed from the Division and an Office of Evaluation or Office of Accountability be established similar to that in New York City. We also propose the following areas be subject to a formal evaluation effort.

- ◆ student outcomes e.g., What is the school completion rate?
- ◆ curriculum e.g., Is the special education curriculum aligned with the general education curriculum?
- ◆ instruction e.g., Is it state of the art?
- ◆ staff e.g., Do they enjoy teaching in CCSD?
- ◆ parents e.g., Do parents participate in IEP meetings?
- ◆ school climate e.g., Do teachers feel supported by the administration?

This a crude, but beginning, effort. We also propose that the district issue a report to the school board on an annual basis on the effectiveness of special education in the district.

5. Staff Development

CCSD must embark on a comprehensive staff development program that ensures the availability of the types of staff listed below. (Note: These training activities were part of a plan provided to CCSD in March 1994.)

The following training activities should be undertaken:

- a. CCSD will train special education teachers who design, implement, evaluate, and assist others with using individualized supports, curriculum adaptations, and needed accommodations for students with special learning needs; who work effectively with general educators and other team members and supervise

paraprofessionals; who provide receiving teachers with needed information and support; who foster mutual collaborative planning and cooperation among team members; who teach the target children effectively as well as support peers.

- b. CCSD will employ and train building principals who have a positive attitude toward the integration of students with disabilities and the students themselves; who take and support a collaborative team approach with teachers and parents to planning and to the resolution of problems; who start integration with teacher volunteers and build on success; who provide information, orientation, and training; who obtain the resources and handle the logistics; who support teachers' autonomy in recognition for their efforts.
- c. CCSD will employ and train district administrators who understand integration; who lend their support by explaining its benefits and assisting with supplying resources, planning the logistics, and reducing barriers, but recognize the need for flexible and creative planning by individual schools.
- d. Administrators (building and school system, general and special), related services staff and school nurses, "special" staff (art, music, drug awareness, family life curriculum, band, PE, adaptive PE, etc.), and school psychologists shall obtain training in ability/disability awareness, rationale/benefits of inclusion, methods for supporting inclusion and peer support, collaboration, etc.
- e. Administrators shall receive training in scheduling to support collaborative teaming, building-wide leadership, forming and leading school site integration committees, basics on the students they have never seen or had in their buildings (those with health care needs and severe disabilities) and the related staff training, safety monitoring policy, etc.; and the current best practices for their education including transition to work and community-based instruction.

- f. Related services staff will receive training on integrated therapy; the provision of their services within ongoing class activities and for some older students in the community. The practice of isolated therapy should be eliminated except when privacy is needed or requested by the student and/or family.
- g. School psychologists shall receive training in assessment of functional skills and adaptive behaviors and in appropriate alternative means for more accurately assessing students with extensive disabilities and little or no communication. They also will need to expand their skills from behavior management to positive support strategies and functional assessment of problem behavior. Further, they, along with guidance counselors, will want to learn more about peer supports and positive interactions among typical students and those with an increased range of diversity who are included in their classes.

6. Common Sense of Purpose

CCSD leadership must initiate processes to arrive at a clear direction for the future. A major component of this process must be the identification of four or five major goals and movement toward those goals by all stakeholders. This sense of purpose and vision will help end the confusion and ambivalence that currently characterize the system and encourage the status quo and stagnation.

7. Cost Savings

CCSD can begin to make cost savings in several areas. The areas that should be a focus for management review are the use of Medicaid funds, transportation, classroom aides, purchase of services, restructuring, and correct assignment of staff.

The use of Medicaid funds can by itself produce cost savings. The estimated revenue from this activity could well produce support for ongoing programs just by it being placed as a line item in the budget. This fund has been used to purchase some important equipment

for children with disabilities, but also has been used for some highly questionable expenses, for example, sending 13 professionals to an ASHA conference in Florida at a cost of over \$13,000. We recommend this fund be displayed as a regular budget line item, with the income and expenses approved by the CCSD School Board as are all other accounts. This process would certainly remove any hint that the leadership is using this money for questionable expenditures which, if more visible, would be scrutinized and seriously questioned.

- a. Transportation: The cost of transporting children with disabilities in CCSD is over \$10,000,000 a year. Recommendations covered elsewhere in this report can directly influence transportation costs and hopefully bring these costs down. Prereferral intervention and reduction of the clustering of children when it is not needed can contribute significantly to the reduction. We have several other recommendations regarding transportation; the background for these is covered in "What We Have Learned."
- b. Classroom Aides: CCSD is like many school districts in the nation in its increased use of classroom aides over the last few years. In many cases, to resolve a complex case an individual aide is assigned to an individual child. Because of this general practice of caving in on due process complaints, the number of aides has increased the last several years. In addition, the practice of awarding classroom aides based on a formula has produced a system in which building principals seek increases in student population so they can get an aide whether or not they need one. We propose a system that can be implemented over time that provides fiscal resources to the SEAs, who can then manage the fiscal resources closer to the site. Giving SEAs some discretionary authority may well provide a strong incentive to conserve fiscal resources.

- c. Purchase of services: One recommendation that can save considerable dollars and improve services to children is to gradually expand itinerant services in CCSD. The current model of adapted physical education (APE) has increased its costs by 700% over the last several years.

The strategy proposed in 1990 is viable today. We encourage the CCSD School Board to review this document for specifics on how to implement itinerant services and eliminate the extra buyout cost of \$486,560.

- d. Reduction of bureaucracy and program duplication: The recommendations on restructuring and reducing the layers from six to four can save CCSD approximately \$1.2 million a year and provide more human resources on the front line of the delivery system—the school.
- e. Space for early childhood programs: One of the major growth programs in CCSD over the past few years has been the 3–5 program. We think the district could tighten its criteria for admission into the program. Beyond this obvious need, the district should explore utilizing and expanding space in existing Head Start, day care, and private and public preschool programs. Utilizing these resources could save the district approximately \$75,000 per unit and programmatically provide LRE options for young children with disabilities.
- f. Expansion of Henderson Homecoming Plan: Over the last several years CCSD has implemented a model based on the concept of "shared ownership" among regular and special educators to meet the needs of all students. This model, if implemented, could ultimately save the district significant dollars in transportation and likewise reduce the costs of educating children in special classrooms in cluster schools.

The Early Childhood Program, Psychological Services, Speech and Language Services, and all other specialty programs in the Special Education Services should be charged immediately with the task of identifying all teaching and service personnel not involved in direct service to children and school. For example, the Psychological Services Program has several senior psychologists who are given released time to mentor new school psychologists. The mentoring of new teachers, psychologists, and other professionals is clearly an important aspect of staff development. However, we would suggest that with four full-time administrators, the resources should come out of the human resource pool. The utilization of teaching and service personnel in quasi-administrative or supervisory positions should be clearly justified to the CCSD Board, when at the same time all these programs have been articulating the need for additional teaching and other direct service personnel. Many bureaucracies are guilty of the strategy of using service personnel to fill quasi-administrative positions, but it is ultimately better if these positions are subject to some type of external review, and either returned to a direct service role or reclassified as administrative. Given the difficulty in quantifying the number of these positions, and determining the posture of the school board on this issue, a clear dollar savings is hard to estimate at this time.

8. Transition From Failure Model to Prevention Model

Special education in the United States has largely been organized around a failure model, in that a child has to be identified as having a disability before special education or any assistance can be delivered. We are proposing a prevention model that not only can improve services, but as we have pointed out in other sections, can result in significant cost savings for CCSD. Pennsylvania is one state that has put significant resources into prevention, improved services to children, and achieved a significant reduction in its child count (the number of children identified as disabled). The most recent data indicate a reduction of 10% has occurred in Pennsylvania. If half of that could be achieved in CCSD, the

cost savings could amount to \$3 million to \$4 million a year. Prereferral technology does exist in the nation today, but has only been partially implemented in CCSD. Some local resources for this training could be directed at this issue as soon as the summer of 1996.

A more complex part of our recommendation involves the Office of Federal Programs. An additional major resource that needs to be better coordinated with special education is the federal Title I program. As we point out earlier in this report, a tremendous need exists for CCSD to improve coordination between Title I and special education. We are of the opinion that both programs can be better coordinated to improve services to children in the district. Chapter 1 can be a resource for some eligible children, so that inappropriate referrals to special education can be avoided. In many cases children just need more instruction, not special instruction. Many children are referred for special education, especially in the early grades, who need more instruction, but because the only resource available is special education, the referral for special education is made.

9. Budget Control of IDEA and Third Party Billing

As we point out in our findings section, we are unable to provide the school board with an accurate picture of what this \$2 million category looks like. We do know it has been put to some useful outcomes, for example, equipment for children and a slush fund for administration. However, it has also been used inappropriately. When we inquired as to why 13 individuals were sent to Orlando, Florida, when prudent action would have had one or two attend and report back, we were informed it was used as a reward for those who helped with the paperwork for third party billing. In addition, we have noticed all the federal dollars received by the district are not prioritized for services but used for other costs.

We propose the two following items:

- a. That the leadership of CCSD consider using both IDEA and Medicaid dollars for direct services to students and schools.

- b. That an independent audit by an auditing firm be conducted on IDEA and third party reimbursement funds.

10. Children First

Finally, we propose that CCSD begin a process that puts the needs of the children served and the families of these children above the needs of CCSD personnel. Over and over we found examples of poor service to children or conflicting priorities. From the parking lot situation at Siegle to sending 14 staff to a national conference in Orlando, Florida, while teacher after teacher informed us that he/she had to pay for classroom supplies out of pocket, CCSD management has demonstrated the wrong priorities. Placing children at the center of the discussion of resources and outcomes will dramatically change most of what occurs in special education. It cannot be made as a single recommendation. It must be an integral part of the criteria used when making all decisions. Clearly, the school board and the current leadership in CCSD must begin to send a very strong signal that the priorities in special education will change.

A serious warning sign in any bureaucracy is alienated, angry, frustrated, and hopeless customers. As discussed throughout this report, these signs are clearly noticeable to anybody who takes the time to listen. The next step is up to the CCSD School Board.

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Memo from Bob Borders to Secondary Principals, RE: Preparation Period Buy-Out for Adapted Physical Education	04-11-95
Memo from Bob Borders to Secondary Principals, RE: Preparation Period Buy-Out for Adapted Physical Education	05-16-95
CCSD, 1993-94 Annual Report	none
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Section VII Collaboration Plan	none
Title I Staff Ethnic and Gender Distribution	09-25-95
Elementary Schools, Attendance Zone Map	1995-96
Middle Schools, Attendance Zone Map	1995-96
High Schools, Attendance Zone Map	1995-96
Memo from Wendie Black to Marsha Irvin, RE: Units Numbers	10-10-95
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Memo from Robert Borders to Tippy Reid, RE: Staff Needs	10-09-95
Memo from Bill Miller to Tippy Reid, RE: Anticipated License, Administrative & Support Staff Needs	10-09-95
Memo from Renee Ball to Tippy Reid, RE: Five year projection for staff needs - Administrative, Licensed, Support Staff Personnel	10-06-95
Memo from Judy Moseley to Tippy Reid, RE: Anticipated Licensed, Administrative & Support Staff Needs	10-05-95
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Memo from John McGrath to Marsha Irvin, RE: Recap of Meeting Held August 24, 1995	08-28-95
Letter from Donald McHenry to Marsha Irvin	02-06-96
Memo from Judy Moseley to Marsha Irvin, RE: Department Needs	08-01-95
Memo from Donald Layton to Marsha Irvin, RE: Requested Information	02-28-96
Memo from Renee Ball to Marsha Irvin, RE: Request for School Nurse Positions	02-29-96
Memo from Renee Ball to Tippy Reid, RE: School Nurse Formula/Staffing Allocations for 1996-97 School Year	02-07-96
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Memo from Renee Ball to Leonard Paul, RE: First Aid Safety Assistant Coverage - Middle School Campuses/Training Needs	09-26-94
Memo from Renee Ball to Marsha Irvin, RE: Request for Additional School Nurse Staff	09-21-94
Memo from Renee Ball to Tippy Reid, RE: School Nurse Formula	06-08-94
Memo from Renee Ball to Marsha Irvin, RE: School Nurse Positions 94/95	03-16-94
Memo from Renee Ball to Tippy Reid, RE: Request for Clerical	02-25-94

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Memo from Renee Ball to Elise Ax, RE: Request for Chapter I School Nurse for Pre-K Population	02-25-94
Memo from Tippy Reid to George Ann Rice, RE: Proposed First Aid Safety Assistant Training Program	10-15-93
Memo from Diana Taylor to Marsha Irvin, RE: Medically Fragile Students	08-31-93
Memo from Renee Ball and Patti Roberts to Marsha Irvin, RE: Critical Health Services Concerns	08-27-93
Memo from Renee Ball to Tippy Reid, RE: Request for Half Time Administrative Specialist	05-26-93
Memo from Renee Ball to Tippy Reid, RE: Justification for Additional School Nurse Positions	05-26-93
Memo from Ron Malcolm to Marsha Irvin, RE: Request for School Nurse Position for Sensory Impaired Programs for the 1993-94 School Year	05-25-93
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Memo from Renee Ball to Tippy Reid, RE: Documentation Support for additional Health Services Staff	04-06-93
Memo from Renee Ball to Marsha Irvin and Tippy Reid, RE: Expanded Nurse and Administrative Responsibilities/Demands	08-31-92
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Memo from Don McHenry to Renee Ball, RE: Health Aide Request	05-05-94
Memo from Jan Bennington to Marsha Irvin, RE: School Nurse Assignment	10-04-95
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Memo from Tippy Reid to Tom Maveal, RE: Additional School Nurse Time	10-26-95
Memo from Renee Ball to Marsha Irvin, RE: Request for Full Time Nurse Staff Development Position for First Aid Safety Assistant Training	12-28-95
Memo from Deborah Gugino to Marsha Irvin, RE: Priority Budget Requests, ECSE	06-17-92
Memo from Beth Duncombe to Marsha Irvin, RE: Early Childhood Needs	06-24-92
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Memo from Deborah Gugino to Marsha Irvin, RE: Responsibility Comparisons	06-25-92
Memo from Deborah Gugino to Marsha Irvin, RE: Rationale, Administrative Specialist Positions, ECSE	10-05-93
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Reclassification of Coordinator of Early Childhood Special
Education to Assistant Director

Memo from Marsha Irvin to Brian Cram, RE: Rationale for Administrative Specialist Position, ECSE	10-15-93
Memo from Deborah Gugino to Linda Young, RE: Instructional Assistant, Virginia Valley	03-09-94
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Memo from Judy Miller to Bob Borders, RE: Child Find Evaluations 1991-92 Through 1995-96	03-05-96
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Memo from Susan Gerlach to Connie Kratky, RE: SLD Curriculum	10-15-92
Memo from Connie Kratky to Linda Young, RE: Final Administrative Proofing of SLD Curriculum	09-11-92
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Memo from Myrna Nelson-Barber to Harry Hendrickson, RE: Special Education Administrative Specialists Retreat	05-04-93
Memo from Connie Kratky to Task Force Members, RE: Self-advocacy skills in curriculum documents	12-29-92
Memo from Donald Layton to Various, RE: Special Student Services Division Student Resource Team (SRT) Process Implementation	01-10-96
Memo from Marsha Irvin to George Ann Rice, RE: Human Resources Division Liaison	12-19-95
Memo from Robert T. Henry to Ed Sontag, RE: Upcoming Visit	11-20-95
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Partial List of Documents Reviewed

<u>Document Name</u>	<u>Date</u>
Assistive Technology Committee, Special Student Services Division, Proposal: Short-Term / Immediate Plan	11-22-91
Clark County School District, Special Student Services Division, Information Pertinent to Special Education Programs, 1995-96 School Year	07-95
Memo from Cathy Mellor to Marsha Irvin, RE: Staff Supervised	10-10-95
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Memo from Marsha Irvin to Robert Henry, Cathy Mellor, and Tippy Reid	09-25-95
Letter from Marsha Irvin to Ed Sontag, RE: Student Resource Team meeting 11-3-95	10-02-95
Letter from Marsha Irvin to David Rostetter, RE: Student Resource Team meeting 11-3-95	10-02-95
Memo from Marsha Irvin to Ed Sontag, RE: Schedule Changes	10-12-95
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Draft: Chapter VI Program Placement	11-13-95
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Memo from Cathy Mellor to Ed Sontag and David Rostetter RE: Position Description	11-14-95
Memo from Robert T. Henry to Ronald Despenza, RE: Request for District Vehicle for Special Student Services Personnel Use	07-03-95

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Memo from Robert T. Henry to Russ Ramirez, RE: Special Programs in Hearing Impaired Program	11-12-95
Memo from Robert T. Henry to Donald Layton, RE: Deaf or Blind Students Accessing Resource Room Services	07-03-95
Memo from Robert T. Henry to Charlene Johnson, RE: GATE Program - Part-time Teacher Aide Position	11-14-95
Memo from Robert T. Henry to Building Principals, RE: Required Gifted and Talented Endorsement	07-24-95
Memo from Robert T. Henry to Ellen Sloane, RE: Testing Committee Recommendations	06-20-95
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Memo from Robert T. Henry to Marsha Irvin, RE: Unit Funding Change Sheet	05-19-95
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Memo from Robert T. Henry to Donald Layton, RE: Enrollment-Diversely Disabled Programs	08-11-95
Memo from Robert T. Henry to Marsha Irvin, RE: Special Education Legislation - Input Request	04-26-95
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Letter from The Weatherly Law Firm to CCSD, Board of School Trustees	05-13-95
Letter from US Dept. of Education to Mr. Brian Cram, RE: CCSD Case No. 09911073	01-20-93
Draft, Chapter VI: Program Placement	11-01-95
Working copy of Student Intervention Program	1990
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School Psychologists in Nevada, State of the Profession	07-93
Letter from Pamela A. Cramer to Dr. Ann Marek, RE: Educating Students with Disabilities: Preschool Project, Fiscal Year 1995, Final Report of Expenditures, Public Law 99-457, Project #95-270003	09-29-95
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Memo from Annie Barclay to Marsha Irvin, RE: Pre-School/Kindergarten Staff, Student Profiles	01-10-96
Dept. Policy, XX Performance Appraisal	08-95

Memo from Marsha Irvin to Site Administrators, RE: Special Education Placement Procedures	08-03-94
Information Pertinent to Special Education Programs, 1995-96 School Year	07-95
Summary of Integration Activities	none
Memo from Robert T. Henry to Kenneth Greiner, Keith Hyatt, Nicki Compton, Taylor Sandvan, Diana Taylor, Edward Jackson RE: Bus Aide Training Follow-Up Meeting	05-19-95
Letter from Marsha Irvin to Gloria Dopf, RE: Funding Request- Special Education Teacher Inservice	none
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Letter from: Ken W. Christmas to Lois Tarkenton	09-25-95
Memo from Jo Schlekewy to Ms. Millett, RE: Classroom Schedule	10-02-95
Memo from Jo Schlekewy to Special Education Department, RE: Class Changes	11-09-95
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Memo from Ed Sontag to Marsha Irvin, RE: Agenda for phone conversation October 23 or 24, 1995	none
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Memo from John McGrath to Marsha Irvin, RE: Response to Information Requested by David Rostetter on February 26, 1996	03-03-96
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Memo from Bob Weires to Marsha Irvin, RE: Summary of SSSD Training Activities - 1995-96 Academic School Year	03-01-96
Memo from Marsha Irvin to Teachers, RE: IEP Forms Revisions and Student Resource Team Process	12-20-95

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Memo from Marsha Irvin to Various Individuals, RE: "Think Tank" Meeting Notice	10-24-94
Memo from Tippy Reid to Marsha Irvin, RE: Think Tank Goals/Objectives	04-11-95
Memo from Wendy Black, Micki Compton, Mickey Harris, Keith Hyatt to Special Education "Think Tank" Committee Members, RE: Specialized Program Teacher Assistant Training	10-24-95
Letter from Parents Advocating Successful Transition to Marsha Irvin	06-20-95
Special Student Services Division, Goals, 1995-96	none
Memo from Bob Weires to Marsha Irvin, RE: Due Process Hearing Requests Involving OT and/or PT Service Issues	11-03-95
Memo from Annie Barclay to Ed Sontag, RE: Specialized Paraprofessional Assistance	11-14-95
Memo from Tippy Reid to Ed Sontag, RE: ECSE Administrative Positions	11-28-95

Memo from Deb Gugino to Ed Sontag, RE: Increase in Administrative Staff in Early Childhood Special Education Department	11-28-95
Memo from Deborah Gugino to Tippy Reid, RE: Increase in ECSE Administrative Staff	10-06-95
Memo from Bill Miller to Tippy Reid, RE: Anticipated Licensed, Administrative & Support Staff Needs	10-09-95
Memo from Donald Layton to Ed Sontag and David Rostetter, RE: Special Education Programs - Past Accomplishments. Ideas for Future Utilization of Resources	11-20-95
Memo from Robert Borders to Tippy Reid, RE: Level I Assessment Cost Savings	11-29-95
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Memo from Marsha Irvin to George Ann Rice, RE: Human Resources Division Liaison	12-19-95
Memo from Lyndell Schwartz and Diana D. Schneck to Marsha Irvin, RE: Recruitment and Retention	12-10-95
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Staff Development Training, CPI Training - 1995-96	none
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Letter from Marsha Irvin to Ed Sontag	01-19-96
Memo from Scott Reynolds to Various Distribution, RE: Student Assistance/Intervention Team Model	08-14-95
Memo from Ron Ross to Len Paul, RE: Student Assistance Intervention Program Model	09-18-95
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Educators' Institute Committee Meeting, Meeting Summary	02-09-95
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Letter from Charles Weatherly to Jeffrey L. Burr, RE: Terms of Engagement of Charles L. Weatherly and Julie J. Weatherly	12-02-94
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Letter from Cathy Mellor to William C. Healey	11-07-95
Memo from Cathy Mellor to Marsha Irvin, RE: Dr. Bill Healey Communication	11-01-95

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Memo from Deborah Gugino to Tippy Reid, RE: CCSD - UNLV Preschool Program	10-12-95
Letter from Marsha Irvin to William C. Healey	08-01-95
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Memo from Marsha Irvin to Site Administrators, RE: Units Process/Program Titles	03-28-95
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Memo from P. Kay Carl to Marsha Irvin, RE: Early Childhood Program	03-24-93
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CPC Referral 95-96	11-09-95
Elementary SPED Waiver Teachers	03-04-96
Secondary Special Education Teachers on Waivers for the 1995-96 School Year As of March 5, 1996	03-05-96
1995-96 Due Process Requests for Hearings	02-28-96
Memo from Robert Borders to Marsha Irvin, RE: Adapted Physical Education	11-08-95
Memo from Bob Borders to *Principal Name*, *School*, RE: Adapted Physical Education In-Service	09-15-95
Memo from Bob Borders to *Principal*, RE: Adapted Physical Education In-Service	09-16-94
Memo from Bob Borders to Secondary Principals, RE: Secondary Adapted Physical Education Students	06-13-95
Memo from Bob Borders to XXX, Principal, RE: Adapted Physical Education Service Model	08-22-94
Memo from Robert Borders to Secondary School Principals, RE: Adapted Physical Education File Review	09-05-95

Appendices 1-97

Attorney Work Product: Not for Dissemination

7-93

CLARK COUNTY SCHOOL DISTRICT
INTEROFFICE MEMORANDUM

*Outlying/HW
School Sp Ed
- 1993/94*

APR 22 1993

Reid

TO: Tippy Reid, Director DATE: April 11, 1994
Special Education Services

FROM: Gladys Laughlin, ^{Gl}Principal
William G. Bennett Elementary School

SUBJECT: Counseling as a Related Service Support

At the present time, students eligible for service through the Special Education Program in Clark County who live in Laughlin, are not receiving counseling services. We have been reluctant to write this service into the identified student's IEP because the availability of personnel for providing the service has not been feasible in our area. I am concerned that failure to address this service in the IEP, even when the IEP Team feels that the student's learning would be assisted by the service, could put the District in a position of inviting Due Process by the parent. On the other hand, writing counseling as a related service into the identified student's IEP and being unable to provide that service, also could prove to be untenable.

Please assist us by providing direction to me to share with staff as we explore the resources that are available to the student to support his/her educational program.

Sharla DeCelle shared a plan that she learned about at the ACRES Conference last month. A plan has been initiated in some states to pay for the services of local, private, trained professionals to provide service to eligible students in rural areas. We do have in our area, private counselors who are trained and licensed to provide services of this nature to clients. Please consider formulating a structure for us to utilize the services of these trained professionals as we work with students.

If you have other ideas, I would be most interested in hearing about them. Thank you for your assistance.

cc: Dr. Maurice Flores
Ms. Sharia DeCelle

*David
No response in
files
2/1/96*

CLARK COUNTY SCHOOL DISTRICT
INTER-OFFICE MEMORANDUM

TO: Special Student Services Division
Administrative Staff

FROM: Marsha Irvin *ML*
Assistant Superintendent
Special Student Services Division

DATE: November 17, 1995

SUBJECT: SPECIAL STUDENT SERVICES DIVISION AUDIT

This memo is to inform you of a very significant initiative that the Special Student Services Division has currently undertaken. Dr. David Rostetter and Dr. Ed Sontag are conducting a fiscal and staff audit of major aspects of special education within the Special Student Services Division. The audit will involve substantial collection of information from many professionals and data sources. Other consultants involved will be Drs. Don Hunter and Ed Von Feldt.

I am expecting and would appreciate your full cooperation with Drs. Hunter, Rostetter, Sontag, and Von Feldt to carry out this important activity. I anticipate that their work will result in recommendations that will assist all of us in improving services to all students.

Please contact me at 799-5471 should you have any questions. Thank you.

MI/ksr

c: Michael Alastuey	Robert McCord
Elise Ax	Steve McCoy
Donald D. Burger	Don McHenry
P. Kay Carl	Leonard Paul
Marjorie Conner	Billie Rayford
Brian Cram	George Ann Rice
Maurice Flores	Tom Rodriguez
Sidney Franklin	Martin Root
Edward Goldman	C. Owen Roundy
Stella Helvie	Eva G. Simmons
Craig Kadlub	Fred Smith
Don Lee	Carla Steinforth
Elementary/Secondary Facilitators	
Elementary/Secondary Principals	
Special Student Services Division Advisory Council	
Special Student Services Division Mentor Teachers	
Special Student Services Division Psychological Services Council	
Special Student Services Division Vocational Counselors	

CCSD Psychological Services, In Perspective

A Report to Ed Sontag: 11/28/95

IV. Fundamental Assumptions of the Psychological Services Department

1. Leadership by school psychologists for school psychologists is critical.
2. The department links unprecedented growth with expanded psychological services to CCSD students.
3. The department is a home base for timely, competent service which is equitably applied across CCSD and focused on students most in need.
4. The department sets the direction of intervention for students--inside and outside special education.

Equitable staffing to better target school psychology services is a unique asset of the department. Just as student demographics between schools vary considerably, the need for building-based services varies. Each year these unique service needs are reviewed in assigning services. Special projects are conducted annually to address planned targets: related services, assessment with students suspected of having low-incidence or multiple disabilities, crisis and suicide intervention, reevaluations, integration and intervention training, early childhood special education, child find, program evaluation and design, mentoring programs. None of these services is needed at all schools at all times, but all are in high demand at some time. These services (and the considerable investment in training which must precede them) would be extremely unlikely without outside coordination, and even less likely if scant services are isolated with feudal zeal within a single school.

Equitable, fast-response staffing is a hallmark of this department.

School psychologists in CCSD are usually regarded as the school-based team's best resource for current interpretations of district policy, state regulation, and federal law, and are the sole team members likely to be held accountable for demonstrating this understanding. We would not anticipate that this function will fade in the increasingly-litigious milieu of these teams. As technology is focused on performance assessment in the future, compliance standards are certain to become even more dynamic. New interpretations of the reauthorized IDEA further heighten the challenges just ahead. The Psychological Services Department has presented ample support for these changes to date, and must continue as a vital financial interest of the school district.

Assuring IRE is a daily fact of life assumed by the department.

The educational function of school psychology is a balancing act, both educator and clinician--interpretation of behavior in a diagnostic context, interpretation of empirical associations, neurological components, learning as operant behavior--unique to the demands of the school. This

Is this the Evelution #85

(AD) <BOAPYLST.96>
UPDATE: 1/2/96

APE PREP BUY-OUTS SCHOOL SCHOOL 95-96 SY MIDDLE	RECOMMENDATION: 95-96	RECOMMENDATION: 96-97
Becker 1	OK	
Bridger 1	actual #?	
Brinley 1		
Brown 1	OK	1
Cannon 1	OK	1; needs monitoring
Cashman 1		
Fremont 1	OK	1
Garrett 1	OK	1
Garside 1	OK	1
Gibson 2	OK	2 * SEH
Greenspun 2	change to :	in # excood: 18, add 1
Hyde Park 2		
Johnson 1	OK	1
Knudson 1	OK	1
Martin 2	OK	* 2 need monitor
O'Callaghan 1	OK	1
Orr 1	OK	re-staff for this year
Robison 1	OK	* 1 (#'s?)
Smith 1	OK	1; needs monitoring
Swainston 1	OK	*
Von Tobel 1	OK	1; needs monitoring
White 1		
Woodbury 1	OK	1

TOTAL MIDDLE SCHOOL

27

4

(AD) <BOAPYLST.96>
UPDATE: 1/2/96

APE PREP BUY-OUTS XXXXXX SCHOOL 95-96 SY HIGH	RECOMMENDATION: 95-96	RECOMMENDATION: 96-97
Basic 1	OK	need monitoring
Bonanza 2	OK	need to look @ #1
Chaparral 2	1	need to look @ #1
Cheyenne 1	OK	1
Cimarrón-Memorial 1	OK	NP Adm monitoring
Durango 1	OK	* SEH,
Eldorado 1	OK	1
Green Valley 1	OK	* SEH, watch #1's (too high)
Las Vegas 1	OK	XSEH need monitoring
Moapa Valley 1	OK	1
Rancho 1	OK	1 watch #1's (too high)
Silverado 1	OK	1, needs monitor
-SNVTC 1		
Valley 1	OK	1 needs monitor
-Virgin Valley 1	OK	1
Western 2	1	✓ #1's

TOTAL HIGH SCHOOL	<u>19</u>
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TOTAL ADAPTED P.E	<u>46</u>
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RECEIVED

MAR 08 1996

CLARK COUNTY SCHOOL DISTRICT
INTEROFFICE MEMORANDUM

Ans'd.....

DATE:

March 3, 1996

David: Note date

702/7997443
0123

TO:

Marsha Iryin, Assistant Superintendent
Special Student Services Division

FROM:

Renee Ball, R.N. 
Assistant Director, Health Services

SUBJECT: SUPERVISION OF SCHOOL NURSES - HEALTH SERVICES' POSITION
STATEMENT

As you have requested, I am providing you with information which I believe is relevant to our discussion concerning the supervision of school nurses by non-nursing personnel. The job responsibilities of a school nurse are quite diverse, as indicated in the accompanying literature. Much of his/her activity is very esoteric in nature, given the technological and theoretical complexity of health care and pathophysiology.

As the Nevada Revised Statutes (NRS) state, "...the practice of nursing is a learned profession affecting the safety, health and welfare of the public..." NRS 632.240 further states, "The provision of nursing services in any system for the delivery of health care must be under the direction and supervision of a chief administrative nurse who is a registered nurse". The statute defines "system for the delivery of health care" as a "licensed medical facility..., or other organization which provides organized nursing services". One exception is cited: county school districts whose enrollment is fewer than 35,000 students.

The Clark County School District Health Services Department provides organized school nursing services to students in a variety of ways. There are numerous health care procedures performed by both registered nurses and practical nurses who follow written procedures, daily schedules, and physician's orders, just as an acute-care facility does. Health offices, wherein the school nurse is consulted regarding injuries and illness, function much like urgent care centers. School nurses also routinely provide health screenings to thousands of students throughout the school year. Referrals to outside agencies and medical facilities are generated in an on-going manner.

Supervision is an active process of directing, guiding and influencing the outcome of an individual's performance of an activity. To delegate the supervision of these types of health care activities to persons untrained in the profession of nursing raises questions about the ability of the district to safeguard the well-being of students. In addition to conforming to national standards for evaluation, we must also be consistent with district procedures and regulations (NRS 391.3125). The Guide to Supervision and Evaluation of Licensed Employees, February 1993, assists district administrators with the complex, contractual and legalistic aspects of supervision and evaluation.

I am requesting your support as I urge the district to maintain its present system of direct supervision of school nurses by a registered nurse administrator, as indicated in the NRS. For the safety of students, as well as the prevention of increased liability for the district, the utilization of non-nursing personnel in a supervisory capacity over school nurses should be avoided.

The implementation of first aid safety assistants adds another dimension to the supervision process in the school setting, one that poses more liability than that of the registered nurse. This is due to the

fact that registered nurses maintain a license which holds them accountable under the law, to maintain their clinical knowledge/skills, and to practice nursing according to the provisions set forth by the Nevada State Board of Nursing. Supervision by the Chief Nurse adds another safety factor because of his/her knowledge and expertise of the nursing process, theory and, therefore, ability and obligation to ensure that standards of care are met. Under the current system, first aid safety assistants receive basic orientation and minimal on-going training during the year. There is no standard for evaluating their health related work and performance, and most importantly, school site administrators responsible for their supervision are not knowledgeable about the practices relating to health and safety. They look to the Chief Nurse to validate parent, student, and nurse concerns, as well as their own concerns. They are most honest about their limitations to provide adequate and appropriate supervision of health related practices and, therefore, rely heavily upon nursing to bring to their attention, any liability risks related to work performance and student safety.

The primary safeguard to ensure that safe practice occurs within the district, is that of embracing the current supervision process which provides for persons knowledgeable in the field to conduct evaluations consistent with the Nevada State Board of Nursing and the National Association of School Nurses. Anything short of this will compromise students' safety and well-being while at school. It is understood that not all districts have the available resources to provide for school nurse administrators. We cannot minimize the fact that the increased liability for a law suit due to negligence or harm to a student would far outweigh the cost to uphold a safe supervision process which employs nursing administrators to oversee the practice of nursing.

In surveying other school districts of comparable size, the following practices for supervision are occurring throughout the United States:

<u>Larger Districts</u>	<u>Student Enrollment</u>	<u>Supervisor/Evaluator</u>
San Antonio, Texas	150,000	Director Health Services
Albuquerque, New Mexico	90,000	Director Nursing Services and Site Administrators
State of Utah	473,000	Educational Staff and Head Nurse in each district
<u>Smaller Districts</u>	<u>Student Enrollment</u>	<u>Supervisor/Evaluator</u>
Des Moines, Iowa	32,000	Director Health Services with principal input
Little Rock, Arkansas	24,000	Coordinator of Nursing Services; principal input
Montgomery County, Alabama	36,000	Director of Nursing Services; principal input

I have attended the National Associations of School Nurses' Convention for the past four years and had the opportunity to network with nurses and nurse administrators across the United States. It is true that while school nursing practices vary, and the method and process of evaluation of nursing practice also varies, the standards by which nurses and health services programs function are very much consistent and standardized. Over the last five years, I have worked diligently to standardize the practice of the Clark County school nurses, and know that we are consistent with National and

State nursing standards. I am satisfied that student safety is a first and primary focus here in Clark County. Likewise, our adherence to the Nevada State Board of Nursing Regulations requires supervision by a Chief Administrative that is a registered nurse. I am fortunate that I have the opportunity to work in a district who recognizes that the health, safety and well being of students comes first, rather than the financial resources needed to maintain personnel in an area with such high litigious potential.

A conceptually sound and properly implemented evaluation system is a vital component in the development and delivery of effective services. Regardless of how well a program is designated, it is only as effective as the people who implement and support it. According to a 1993 national survey (Stronge, 1993) revealed that 79 percent of the responding states (42) legally mandate evaluation of support personnel such as nurses, counselors, school psychologists, by state law, state board of education policy or state superintendent directive. The percentage of states that provide guidelines for the evaluation of the school nurses (Stronge and Tucker, 1993) is 15 percent. Therefore, models for evaluating support personnel have emerged in response to the lack of formal training of educators to evaluate these speciality area personnel. I find it most distressing that one would suggest that this model is the most efficient and effective way to manage health services personnel.

I must inform you that I, along with my other administrative staff, are of the utmost concerned about the possibility of having school nurses supervised by personnel other than a nursing supervisor as well as the outcome and its effect on student safety. Therefore, contact with the Nevada State Board of Nursing, Nevada Nurses' Association, Clark County School District Association of School Administrators, and the National Association of School Nurses has been initiated. As registered nurses, we must adhere to the standards of nursing practice no matter where the work setting. We believe that assigning the supervision of school nurses to anyone other than a licensed nurse administrator would, in the long run, severely compromise the safety and well-being of students and their families, as well as place nurses in jeopardy with regards to their nursing license. I respectfully request your support of this position and anxiously await your response.

ds

attachments

RECOMMENDATIONS
of the
SPECIAL STUDENT SERVICES TEACHER ADVISORY COUNSEL
CLARK COUNTY SCHOOL DISTRICT
Las Vegas, Nevada

These recommendations of SSSTAC are a compilation of ideas and suggestions from facilitators, special education teachers, Early Childhood personnel, speech/language therapists, and psychologists, and include physical restructuring of Seigle Diagnostic Center and the administrative hierarchy in Special Student Services, expansion of some positions, redefining of some positions, and general practical suggestions/wishes.

1. Physical restructuring of Seigle Diagnostic Center:
Currently, special services housed by Seigle Diagnostic Center and surrounding buildings include:
 - Seigle Diagnostic Classroom
 - Speech/Language Services
 - Psychological Services
 - Data Management and Confidential Records
 - Early Childhood Programs
 - Gifted and Talented Education Programs
 - Health Services
 - ChildFind
 - Occupational and Physical Therapists, and Adaptive P.E. teachers
 - Audiology Services
 - Various specialized groups (SEAS, Behavior Intervention Teams, Integration Teams, LRE committee members)
 - Offices of the Director of Special Services, and various Administrative Assistants

This site does not have adequate parking for personnel and visitors, does not provide waiting areas, restrooms, or adequate assessment or interview/IEP

SSSTAC Recommendations
January 11, 1996

area for visitors. Conference rooms are limited, and office space is cramped and unattractive. It is recommended that relocation of Special Education Administrative Specialists (SEAS), specialized groups and administrative offices be housed elsewhere. If this is not possible, then perhaps if the Adult/Alternative Education Program were relocated, that building, which is adjacent to Seigle could be utilized for special student services offices/personnel. In any event, it is recommended that SEAS, mentor teachers, behavior intervention team members, integration team members, and other personnel directly related to providing services to special education teachers be housed in the schools where they are more accessible.

2. Facilitators

It is recommended that every school have a facilitator at least part-time. The job description of facilitators should be rewritten to reflect duties more specific to special education needs. Contracts for facilitators should extend beyond the typical 9-month contract, especially in year-round school settings.

3. Mentoring of new special education teachers

The mentoring program already under development should continue with emphasis on training mentors, providing time prior to the beginning of the school year for mentors to meet with new teachers. Time should be allocated during the year for meetings to monitor progress, and for inservicing new personnel in Clark County procedures.

4. Itinerant specialists

Clustering of schools into smaller zones with teams of specialists would facilitate networking and transfer of information. Teams comprised of a psychologist, nurse and speech/language therapist could be formed to service a specific cluster of schools which would give school and specialists continuity of services and ease distribution of information concerning evaluations, etc. Each cluster of schools should also have a team comprised of such personnel as a SEAS, a behavior specialist, an Early Childhood case manager, and social worker. Other specialists, such as adaptive P.E. teachers,

SSSTAC Recommendations
January 11, 1996

OTs and PTs would be available as necessary. This team would be based at some school instead of at Seigle.

5. Social Workers

Clark County has two school social workers at present. Increasing their numbers to coincide to clusters of schools would help mesh school district services with county and state services, assist parents in obtaining medical, mental health, and other services when necessary.

6. Counselors

All schools should have a counselor.

7. Seigle Diagnostic Classroom

SDC's purpose should be redefined. At present it is seen by some as yet another step to be taken in a IEP committee's efforts to gain a more restrictive environment for students with such a need. If it is to continue to exist, it should be enlarged and extended past the end of the 9-month school year so that the wait for a child receiving its services is not so long.

8. Special Education Administrative Specialists (SEAS)

SEAS act as liaison between school personnel and the various specialist teams. Because of the high ratio of SEAS to schools serviced, they are often difficult to contact, and can spend little time in the schools other than "putting out fires". Referrals to resource teams are put on hold because everything is filtered through the SEAS. Either more SEAS need to be hired, or restructuring done so that they may be more effective in their jobs.

9. Miscellaneous

- The allowable number of students for resource rooms increases at a time when the cooperative/consultative teaching model is being urged as a means to integrate students with disabilities into the general education classroom.

SSSTAC Recommendations

January 11, 1996

Teachers find it difficult to schedule time periods to go into the classrooms to help general education because there are too many kids who still need the pull-out situation.

- The option of a computerized IEP should be provided. Enormous amounts of time are being spent on paperwork, particularly on preparation and actual complete of IEPs. Perhaps IEP facilitators (or SEAS) could coordinate IEPs and assist with introducing the technology involved.
- All schools to have pre-referral teams to assist teachers in implementing interventions before referral for psychoeducational assessment.
- More psychologists hired. Well-trained psychologists have a multitude of talents and are being underutilized. School-level consultation, inservicing, and intervention with the aid of the school psychs could help reduce the numbers of referrals for assessment.
- Transition of elementary/middle, and middle/high school should be looked at. There is not enough communication between educators during these transition times and this is resulting in inappropriate IEPs being written.
- Time allocated for special education personnel inservicing during the year. Possible addition of a psych.services zone administrator, and the reduction of size of the current zones into which psychologists are divided.

The Special Student Services Teacher's Advisory Counsel would like to thank Dr. Sontag for providing us the opportunity to give our suggestions and recommendations. We enjoyed meeting with you. If SSSTAC can be of further service, please let us know.

SSSTAC/ss



Los Angeles Unified School District
Office of Communications
Diana Muñatones, Director
(213) 625-6766
FAX (213) 625-6380

NEWS NOTICIAS



Contact: Brad Sales, LAUSD, (213) 625-6253, or
Bonifacio Bonny Garcia / Lorie Campos
(attorneys for LAUSD), (213) 889-6600

#95/96-122T

L.A. SCHOOL BOARD TO SEEK PUBLIC COMMENT ON CONSENT
DECREE TO IMPROVE SERVICE TO STUDENTS WITH DISABILITIES

Embargoed until
Dec. 11, 1995
11 a.m.

The City Board of Education announced today it will seek public comment on a proposed consent decree which could, over the next five years, dramatically alter how educational services are delivered to the 65,000 students in the Los Angeles Unified School District who have physical, mental and emotional disabilities.

The board is going into its last months of review before final adoption of the proposed decree, which resulted from a class action lawsuit brought to improve services to disabled students.

Public hearings will be scheduled in January and a final board vote is anticipated in February.

The landmark suit, filed in November 1993 in U.S. District Court as Chanda Smith v. Los Angeles Unified School District, is notable not only for the major changes in special education programs that will result, but also for the unique working relationship among attorneys and consultants for both sides -- a process which shortened litigation, enabled rapid negotiation of an interim agreement in 1994 and established a framework for a final settlement.

One key to the proposed consent decree, according to a report by outside consultants, was the school district's acknowledgment, from the beginning, of its "absolute obligation to comply with special education laws in every respect." As a result, the report stated, the matter became a "cooperative venture to improve educational services to students with disabilities."

The suit was filed by the ACLU Foundation of Southern California and Newman.Aaranson.Vanaman [c.q. punctuation] on behalf of the named plaintiff, Chanda Smith, and all other LAUSD students with disabilities who receive special education and related services.

- more -

Mission Statement: "We are an urban public school system that will effectively educate all students so that each will contribute to and benefit from our diverse society."

Declaración de Nuestro Cometido: "Somos un sistema de escuelas públicas urbanas, que en forma efectiva educará a todos los estudiantes, para que cada uno de ellos contribuya y se beneficie de la diversidad de nuestra sociedad."

The suit alleged that the LAUSD had failed to comply with its obligations to special education students under the federal Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and the Equal Protection Clause of the 14th amendment of the U.S. Constitution. In essence, the plaintiffs stated that the district had "...failed to search for, identify, track and timely and properly serve the educational needs of children with disabilities."

In response, the school district, aided by Bonifacio Bonny Garcia of the law firm of Barbosa Garcia & Barnes [c.q. punctuation], reviewed a list of specific areas where the plaintiffs alleged that sufficient compliance was not met. The district agreed to take action to correct those areas compelled by law, but rejected proposed changes that were not required by law.

Consultant teams headed by special education experts Louis S. Barber, Ph.D., and Mary Margaret Kerr, Ed.D., were selected independently by each side. The teams worked together over a 10-month period beginning in late 1994 to conduct a detailed examination of the district's policies and practices in delivering special education services, to assess whether the district is operating in compliance with federal and state laws, to determine what the district must do to achieve and remain in compliance, and to produce recommendations for "relief" or corrective action.

Included in a summary of the consultants' findings are:

- Failure to identify, assess and serve students within timelines and as required by law.
- Failure to provide effective staff development.
- Out of compliance regarding maintenance of and access to student records.
- Disproportionate identification, by race or ethnic group, of students who need services, in relation to district's racial-ethnic makeup as a whole.
- Out of compliance with ensuring the meaningful representation, participation and informed consent of parents.
- Lack of structure and mechanisms to ensure compliance with mandates concerning "least restrictive environment."
- Personnel policies and practices of the district result in "substantial and repeated" non-compliance with legal requirements for delivery of service.

The report notes that the shortcomings are "systemic and are not the sole

responsibility of any one individual or group of individuals within the district. Indeed, there are individual administrators, certificated and classified personnel who are working hard to comply with the law and appropriately deliver special education services to students with disabilities."

Supt. of Schools Sidney A. Thompson said the proposed consent decree and the manner in which it was developed "shows that the district is interested, most of all, in providing the services that children are entitled to under the law."

Thompson said, "While our district has been a nationwide leader in special education in many respects, the proposed settlement points out the obstacles we must overcome and the changes we must make to prevent some young people from slipping through the cracks. This district tries to take care of educational and other needs in so many areas, but the consultants' report and the consent decree are very clear that we cannot use lack of resources, lack of personnel, lack of training or lack of the right technology as reasons for inadequately serving students. We must take the approach that we will do whatever is necessary to correct the situation, and we must all start with the concept that these are OUR children and this is OUR problem."

Commenting on the proposed consent decree, ACLU Legal Director Mark Rosenbaum said, "This historic case is the Brown v. Board of Education of special education litigation, signifying the end to a system of separate and unequal education for children with disabilities. To the three Rs of education, we now add a fourth -- Respect for all children."

Robert Myers of Newman.Aaronson.Vanaman added, "The systemic change mandated by the proposed consent decree is the prescription for ending the pain and frustration experienced by parents trying to obtain the special education services guaranteed by law."

The consultants' report indicates that part of the problem in the district has been "a systemic failure to recognize that the education of students with disabilities is the responsibility of the entire district -- general education as well as special education." Too often, the needs of special education students and the delivery of services to those students "have been marginalized by long-standing traditions and well-entrenched practices" because there is "no district structure or internal oversight mechanism to ensure that...programs

and services are governed, managed and operated in compliance with the law."

Consequences of continued non-compliance could be severe, possibly jeopardizing LAUSD's federal education funds for special education -- about \$27 million annually.

The steps for final approval of the proposed consent decree will include public hearings in January and/or February before the board's final vote sometime in February. Once adopted, the consent decree must be taken to U.S. District Court Judge Laughlin E. Waters for final approval.

Among recommendations for corrective action in the consultants' report -- formalized as a legal mandate in the proposed consent decree -- are the following:

- A "commitment" statement by the Board of Education and superintendent to serve the needs of students with disabilities; providing policies and procedures to every school site and all personnel who must carry them out; monitoring and enforcement of implementation.

- Consolidation and restructuring of special education services.

- Revision and updating of special education policies, practices and forms, including "search and serve" obligations.

- Implementation of Behavioral Intervention Plans for all students in need.

- Review and revision of policies and procedures for student discipline, including but not limited to suspension, expulsions and intra-district "opportunity transfers;" also, development and implementation of a comprehensive training program for staff regarding these procedures.

- Establishment of "Student Study Teams" (or the equivalent) at every site to review the needs of every student referred to them on a timely basis.

- Centralizing and computerizing of all student records; development of a comprehensive special education management information system with the capability of performing a variety of analysis, tracking and updating tasks at every school site.

- More effective communication with parents and school personnel.

- Regular inservice training for board members, superintendent, all administrators and all other certificated and classified personnel on their legal and professional obligations to students with disabilities, with similar orientations for staff newly assigned to duties involving special education.

-- Emphasis on the education of all students in the least restrictive environment.

-- Access for special education students to programs in all district schools, and assurance that those schools have appropriate special education services.

-- Phase in the integration of the district's 18 special education schools with regular programs, reduce the number of "segregated" (separate) schools for special education students, and increase sites for less restrictive programs.

-- Accountability standards for all personnel involved in special education.

-- Revision of personnel policies and practices to ensure adequate number of appropriately qualified staff, including substitutes.

-- Review of special education budgeting practices; implementation of on-going audits to monitor special education encroachment on general education funds; take steps necessary to maximize state and federal revenues.

In addition, if the proposed decree is approved, the district would establish a six-person "Superintendent's Intervention Team," headed by Deputy Superintendent Dr. Ruben Zacarias, to administer LAUSD's special education programs and operations.

Consultants Barber and Kerr would be appointed as the "consent decree administrators" to develop plans for implementation, oversee the district's efforts, assist in administration of the programs and monitor compliance. They or their designees will serve on the Superintendent's Intervention Team.

United Teachers-Los Angeles (UTLA) and Associated Administrators of Los Angeles (AALA), the two employee bargaining units representing the bulk of the district's school site staff, have been given and will continue to be given opportunities to review and comment on the proposed implementation plans.

The U.S. District Court will continue to review the case at least annually until the school district can show that it has been in substantial compliance for three consecutive years after full implementation of the consent decree.

Changes wrought by the Chanda Smith case to improve programs for special education students in Los Angeles are expected to have nationwide repercussions as other districts begin to use the consent decree as a guide for examining the adequacy of their own special education programs.

#

PROGRAM IMPROVEMENTS AND COST SAVING MEASURES

1. Consolidated three Director positions into two once one director was reassigned.
2. Consolidated data management from three individuals into one centralized data management area.
3. Revised all preparation period buy-outs, saved 6 units.
4. Reviewed teacher assistant positions to determine necessity. Will implement new procedures for the 1996-97 school year to reduce cost.
5. Reviewed all units/caseloads. Reallocated units rather than adding new units.
6. Developed job responsibilities and expectations into a published document.
7. Reviewed itinerant staff schedule to minimize travel (time and cost) and maximize instructional/related services.
8. Utilized level 1 assessments for Early Childhood Special Education, resulting in cost and time savings.
9. Utilized video conferencing for staff recruitment.
10. Collapsed several teacher councils (self-contained, elementary, secondary, etc.) into one Special Student Services Division Teacher Advisory Council.
11. Developed and provided video tapes for staff training, eg., IEP, discipline.
12. Developed and implemented Medicaid/Third Party Billing procedures, generating \$1,608,956.33 to date. (See attached memo dated October 27, 1995.)
13. Aligned program Special Education Administrative Specialists (SEAS) and SEAS in Health, Speech, Psychological Services, and Mentor Teachers with elementary and secondary areas.
14. Developed and implemented mentor teacher model to support teachers achieving the Least Restrictive Environment (LRE) for students.
15. Developed proposals to have special education schools become year-round schools. Will review with other divisions and superintendent by the end of the 1995-96 school year.
16. Strengthened language in the Special Education program Information sheet to establish guidelines for appropriate use of special education instructional dollars.
17. Changed allocation for teacher assistants in specialized programs from automatic to need generated basis.

18. Reviewed all available school resources before providing building requested teacher assistants.
19. Identified structure for use of educational interpreters for hearing impaired programs.
20. Established procedures to utilize Early Childhood staff to assist children transitioning into first grade, thereby reducing/eliminating the need to hire additional staff.
21. Worked with Transportation Department to develop procedures for utilization of classroom teacher assistants as bus assistants (cost savings are realized by the Transportation Department).

PROGRAM IMPROVEMENTS

1. Developed a Program Guide to be utilized by staff implementing Least Restrictive Environment (LRE).
2. Designed/implemented trained aide pool to be utilized as substitutes or for other special purposes.
3. Developed IEP guides.
4. Designed and implemented Behavior Intervention Team and Integration Teams.
5. Updated various Department procedures and manuals.
6. Developed and distributed a Special Student Services Procedures Manual.
7. Designed new procedures for opening of school transportation for special education students and those requiring special provisions.
8. Streamlined assessment procedures to respond to referral questions.
9. Provided bus driver/aide training programs.

FUTURE PLANS

1. Examine the possibilities of special schools moving to year-round calendar.
2. Establishment of a teacher and teacher assistant training program at a special education school whereby general educators learn techniques to utilize with children with significant needs.
3. Implement and provide training for SIT members on districtwide basis.
4. Expand CC speech therapy service delivery model implemented during the 1995-96 school year.
5. Improve assistive technology services to children; to include increased knowledge of assessment procedures, current technology, and training of reassigned staff.
6. Expand GATE programming to include other grades.
7. Review/revise all special education curriculum documents.
8. Establish "non-nurse" teams for routine health screenings of students.
9. Improve recruitment of high need special education professionals (i.e., Occupational Therapy, Physical Therapy, Speech Therapists, Psychologists, Hearing Impaired and Visually Impaired teachers).
10. Expand the Henderson Plan to other areas.
11. Refine service delivery model for Adaptive Physical Education at secondary level to include all physical education staff.
12. Implement the Student Resource Team (SRT) process on January 25, 1996.
13. Decrease number of school programs SEAS are responsible for, thereby increasing services to each school.
14. Implement and expand Friends of Special Education to become a viable division link to the community and parents.
15. Implement Educators' Institute with an emphasis on generating revenue for self-sufficiency.
16. Identify new school sites that could host "cluster" of special education school programs.
17. Integrate alternatives to improve pre-vocational and vocational activities for special education students.
18. Implement a computerized IEP for 1996-97 school year.
19. Review programming for students at Miley Achievement Center.

20. Continue collaborative efforts with Transportation Department to develop cost efficient measures.
21. Emphasis on pre-referral process.
22. Implementation of new procedures of assignment of teaching assistants to reduce on-going increased requests and still meet the integration of students.

Henderson 7 "Homecoming" Plan

Historically in Clark County School District, students presenting significant educational challenges, have been provided service outside of the regular classroom, and most often outside of their neighborhood school. These students described as having "significant educational challenges" have been identified for special education eligibility as mentally retarded, learning disabled, speech/language disabled or emotionally disturbed. These students have commonly been provided education in a specialized classroom in a "cluster" school different from the one that they would attend if they did not have a disability.

In October, 1994, a team of individuals from CCSD (Stuart Reid, Nadeen Archer, Susan D'Aniello, Linda Mitchell, Kathy Erickson, and Mr. Mason-parent of Raymond Mason, student at Dooley) were provided a five day training in Vermont. has provided inclusive education to students with disabilities for 20 years. The training focused around developing student support teams, to enable schools to provide quality education for all students in their Neighborhood School. This concept is called the Vermont "Homecoming Model."

The "Homecoming" model is based upon the concept of "shared ownership" among regular and special educators to meet the needs of ALL students. The "Homecoming" model utilizes a building-based planning team approach to insure that special education and related services are provided in the least restrictive environment.

Seven Elementary Schools in the Henderson area, Dooley, Newton, Galloway, Sewell, Hinman, McCaw, and Taylor, have made a commitment to a "Modified Homecoming" for students residing in each school's zoned area. Beginning the 1995-96 school year approximately 30 students ranging from age five to age twelve will return to their home school and receive the same level of support that they would receive at the "cluster" school that they currently attend. This will allow each of these student to attend school with the peers that live in the neighborhood in which they live.

Several informal meetings/trainings sessions were held with the administrators from each of the participating seven elementary schools. Information regarding each of the "returning" students was provided to each administrator. From the information obtained from each students' IEP, a determination of needed staff was made. It is important to note that each student will receive the same support that they received in the service delivery model at the cluster school. No IEP changes were made in order to implement the model-rather the model is molded to meet the needs of each student.

Two full-day inservices were provided to administrators, special educators, general educators, and related service providers to assist each school team in the development and utilization of Individual Student Support Teams for each of the seven schools. Emphasis was placed upon the need to develop a collaborative relationship among school staff so that expertise can be shared. The Henderson & Project uses the local planning team as a vehicle for nurturing a collaborative, cooperative relationship among instructional staff. The planning team is a team of "experts" who agree to cooperate to attain a common goal, and contribute their unique expertise to the group

endeavor. The desired outcome of team problem-solving is shared ownership and responsibility for implementing solutions generated by the group.

During the summer months, six different one half day sessions have been identified as times that special Student Services staff will be available for any of the seven school staff or parents to answer questions, discuss concerns, or share ideas. Three Administrative Specialists, a Itinerant Mentor Teacher, and a LRE Mentor Teacher will be available throughout the 95-96 school year to provide technical assistance to all seven schools.

ADAPTED PHYSICAL EDUCATION
SERVICE DELIVERY MODEL

An Administrative Training
Leadership Project

Presented by

Barbara Ann Chambers

March 1990

been found ineligible, testing out of adapted physical education in the elementary schools are arbitrarily placed into the AFE class in junior high (to provide the self-contained classroom teacher preparation time). This violates the least restrictive environment requirement of PL 94-142. Also, there are instances of children with temporary disabilities, conduct disorders, and other non-special education students being placed in AFE classes throughout the District. Some adapted p.e. programs in the district are sitting with only one or two students.

Proposal

It is proposed to eliminate the paid-for-prep positions and have qualified adapted physical education specialists provide the instruction for the AFE class at each school on an itinerant basis as we do in the elementary programs. Models for this method of service delivery are readily obtainable through other school districts such as the Los Angeles County School District. Implementation of these services would involve some cooperative planning. For example, each school's schedules and facility arrangement would need to be assessed, as well as staffing availability, but I believe that it is the solution.

Last year it cost \$140,000 to buy out the preps of 32 teachers. Of those 32, 10 did not hold an adapted physical education license. Of those 32, 12 are not teaching adapted physical education this year leaving 12 new replacement teachers. John McGrath was recently contacted and he said that CCSO has budgeted \$157,000 for prep buy-outs for the 1989-90 school year, an increase of 11%. This averages around \$4,900 per prep buy-out/year. He also said that it would cost \$30,000 for a new teaching unit plus a 25% benefit package bringing it to around \$39,000. With this information and the information obtained from other school districts, a five year plan was prepared to phase itinerant adapted physical education specialists into the secondary schools with the design to phase out the paid-for-prep situation. The ultimate goal of this five year plan would be that disabled students will receive instruction from a teacher who only deals with disabled children and who wants to be there. It would also eliminate the evaluation/IEP problems because the AFE specialists have received training in both areas. In addition, the program would provide the adapted physical education program with a cohesive K-12 curriculum.

It is also suggested that the eligibility process for adapted physical education be re-assessed and students evaluated according to the least restrictive environment stipulation. This procedure could cut back and possibly eliminate some secondary programs. Also, programs with one and two students be handled through a consultative model,

Adapted Physical Education Service Delivery Model

Attached are sample schedules for five itinerant adapted physical education specialist. Travel time between schools, a thirty minute duty-free lunch, and 50 minute preparation period are built in to each schedule as is extra time on Fridays for testing or meetings. One specialist will travel between two secondary schools with large special education populations: Rancho High School and Roy Martin Junior High. The other four specialists are assigned a secondary program and then a combination of elementary programs within that geographic area to reduce travel time. The four elementary/secondary APE specialists will be responsible for 23 elementary programs. The additional 20 elementary programs, the rural programming, and new referrals will be the responsibility of the remaining four elementary adapted physical education specialists.

At the completion of the first year, the following will be assessed: 1) Success of the secondary programs, (meeting IEP goals, facility arrangements, staffing problems); 2) Movement of programs and possible adjustments in schedules; 3) Addition of new staff units; 4) Assessment of student populations in existing secondary programs, consultative programs, and potential new programs; 5) Poling paid-for-prep secondary teachers as to their intent to teach APE the following year; and 6) Budget analysis and projection for 1991-92 school year, with design to include additional secondary programs in the itinerant model.

Conclusion

Within the five year time frame, all the existing secondary adapted physical education programs as well as any new programs will be on the itinerant model. With the rapid growth Clark County School District is experiencing, the diversity of the increasing special education population, and the demands of state and federal legislation, the itinerant adapted physical education model will prove the most cost effective and efficient means to provide quality services.

**CLARK COUNTY SCHOOL DISTRICT
INTER-OFFICE MEMORANDUM**

TO: Tippy Reid, Director
Special Education Services

FROM: Donald Layton, Assistant Director
Special Education Programs

DATE: October 9, 1995

SUBJECT: Projected Staffing Requirements

The resources identified below are needed for Special Education Programs and Programs Administrative Specialists to meet responsibilities as defined in the Student Resource Team process and to continue appropriate support to administrators, teachers and support staff in the implementation of federal, state and local mandates.

- One (1) Coordinator, Special Education Programs

Primary Responsibility: To provide direct supervision and assistance to Special Education Program Administrative Specialists, Case Managers and Itinerant Mentor Teachers, assuring compliance with district policies and assuring consistency of services for students with special education needs and to identify and implement building level and special education programs staff training and professional development activities.

- Three (3) additional SEAS positions

Currently each SEAS is responsible for approximately 25 schools. SEAS are making every attempt to be responsive to the needs of the Special Student Services Division, parents, administrators, teachers and support staff as documented in the Administrative Specialist Activity Log previously submitted. The reality is that they are not able to keep up with the current demands and unless additional assistance is provided, will be unable to meet their defined responsibilities related to the Student Resource Team (SRT) process.

Three (3) additional positions would provide the potential for each SEAS to have quality on-site contact with their assigned schools. A draft of potential restructured SEAS assignments made possible by three additional SEAS positions is attached. The projected number of new schools to be opened over the next three years would increase the number of schools assigned to each SEAS by approximately two schools.

The following resources are recommended specifically to the Student Resource Team (SRT) Process:

- Three (3) Case Managers
- Three (3) Behavior Mentor Teachers
- Three (3) LRE Mentor Teachers

DL/cas [c:\data\tippy\srtstaff.wpd]

Attachment

c: Marsha Irvin
Robert Henry

1/16/96

Don't put in report
at Marsha's request
without
Brian's
permission

CLARK COUNTY SCHOOL DISTRICT
INTEROFFICE MEMORANDUM

TO: Brian Cram
Superintendent of Schools

Michael Alastuey
Assistant Superintendent
Business and Financial Services Division

FROM: Marsha Irvin
Assistant Superintendent
Special Student Services Division

DATE: January 2, 1996

SUBJECT: MEDICAID FUNDS

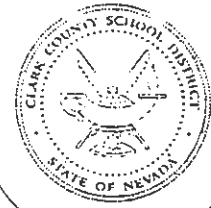
To assist in responding to any questions that may be asked regarding the expenditure of Medicaid funds, I am providing you with a confidential copy of Third Party Billing expenditures.

Please feel free to see me should you have any questions. Thank you.

MI/djm

Attachment

LARK COUNTY SCHOOL DISTRICT



EAST FLAMINGO ROAD LAS VEGAS, NEVADA 89121 TELEPHONE (702) 799-5011
FAX 799-5063

BOARD OF SCHOOL TRUSTEES

Mr. Larry P. Mason, President
Dr. Lois Tarkanian, Vice President
Ms. Susan C. Brager, Clerk
Mr. Howard Hollingsworth, Member
Mrs. Judy Witt, Member
Dr. James B. McMillan, Member
Mr. Jeffrey L. Burr, Member

Dr. Brian Cram, Superintendent
FAX (702) 799-5505

March 21, 1996

Dr. Ed Sontag
University of Wisconsin--Stevens Point
School of Education
College of Professional Studies Building
Stevens Point, Wisconsin 54481-3897

Dear Dr. Sontag:

Enclosed as you requested is a summary of revenues and expenses for the 1993-94, 1994-95, and 1995-96 fiscal years for the Medicaid/Third-Party Billings account.

This information is maintained in an account specifically designated for Medicaid and is part of the Clark County School District's Special Revenue Fund which includes the great majority of federal sources.

Should you have further questions, please do not hesitate to call me at (702) 799-5445.

Sincerely,

A handwritten signature in dark ink, appearing to read "Michael R. Alastuey", is written over a horizontal line.

Michael R. Alastuey, Assistant Superintendent
Business and Finance Services Division

MRA:lj

Enclosure

cc: Marsha Irvin
Martin Root
Diane Davis

CLARK COUNTY SCHOOL DISTRICT
REVIEW OF MEDICAID/THIRD PARTY BILLINGS ACCOUNT
INCEPTION OF PROGRAM (1993-94) THROUGH 1995-96

REVENUES	1993-94	1994-95	1995-96*
BEGINNING FUND BALANCE	\$0.00	\$100,472.08	\$1,283,029.75
BILLING REVENUES	180,472.08	1,359,117.20	315,292.61
MISCELLANEOUS INCOME		5,423.74	1,341.96
TOTAL REVENUES	<u>\$180,472.08</u>	<u>\$1,465,013.02</u>	<u>\$1,599,664.32</u>
EXPENSES/ENCUMBRANCES			
EXTRA DUTY		\$728.70	\$9,596.99
PREP PERIOD BUY OUT			2,480.64
TEACHER ASSISTANTS		439.32	
EXTRA DUTY - ADMIN			1,186.15
CLERICAL SALARIES			3,395.23
CLERICAL - INFORMATION PROCESSOR			26,240.90
INSTRUCTIONAL SUPPLIES		10,011.66	2,380.10
AUDIO VISUAL SUPPLIES			2,933.08
INSTRUCTIONAL COMPUTER SUPPLIES			13,806.54
SPECIAL EDUC. EQUIPMENT - MAJOR			302,907.91
SPECIAL EDUC. EQUIPMENT - MINOR			21,479.98
CONSULTANTS-OUT OF DISTRICT	\$80,000.00	157,958.75	638,980.72
PROFESSIONAL SERVICES		11,053.50	40,577.61
ROOM RENTAL			298.00
PRINTING		1,574.27	1,243.60
OFFICE SUPPLIES		176.35	496.28
BOOKS & PERIODICALS			5,847.76
ADMIN COMPUTER SUPPLIES			2,351.78
ADVERTISING			1,664.04
OUT OF DISTRICT TRAVEL			11,191.33
MILEAGE IN DISTRICT			2,140.29
FRINGE BENEFITS		40.72	5,370.56
TOTAL EXPENSES	<u>\$80,000.00</u>	<u>\$181,983.27</u>	<u>\$1,096,569.49</u>
TOTAL UNENCUMBERED			
ENDING FUND BALANCE	<u>\$100,472.08</u>	<u>\$1,283,029.75</u>	<u>\$503,094.83 *</u>

* Actual revenues, expenses, encumbrances, and resultant ending fund balance through March 15, 1996.

DATA SOURCE:

Fund----- 0285
Unit----- 0125
Project---- 000001/01

638,980.72
157,958.50
80,000.00

THIRD PARTY BILLING LINE ITEMS
FUND 0285, UNIT 0125

Extra Duty
Substitute Teachers
Prep Periods Buyouts
Speech Therapists
Adaptive Physical Educ.
Teacher Assistants
Medically Fragile Assistants (last resort)
Extra Duty - Admin
Staff Development-Training
Instructional Supplies
Audio Visual
Computer Supplies-Instructional
Special Ed Equipment-Major
Special Ed Equipment-Minor
Consultants - Out of District
Professional Services
Room Rental
Advertising
Printing
Out of District Travel
Mileage-In District
Office Supplies
Books & Periodicals
Computer Supplies-Office
Dues & Fees
Transportation Services
Vehicles-Major

SPECIAL STUDENT SERVICES DIVISION
THIRD PARTY BILLING EXPENDITURES

CONFIDENTIAL

ADVERTISING		
ITEM/QUANTITY	COST	DEPARTMENT
istive Tech. Adm. Specialist	\$570.00	Administrative Personnel
AUDIOVISUAL		
ITEM/QUANTITY	COST	DEPARTMENT
deos and Manual	\$1,646.50	Health Services
BOOKS/PERIODICALS		
ITEM/QUANTITY	COST	DEPARTMENT
skillstreaming Early Childhood; 16 streaming Elem. School Child; 16 streaming the Adolescent	\$1,020.80	Special Education Programs
ar - American School Health	\$85.00	Health Services
ctory of Genetic Voluntary Organ.	\$22.00	Health Services
cating Boys with Fragile Syndrome	\$11.00	Health Services
dbook for Working with ADHD, ettes or Compulsive Disorders	\$41.00	Health Services
rowth Charts	\$55.00	Health Services
mmunity-Based Curriculum; A king Relationship; 3 Standards of k Performance	\$289.30	Occupational & Trans. Svcs.
itional Special Needs Text	\$82.46	Occupational & Trans. Svcs.
ar Manual	\$27.44	Occupational & Trans. Svcs.
W Guide to Colleges for Learning bled	\$62.00	Occupational & Trans. Svcs.
ncil for Exceptional Children - ity books, training package, plete package	\$2,086.05	Occupational & Trans. Svcs.
'tah Special Educator	\$20.00	Special Student Services Div.

ITEM/QUANTITY	COST	DEPARTMENT
100 CPI Workbooks	\$1,806.00	Special Student Services Div.
Inclusive Education Program Subscription	\$125.00	Special Student Services Div.

COMPUTER SUPPLIES/INSTRUCTIONAL

ITEM/QUANTITY	COST	DEPARTMENT
Switch Mate for Student	\$380.00	Assistive Technology
Talk about Software for Mac for Student	\$502.00	Assistive Technology
MEG Simm for Mac for Students	\$332.50	Assistive Technology
Speaking Dynamically Software; 5 pack Boardmaker Software; Boardmaker for Windows	\$2,414.00	Assistive Technology
Ease Software	\$400.00	Assistive Technology
MacIntosh Switch Interface Device for Students	\$414.00	Assistive Technology
Accessory Kit for Student	\$43.00	Assistive Technology
Intelligence Master Level Diskettes for Student	\$504.00	Assistive Technology
Microsoft Office for Windows Software	\$434.50	Special Education Services
Modem Cards	\$1,760.00	Special Education Services

COMPUTER SUPPLIES/OFFICE

ITEM/QUANTITY	COST	DEPARTMENT
License for Word Perfect 6.1 Windows; Guide to Word Perfect	\$316.00	Health Services
Excel 5.0 Windows Disks; Excell Windows License	\$750.33	Health Services
Word Perfect for Windows Disks, License and Guide	\$92.00	Assistive Technology
Word Perfect for Windows Software	\$954.25	Special Education Services

CONSULTANTS - OUT OF DISTRICT

ITEM/QUANTITY	COST	DEPARTMENT
Weatherly Law Firm	\$58,029.14	Special Student Services Div.
Ed Sontag	\$3,100.00	Special Student Services Div.
esa Bunsen	\$1,813.96	Special Student Services Div.
l Bornfield	\$2,042.12	Special Student Services Div.
Norton Roitman, Medical Consultant ic	\$8,875.00	Health Services
rim Healthcare	\$1,471.50	Health Services
iversity Pediatric Professional	\$1,200.00	Health Services
Sri Halthore, Neurological uation Clinic	\$300.00	Health Services
herine Flynn, Medical Consulting itioner	\$300.00	Health Services
ol Aloupis, Physical Therapy	\$12,600.00	Related Services
Valley Physical Therapy	\$8,500.00	Related Services
ileen Mazolewski, Physical Therapy	\$16,400.00	Related Services

EQUIPMENT/MAJOR

ITEM/QUANTITY	COST	DEPARTMENT
Power Mac with 8 MEG Ram; itor, Keyboard and Claris Works for ent	\$1,767.00	Assistive Technology
Macintosh Computer for Student	\$1,100.00	Assistive Technology
Macintosh and Printer for Student	\$1,332.00	Assistive Technology
racom Computers	\$8,028.00	Health Services
M Phonic Ear Receivers; 14 FM ic Ear Frequency Transmitters	\$23,660.00	Hearing Impaired
Macintosh and Printer for Student	\$1,332.00	Assistive Technology

per 19, 1995

1-129

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ITEM/QUANTITY	COST	DEPARTMENT
enith Laptops; Mouse; Installation Students	\$4,121.00	Assistive Technology
upine Board; 4 Sandals; 3 Trays; 3 and Abduction Block for Students	\$3,621.00	Related Services
upine Board; 1 Sandals; 1 Round luction Block; ; 1 Tray; 1 ancement Chair for Students	\$1,964.00	Related Services
intosh Computer with Video nector Kit	\$1,748.00	Visually Impaired
ePoint Monitor for Macintosh for ient	\$1,115.00	Assistive Technology
er Macintosh with Video Connector	\$2,148.00	Visually Impaired
Computer with Keyboard; master	\$1,839.00	Special Education Services
VI Computer with Keyboard; 5 master	\$9,195.00	Special Education Services
Intosh Computer and Printer for ent	\$1,332.00	Assistive Technology
le Printer	\$3,900.00	Visually Impaired
Machine	\$699.99	Special Education Services
istaline, Model 900; 10 Symbol ts; 10 Audiometers	\$14,696.00	Health Services
intosh Computer and Printer for ent	\$1,431.00	Assistive Technology
ialized Motor Vehicle	\$97,113.00	Psychological Services
raillers	\$6,400.00	Visually Impaired
e Computer	\$1,630.00	Special Education Services
intosh Computer; Printer; ssory Kit for Student	\$2,430.00	Assistive Technology
t Copier	\$8,995.00	Special Student Services Div.

ber 19, 1995

ITEM/QUANTITY	COST	DEPARTMENT
Macintosh Computer and Printer for Student	\$2,387.00	Assistive Technology
Stethoscope and Carrying Case	\$2,689.00	Health Services
Stethoscope, Model 900; 6 Symbol Charts	\$4,332.00	Health Services
Stethoscope; 6 120V AC Adapter	\$4,227.00	Health Services
Printer	\$1,604.00	Health Services
Printer; 1 2MB Ram memory; Printer Cables	\$2,651.00	Special Education Services
Laptop Computers	\$7,337.00	Special Education Services
Laptop Computers	\$57,325.00	Special Education Services
EQUIPMENT/MINOR		
ITEM/QUANTITY	COST	DEPARTMENT
Computer Work Station for Student	\$230.95	Assistive Technology
Computer Work Station for Student	\$121.35	Assistive Technology
Room for Macintosh Computer	\$399.00	Visually Impaired
Printer; 8 Printer Cables	\$2,680.00	Health Services
Computer for Student	\$250.00	Assistive Technology
Reclining Chair; Tray; Abduction Block for Student	\$241.00	Related Services
Large Big Number Printer for Student	\$42.95	Assistive Technology
Reclining Chair; Tray; Abduction Block for Student	\$1,806.00	Related Services
Reclining Chair; Tray; Abduction Block for Student		
Tools for Students	\$1,981.00	Related Services
5-Strap Rehab Wedge	\$383.45	Related Services
Small 5-Strap Rehab Wedge	\$767.01	Related Services
Braille Dictionaries	\$1,980.00	Visually Impaired

October 19, 1995

ITEM/QUANTITY	COST	DEPARTMENT
Rom Drive	\$341.00	Visually Impaired
Overhead Projector	\$141.00	Special Student Services Div.
Projector; Slide; Circular Slide Tray; Remote Control	\$380.00	Special Student Services Div.
Big Mack for Students	\$154.00	Assistive Technology
Hyperopia Flippers; 10 Reindeer Stereo Test	\$1,199.00	Health Services
Stereo Fly; 10 Plate Ishihara; 10 microscope; 10 Child Blood Pressure Unit; 10 Adult Blood Pressure Unit; 10 Replacement lamp; 10 Stethoscopes	\$4,363.00	Health Services
Word Processor and Manual for Student	\$335.00	Assistive Technology
Dot Matrix Printer; 5 Replacement Cartridges	\$759.00	Special Education Services

EXTRA DUTY

ITEM/QUANTITY	COST	DEPARTMENT
Instruction by Certified Staff for Students	\$9,585.58	Certificated Personnel

EXTRA DUTY/ADMIN

ITEM/QUANTITY	COST	DEPARTMENT
Days in Summer 95	\$1,186.15	Occupational & Trans. Svcs.

INSTRUCTIONAL SUPPLIES

ITEM/QUANTITY	COST	DEPARTMENT
Eye Brace	\$289.85	Related Services
Binocular Magnifier for Student	\$11.50	Assistive Technology
Carrying Bags for Macaw for Students	\$158.00	Assistive Technology
Attendance Master Level	\$1,918.00	Assistive Technology

ITEM/QUANTITY	COST	DEPARTMENT
ork Early Learning Bundle for ient	\$195.00	Assistive Technology
MILEAGE IN DISTRICT		
ITEM/QUANTITY	COST	DEPARTMENT
age for Rural Facilitators	\$1,211.49	Special Education Programs
OFFICE SUPPLIES		
ITEM/QUANTITY	COST	DEPARTMENT
re Business Forms	\$190.66	Business & Finance
ection Screen	\$45.80	Health Services
PREP PERIODS		
ITEM/QUANTITY	COST	DEPARTMENT
itional Teacher at Silverado HS	\$22.64/hr.	Special Student Services Div.
PRINTING		
ITEM/QUANTITY	COST	DEPARTMENT
D Graphics	\$1,127.00	Special Student Services Div.
PROFESSIONAL SERVICES		
ITEM/QUANTITY	COST	DEPARTMENT
ll Masters, Tutoring Services for ent	\$1,350.00	Special Student Services Div.
Corder, Physical Therapist, iation of Student	\$531.11	Special Student Services Div.
training for 8 CCSD Personnel	\$8,995.00	Special Student Services Div.
rtification of 9 CPI Instructors	\$450.00	Special Student Services Div.
ROOM RENTAL		
ITEM/QUANTITY	COST	DEPARTMENT
: Teachers - Showboat	\$298.00	Gifted and Talented Education

er 19, 1995

TRAVEL OUT OF DISTRICT

ITEM/QUANTITY	COST	DEPARTMENT
rn Durbin (Admin), MANDT Training	\$1,102.05	Miley Achievement
y Sorenson (Licensed), MANDT ning	\$1,527.70	Special Student Services Div.
cy Muniz (Licensed), ASHA vention	\$922.94	Speech/Language Svcs.
ilie Grupido (Licensed), Active ning for Infant for Blind & Visually ired	\$766.11	Crestwood ES
na Breaux (Support Staff), Active ning for Infant for Blind & Visually ired	\$961.96	Crestwood ES
a Ellis (Licensed), ASHA vention	\$653.20	Speech/Language Svcs.
erine Ponder (Licensed), ASHA vention	\$390.00	Speech/Language Svcs.
een Harrington (Licensed), ASHA vention	\$948.08	Speech/Language Svcs.
1 Stall (Licensed), ASHA ention	\$650.00	Speech/Language Svcs.
tine Scally (Licensed), ASHA ention	\$900.00	Speech/Language Svcs.
en Danielson (Licensed), ASHA ention	\$926.00	Speech/Language Svcs.

VEHICLES/MAJOR

ITEM/QUANTITY	COST	DEPARTMENT
r; 2 Sedans	\$51,143.00	Special Student Services Div.
AL	\$523,015.00*	

* does not include prep period buyout

er 19, 1995

CCSD MEDICAID/THIRD PARTY PROJECT
FUNDS RECEIVED TO DATE
FEBRUARY 28, 1996

AMOUNT BILLED		RECEIVED TO DATE:				
QUARTER	AMOUNT	CHECK NUMBER	DATE	AMOUNT MEDICAID	THIRD PARTY	
JAN-MAR 94	\$33,378.00	124512	04-15-94	\$26,748.67		
		41378	04-15-94			\$60.88
		139322	05-27-94	\$983.53		
APR-JUN 94	\$147,094.00	158057	07-22-94	\$48,463.27		
		160556	07-29-94	\$73,382.52		
		167971	08-19-94	\$351.20		
JUL-SEP 94	\$95,866.00	172954	09-02-94	\$5,403.74		
		191839	10-28-94	\$3,687.60		
		198882	11-18-94	\$82,789.59		
		840227	11-21-94			\$627.55
OCT-DEC 94	\$175,165.31	223851	01-27-95	\$166,216.91		
		226456	02-03-95	\$880.94		
JAN-MAR 95	\$716,393.86	263877	05-12-95	\$928.25		
		266441	05-19-95	\$614,092.76		
APR-JUN 95	\$621,486.45	290273	07-21-95	\$77,246.39		
		292906	07-28-95	\$428,950.89		
JUL-SEP 95	\$107,859.07	328298	10-27-95	\$78,141.64		
		322794	10-13-95	\$18.56		
		344584	12-08-95	\$15,009.46		
OCT-DEC 95	\$242,578.12	363077	01-26-96	\$17,899.67		
		365719	02-02-96	\$169,147.74		
		368569	02-09-96	\$35,094.10		

TOTAL AMOUNT BILLED TO DATE	\$2,139,820.81	MEDICAID TOTAL TO DATE	\$1,845,437.43	THIRD PARTY TOTAL TO DATE	\$688.43	TOTAL REIMBURSEMENT RECEIVED TO DATE	\$1,846,125.86
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AMOUNT BILLED		FISCAL YEAR 1993-1994				
QUARTER	AMOUNT	CHECK NUMBER	DATE	AMOUNT MEDICAID	THIRD PARTY	
JAN-MAR 94	\$33,378.00	124512	04-15-94	\$26,748.67		
		41378	04-15-94			\$60.88
		139322	05-27-94	\$983.53		
APR-JUN 94	\$147,094.00	158057	07-22-94	\$48,463.27		
		160556	07-29-94	\$73,382.52		
TOTAL AMOUNT BILLED TO DATE		MEDICAID TOTAL (1993-1994)		\$149,577.99		
		THIRD PARTY TOTAL (1993-1994)		\$60.88		
\$180,472.00		TOTAL 1993-1994 REIMBURSEMENT		\$149,638.87		

AMOUNT BILLED		FISCAL YEAR 1994-1995 THROUGH JULY 31, 1995				
QUARTER	AMOUNT	CHECK NUMBER	DATE	AMOUNT MEDICAID	THIRD PARTY	
		167971	08-19-94	\$351.20		
JUL-SEP 94	\$95,866.00	172954	09-02-94	\$5,403.74		
		191839	10-28-94	\$3,687.60		
		198882	11-18-94	\$82,789.59		
		840227	11-21-94			\$627.55
OCT-DEC 94	\$175,165.31	223851	01-27-95	\$166,216.91		
		226456	02-03-95	\$880.94		
JAN-MAR 95	\$716,393.86	263877	05-12-95	\$928.25		
		266441	05-19-95	\$614,092.76		
APR-JUN 95	\$621,486.45	290273	07-21-95	\$77,246.39		
		292906	07-28-95	\$428,950.89		
TOTAL AMOUNT BILLED TO DATE		MEDICAID TOTAL TO DATE (1994-1995)		\$1,380,548.27		
		THIRD PARTY TOTAL TO DATE (1994-1995)		\$627.55		
\$1,608,911.62		TO DATE 1994-1995 REIMBURSEMENT		\$1,381,175.82		

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AMOUNT BILLED		FISCAL YEAR 1995-1996 THROUGH FEBRUARY 28, 1996				
QUARTER	AMOUNT	CHECK NUMBER	DATE	AMOUNT MEDICAID	THIRD PARTY	
JUL-SEP 95	\$107,859.07	328298	10-27-95	\$78,141.64		
		322794	10-13-95	\$18.56		
		344584	12-08-95	\$15,009.46		
OCT-DEC 95	\$242,578.12	363077	01-26-96	\$17,899.67		
		365719	02-02-96	\$169,147.74		
		368569	02-09-96	\$35,094.10		
TOTAL AMOUNT BILLED TO DATE		MEDICAID TOTAL TO DATE (1995-1996)		\$315,311.17		
		THIRD PARTY TOTAL TO DATE (1995-1996)			\$0.00	
\$350,437.19		TO DATE 1995-1996 REIMBURSEMENT		\$315,311.17		

NOTE: THE DIFFERENCE BETWEEN THE AMOUNT BILLED AND THE AMOUNT RECEIVED IS CAUSED BY THE FOLLOWING FACTORS:

- A. CLAIMS PENDING
- B. THIRD PARTY CLAIMS PENDING AND/OR WAITING THE REQUISITE PERIOD FOR SUBMISSION OF CLAIMS TO NEVADA MEDICAID
- C. CHANGE IN THE ELIGIBILITY STATUS OF STUDENTS DURING THE BILLING PERIOD(S)

THE AMOUNTS BILLED FOR THE 1995-1996 SCHOOL YEAR ARE BILLED AT THE 1994-1995 RATE AND DO NOT INCLUDE ANY CLAIMS FOR TRANSPORTATION.

CCSD MEDICAID/THIRD PARTY PILOT PROJECT
FUNDS RECEIVED TO DATE

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AMOUNT BILLED		RECEIVED TO DATE:				
QUARTER	AMOUNT	CHECK NUMBER		DATE	AMOUNT MEDICAID	THIRD PARTY
JAN-MAR 94	\$33,378.00	124512		04-15-94	\$26,748.67	
		41378		04-15-94		\$60.88
		139322		05-27-94	\$983.53	
APR-JUN 94	\$147,094.00	158057		07-22-94	\$48,463.27	
		160556		07-29-94	\$73,382.52	
		167971		08-19-94	\$351.20	
JUL-SEP 94	\$95,866.00	172954		09-02-94	\$5,403.74	
		191839		10-28-94	\$3,687.60	
		198882		11-18-94	\$82,789.59	
		840227		11-21-94		\$627.55
OCT-DEC 94	\$175,165.31	223851		01-27-95	\$166,216.91	
		226456		02-03-95	\$880.94	
JAN-MAR 95	\$716,393.86	263877		05-12-95	\$928.25	
		266441		05-19-95	\$614,092.76	
APR-JUN 95	\$621,486.45	290273		07-21-95	\$77,246.39	
		292906		07-28-95	\$428,950.89	
JUL-SEP 95	\$107,859.07	328298		10-27-95	\$78,141.64	

TOTAL AMOUNT BILLED TO DATE	\$1,789,383.62	MEDICAID TOTAL TO DATE		\$1,608,267.90
		THIRD PARTY TOTAL TO DATE		\$688.43
		TOTAL REIMBURSEMENT RECEIVED TO DATE		\$1,608,956.33

AMOUNT BILLED		FISCAL YEAR 1993-1994				
QUARTER	AMOUNT	CHECK NUMBER	DATE	AMOUNT MEDICAID	THIRD PARTY	
JAN-MAR 94	\$33,378.00	124512	04-15-94	\$26,748.67		
		41378	04-15-94		\$60.88	
		139322	05-27-94	\$983.53		
APR-JUN 94	\$147,094.00	158057	07-22-94	\$48,463.27		
		160556	07-29-94	\$73,382.52		
TOTAL AMOUNT BILLED TO DATE		MEDICAID TOTAL (1993-1994)			\$149,577.99	
		THIRD PARTY TOTAL (1993-1994)			\$60.88	
\$180,472.00		TOTAL 1993-1994 REIMBURSEMENT			\$149,638.87	

AMOUNT BILLED		FISCAL YEAR 1994-1995 THROUGH JULY 31, 1995				
QUARTER	AMOUNT	CHECK NUMBER	DATE	AMOUNT MEDICAID	THIRD PARTY	
		167971	08-19-94	\$351.20		
JUL-SEP 94	\$95,866.00	172954	09-02-94	\$5,403.74		
		191839	10-28-94	\$3,687.60		
		198882	11-18-94	\$82,789.59		
		840227	11-21-94		\$627.55	
OCT-DEC 94	\$175,165.31	223851	01-27-95	\$166,216.91		
		226456	02-03-95	\$880.94		
JAN-MAR 95	\$716,393.86	263877	05-12-95	\$928.25		
		266441	05-19-95	\$614,092.76		
APR-JUN 95	\$621,486.45	290273	07-21-95	\$77,246.39		
		292906	07-28-95	\$428,950.89		
TOTAL AMOUNT BILLED TO DATE		MEDICAID TOTAL TO DATE (1994-1995)				\$1,380,548.27
		THIRD PARTY TOTAL TO DATE (1994-1995)				\$627.55
\$1,608,911.62		TO DATE 1994-1995 REIMBURSEMENT				\$1,381,175.82

AMOUNT BILLED		FISCAL YEAR 1995-1996 THROUGH SEPTEMBER 30, 1995				
QUARTER	AMOUNT	CHECK NUMBER		DATE	AMOUNT MEDICAID	THIRD PARTY
JUL-SEP 95	\$107,859.07	328298		10-27-95	\$78,141.64	
TOTAL AMOUNT BILLED TO DATE		MEDICAID TOTAL TO DATE (1995-1996)		\$78,141.64		
		THIRD PARTY TOTAL TO DATE (1995-1996)				\$0.00
\$107,859.07		TO DATE 1995-1996 REIMBURSEMENT		\$78,141.64		

NOTE: THE DIFFERENCE BETWEEN THE AMOUNT BILLED AND THE AMOUNT RECEIVED IS CAUSED BY THE FOLLOWING FACTORS:

- A. CLAIMS PENDING
- B. THIRD PARTY CLAIMS PENDING AND/OR WAITING THE REQUISITE PERIOD FOR SUBMISSION OF CLAIMS TO NEVADA MEDICAID
- C. CHANGE IN THE ELIGIBILITY STATUS OF STUDENTS DURING THE BILLING PERIOD(S)

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1995-96
OUT OF DISTRICT TRAVEL

DATE	NAME	CONF. TITLE/LOCATION	AMOUNT
8/17/95	Linda Raymond	Proposed Accountability Components Reno, NV	\$200.43
8/30/95	Robert Henry	State Directors Mtg. Reno, NV	\$84.50
8/30/95	Scott Reynolds	State Directors Mtg. Reno, NV	\$80.50
9/8/95	Robert Henry	Commission on Professional Stnds. Carson City, NV	\$209.34
9/8/95	Cathy Mellor	Utah Mentor Training Salt Lake City, UT	\$412.00
9/8/95	Debbie Gugino	Utah Mentor Training Salt Lake City, UT	\$412.00
9/25/95	Don Layton	Special Education and the Law Seattle, WA	\$671.26
9/25/95	Scott Reynolds	Special Education and the Law Seattle, WA	\$667.93
9/26/95	Robert Henry	Visit Occupational Work Study Prog. Phoenix, AZ	\$151.50
9/26/95	Tippy Reid	Visit Occupational Work Study Prog. Phoenix, AZ	\$151.50

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DATE	NAME	CONF. TITLE/LOCATION	AMOUNT
9/26/95	Alison Browar Kasner	Visit Occupational Work Study Prog. Phoenix, AZ	\$147.50
10/6/95	Mark Hinson	CCBD Dallas, TX	\$110.00
10/21/95	Susan D'Aniello	Vermont Project Burlington, VT	\$1,000.00*
10/21/95	Chris Iddings	Vermont Project Burlington, VT	\$1,000.00
10/21/95	Renee Long	Vermont Project Burlington, VT	\$1,000.00
10/4/95	Mickey Harris	CEC/Behavioral Disorders Dallas, TX	\$1,814.83
10/4/95	Nadeen Archer	CEC Dallas, TX	\$718.88
10/4/95	Taylor Sandven	CEC Dallas, TX	\$756.73
10/4/95	Keith Hyatt	CEC Dallas, TX	\$707.78
10/11/95	Robert Henry	Admin. Mtg. Reno, NV	\$158.00
10/16/95	Alison Browar Kasner	Secondary Special Education Leadership Reno, NV	\$350.00*

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DATE	NAME	CONTR. TITLE/LOCATION	AMOUNT
10/16/95	Debbie Gugino	NECTAS Paraprofessional Pensacola, FL	\$150.00
10/17/95	Cathy Mellor	UCI Child Development Irvine, CA	\$263.23
10/17/95	Sally Jost	UCI Child Development Irvine, CA	\$184.68
10/17/95	Jean Serum	UCI Child Development Irvine, CA	\$178.68
10/17/95	Laura Williams	UCI Child Development Irvine, CA	\$178.68
10/17/95	Marcheta Scott	UCI Child Development Irvine, CA	\$197.50
10/17/95	Janice Greeson	Closing the Gap Minneapolis, MN	\$1,200.00*
10/17/95	Katera Murphy	Closing the Gap Minneapolis, MN	\$1,200.00*
10/17/95	Carolyn Rouse	Closing the Gap Minneapolis, MN	\$1,200.00*
10/19/95	Pat Robinson	Career Develop. & Transition Raleigh, NC	\$1,000.00
10/19/95	Alison Browar Kasner	Career Develop. & Transition Raleigh, NC	\$1,000.00
10/21/95	Tammy White	Vermont Project Burlington, VT	\$1,100.00

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DATE	NAME	CONF. TITLE/LOCATION	AMOUNT
10/19/95	Debi Millett	Choices & Challenges, Inclusion Montreal, Canada	\$1,319.34
10/19/95	Lynn Becker	Choices & Challenges, Inclusion Montreal, Canada	\$947.90
11/1/95	Jerry Jolly	DEC Conference Orlando, FL	\$780.00
11/1/95	Jennifer Greeley	DEC Conference Orlando, FL	\$780.00
11/1/95	Elizabeth Sanders	DEC Conference Orlando, FL	\$780.00
11/3/95	Carolyn Rouse	Young Child Conf. Reno, NV	\$200.00
11/3/95	Katera Murphy	Young Child Conf. Reno, NV	\$200.00
11/3/95	Carmen Davila	Young Child Conf. Reno, NV	\$200.00
11/3/95	Linda Newport	Young Child Conf. Reno, NV	\$200.00
11/3/95	Judy Witt	Young Child Conf. Reno, NV	\$200.00
11/3/95	Barbara Cegavske	Young Child Conf. Reno, NV	\$300.00
11/3/95	Janet Butz	Young Child Conf. Reno, NV	\$150.00

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DATE	NAME	CONF. FILE/LOCATION	AMOUNT
11/3/95	Cynthia Short	Young Child Conf. Reno, NV	\$150.00
11/3/95	Kathleen Harrington	Young Child Conf. Reno, NV	\$100.00
11/3/95	7 PT's	PE for Exceptional Individual San Jose, CA	\$700.00
11/6/95	Jerry Sorenson	MANDT Training Salt Lake City, UT	\$1,300.00
11/6/95	Karyn Durbin	MANDT Training Salt Lake City, UT	\$1,400.00
11/9/95	Mary Bittle	CHADD Washington, DC	\$1,000.00
11/17/95	Sally Jost	ADD/ADHD Carson City, NV	\$350.00
11/17/95	Barbara Cegavske	ADD/ADHD Carson City, NV	\$350.00
11/28/95	Scott Reynolds	Planning Mtg. Reno, NV	\$200.00
11/28/95	Jackie Lyons	NAEYC Washington, DC	\$755.00
11/28/95	Donita Kindtz	NAEYC Washington, DC	\$755.00
11/28/95	Rhonda Fitzgerald	NAEYC Washington, DC	\$755.00

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	erson	Denver, CO	
	Alison Browar Kasner	AVA Denver, CO	\$1,050.00
12/6/95	Carol Lamkins	ASHA Orlando, FL	\$1,000.00
12/6/95	Joyce Smolarsky	ASHA Orlando, FL	\$1,000.00
12/6/95	Shar Redick	ASHA Orlando, FL	\$1,000.00
12/6/95	Jeanne Slama	ASHA Orlando, FL	\$1,000.00
12/6/95	Judy Moseley	ASHA Orlando, FL	\$1,000.00
12/6/95	Jacqueline Green	ASHA Orlando, FL	\$1,000.00
12/6/95	Robin Stall	ASHA Orlando, FL	\$650.00

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	Scott Reynolds	State Directors Mtg. Reno, NV	\$200.00
		TOTAL	\$49,770.69

* State Reimbursed

53

Early Childhood Special Education Input:

An additional administrative specialist is needed in the ECSE area. Currently ECSE case managers are performing administrative tasks and making administrative-related decisions in situations which require immediate action due to the enormous work load and responsibilities of the current ECSE administrative specialist.

ECSE case managers require extended contracts/add-on days to cover their year-round school and training/in-service responsibilities (for new and returning teachers).

ECSE IEP case manager requires a ten to eleven month contract to perform the position's duties in the summer as initial IEP meetings are continuously held, assist the ECSE Coordinator and administrative specialist in school/program assignment for returning students, update teacher guidelines for IEP meetings/procedures, supplemental guides and plan/prepare/implement in-services/training for new and returning teachers.

ECSE LRE Itinerant and Behavior Itinerant Teachers do not require add-on days or extended contracts to perform their duties. Add-on days currently assigned to this personnel could be shifted to the ECSE case managers.

At least one and one-half additional teaching personnel is needed at the ECSE Seigle office to facilitate the process of monitoring ECSE students in general education kindergarten programs. Initial contact, provision of student names, monitoring procedures, checklists and support is required from August-October. From November-January follow-up, contact and support is required to monitor success and/or additional resources or services students require. Between January-May follow-up, contact, support and assistance to assure all ECSE students monitored in a general education kindergarten have been exited or referred and assessed by the school site team for services beyond the kindergarten year must be completed. This year approximately 250 ECSE students were monitored in general education kindergartens at approximately 120 schools. (This year two teachers assigned to the not-yet-completed child development center performed this task, assisted by the ECSE IEP case manager. The two teachers will not be available next school year.)

Current position of ECSE IEP case manager includes duties of program case manager and IEP review and team coordination/support. The great number of initial IEPs held each month (over 150) has made both components of this position excessive for the current one case manager, who consistently works 6-15 hours extra each week and about twice that amount during the first month of school. This position could be split into two positions: IEP Case Manager/ECSE SRT Coordinator and Programs Case Manager/Kindergarten Monitoring Case Manager for example.

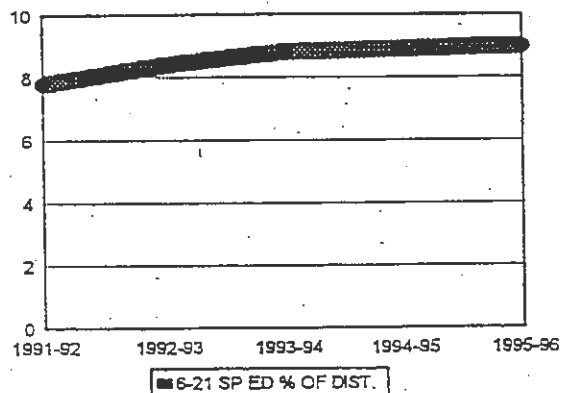
ECSE needs 1-2 additional psychologists and nurses to handle the re-evaluations of all kindergarten age students in programs and nurses to assist and review initial folders as well.

All ECSE students in year round schools should be on the same track — modified track 5 would give ECSE the opportunity to close out current school year and transition to new school year.

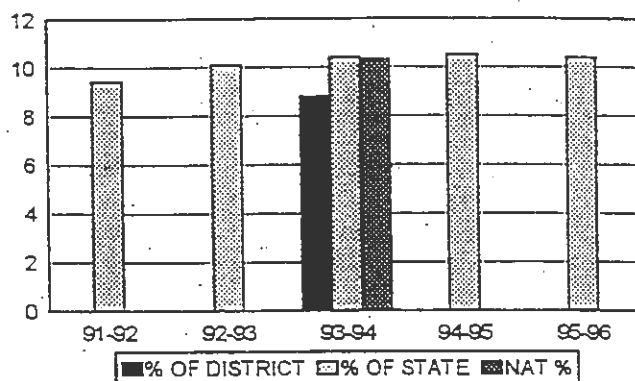
All preschool age children initially found eligible as developmentally delayed should enter a twice weekly Parent Training/Child Interaction program for four weeks similar to our existing after school preschool program before entering any other ECSE program. This would provide more comprehensive family/parent services and involvement than is currently possible with the one day per week home/family intervention/training day for preschool and functional skills programs. The eight teachers currently involved in the after school preschool program could offer the expanded service in the four geographic areas of the valley during the school day — 2-3 sessions each of four of the week days with one day to do assessment, planning and reconvene IEP meeting with parents/children exiting or entering a different ECSE program in addition to the current one after school session in each area. Parents would attend two days per week with the current format of the after school program: 1 1/2 hours, parent training, child interaction with teacher and assistant, child/parent interaction, non-disabled young siblings also attending. Offering this program year-round would reduce and/or eliminate the need for ESY programs for children who receive initial eligibility and IEPs at the end of the school year and during the summer months as these children would enter the Parent/Child Nurturing Program within two weeks of their IEP meeting. The summer program could revert to the one time per week for nine weeks format.

CCSD GROWTH WITHIN VARIOUS POPULATION GROUPS

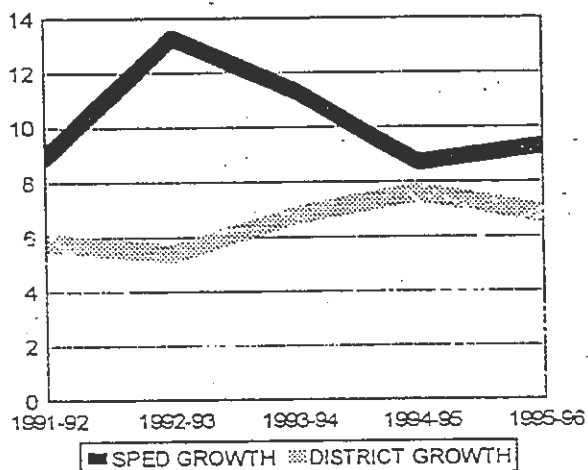
6-21 AS A PERCENT OF THE DISTRICT



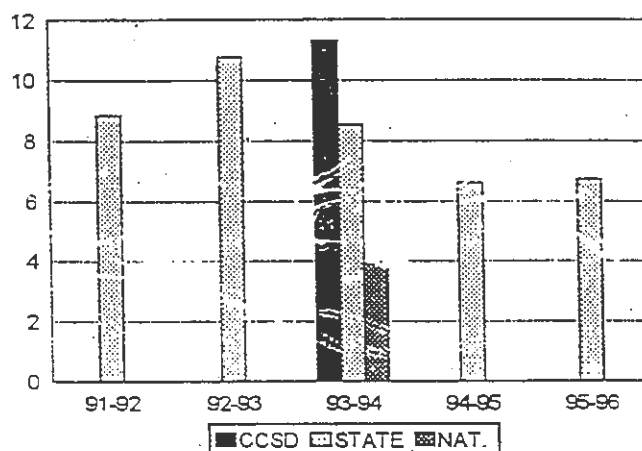
6-21 AS A PERCENT OF THE STATE



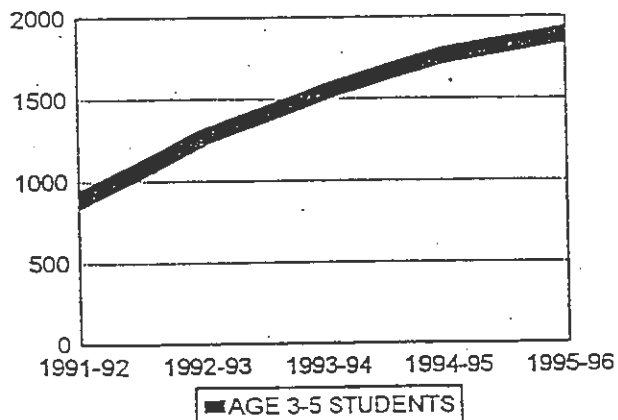
CCSD 6-21 GROWTH



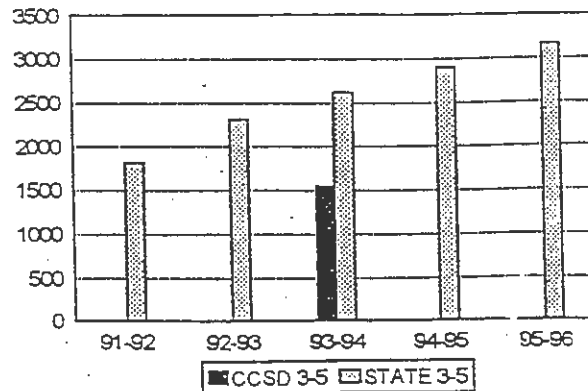
STATE 6-21 GROWTH



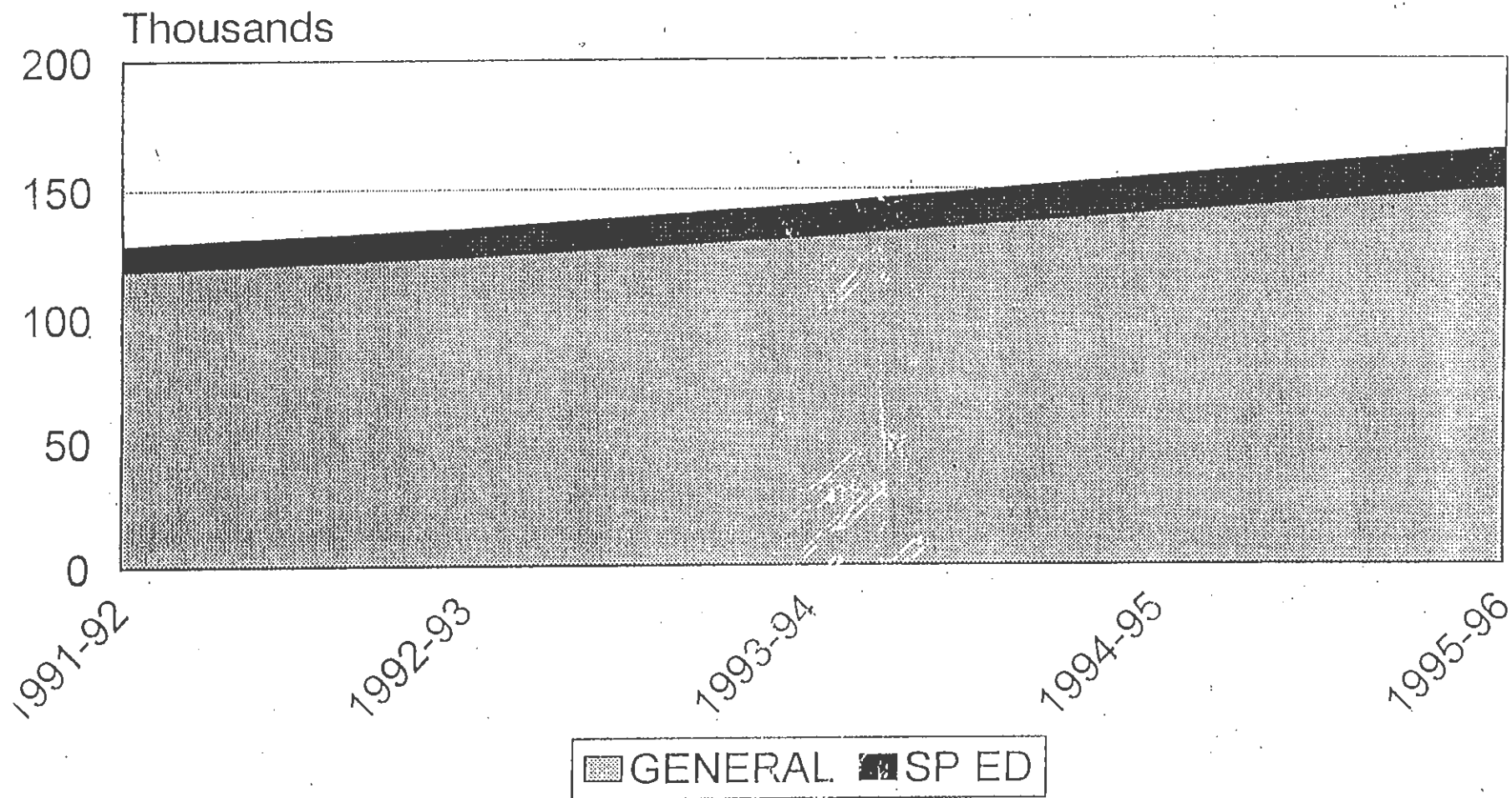
CCSD 3-5 YEAR OLD GROWTH



STATE 3-5 YEAR OLD GROWTH



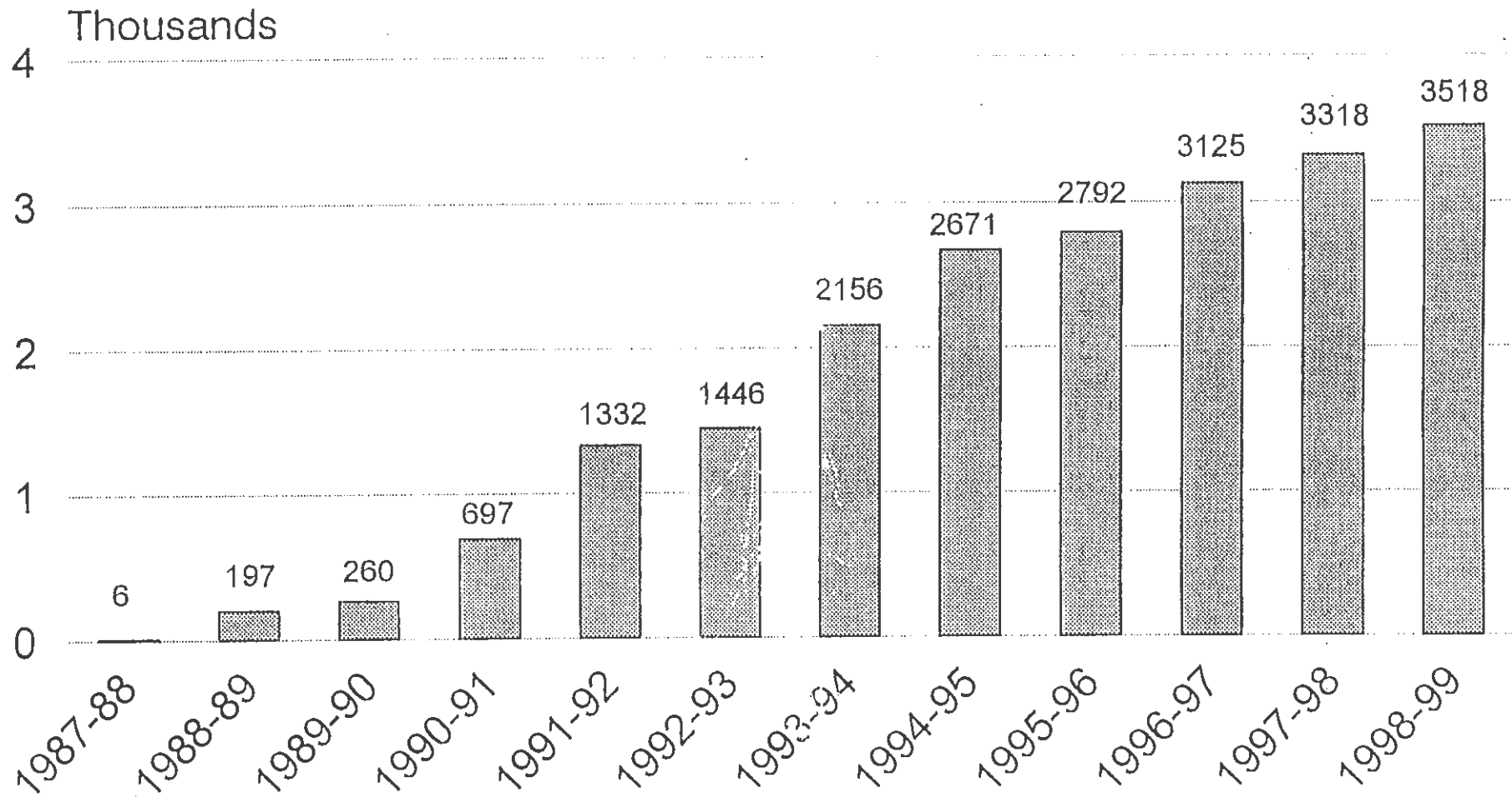
CCSD 6 -21 STUDENT GROWTH
GENERAL AND SPECIAL EDUCATION



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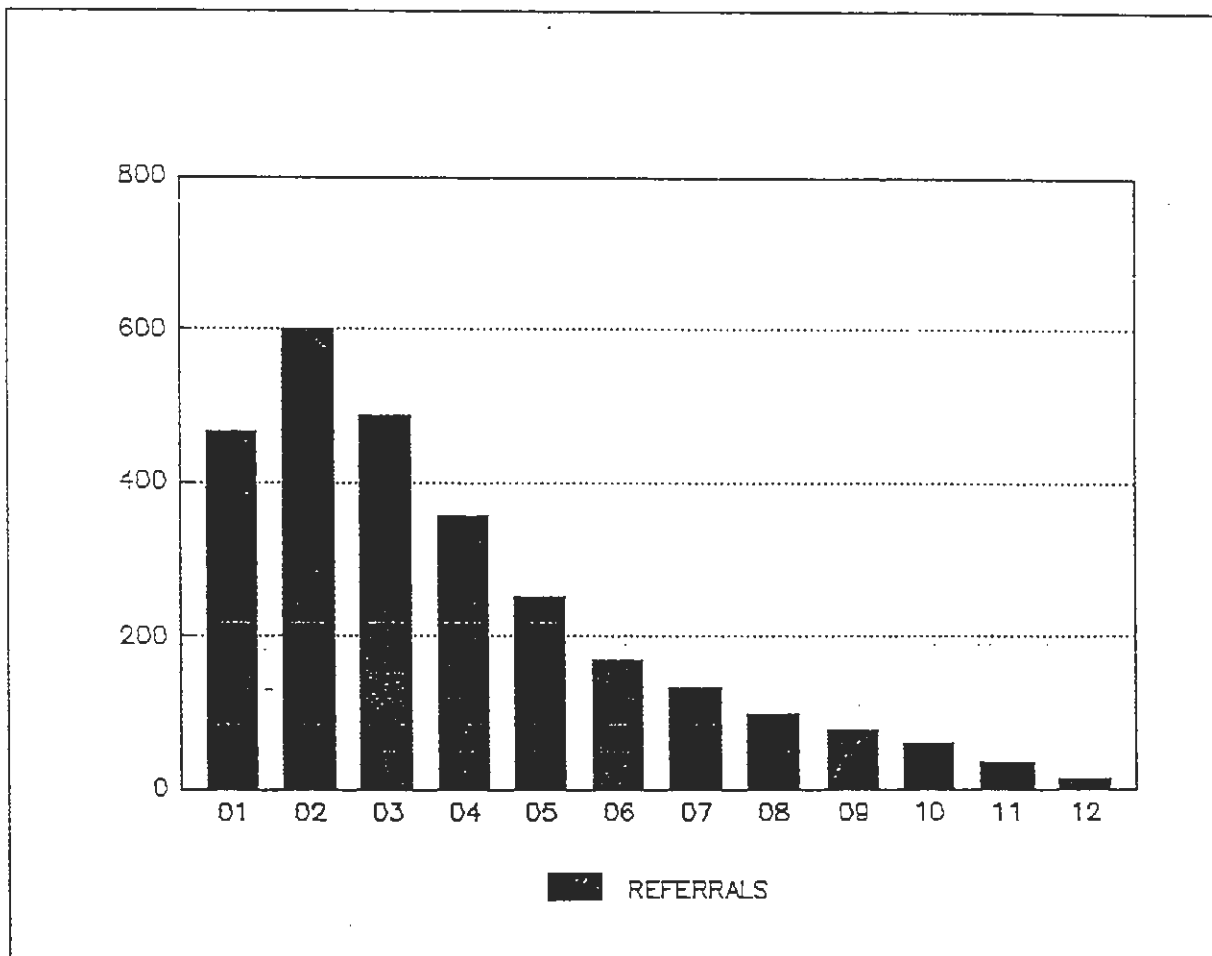
Early Childhood Special Education

Children with Disabilities



CLARK COUNTY SCHOOL DISTRICT
1994-95 AGE 6 - 21 REFERRALS FOR INITIAL EVALUATION
BY GRADE LEVEL

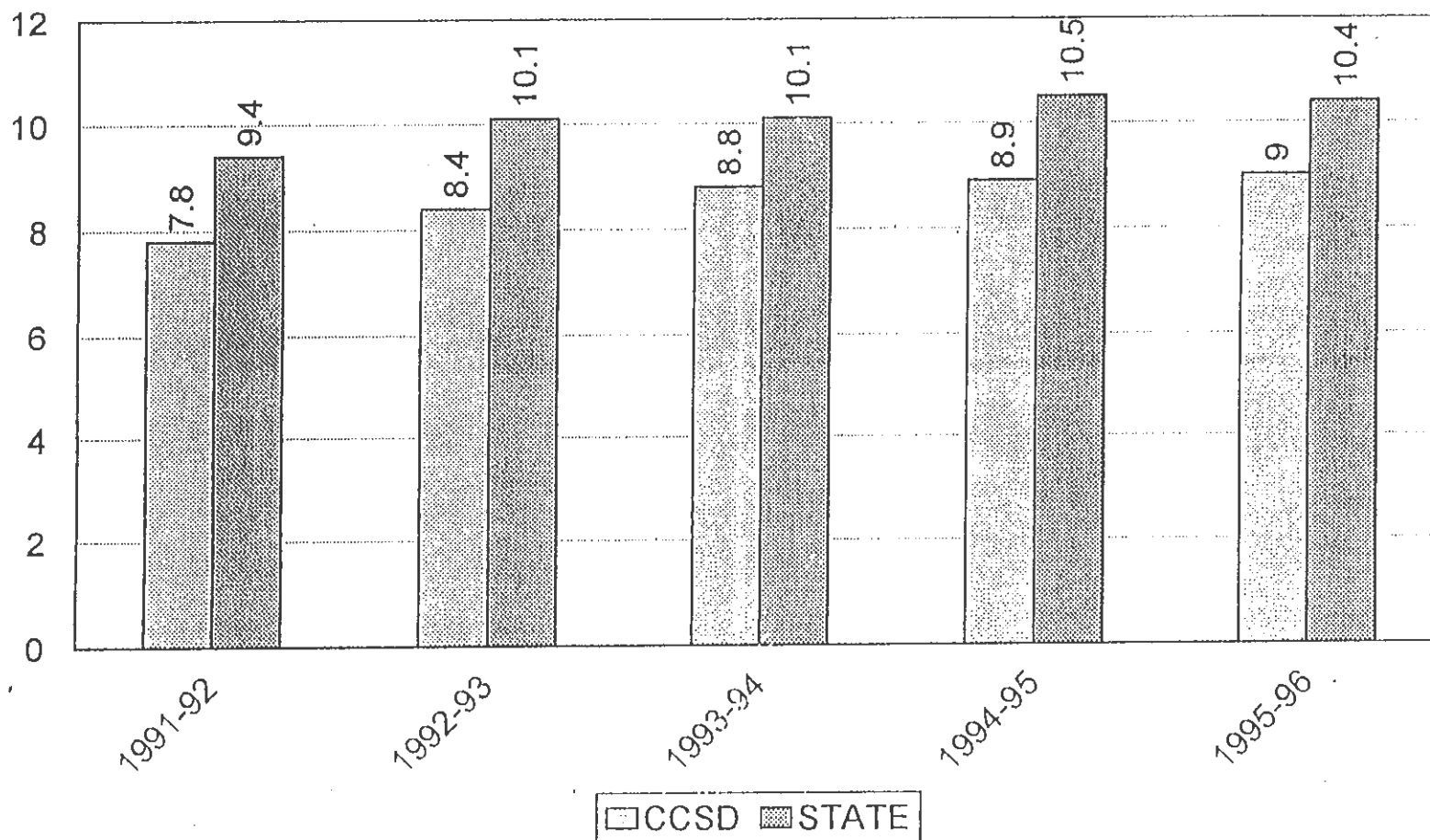
GRADE 1	467
GRADE 2	600
GRADE 3	488
GRADE 4	357
GRADE 5	248
GRADE 6	170
GRADE 7	133
GRADE 8	98
GRADE 9	78
GRADE 10	60
GRADE 11	35
GRADE 12	12



451-1

Clark County School District

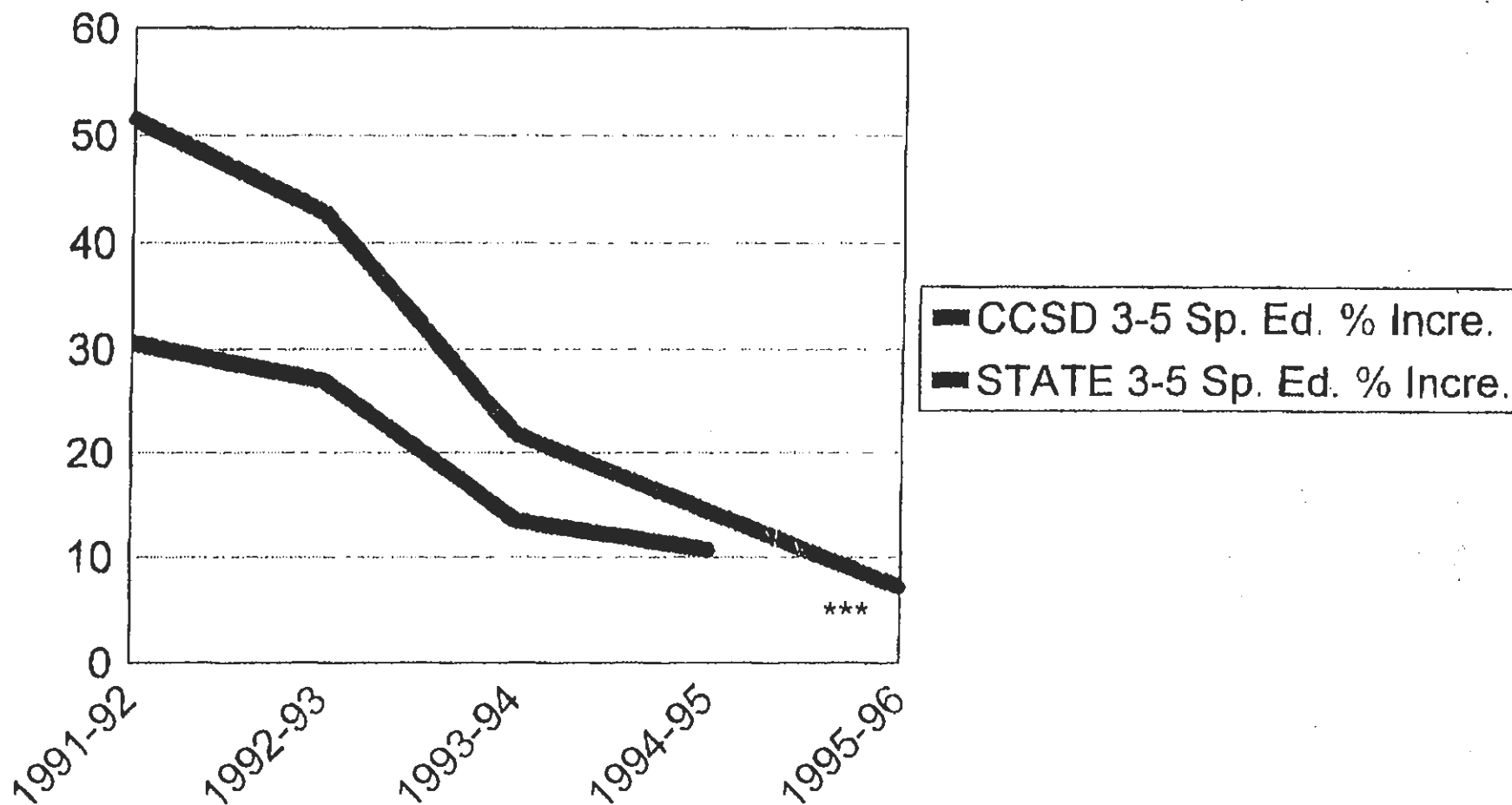
6-21 Special Education Population as Percentage of Enrollment



-155

Clark County School District

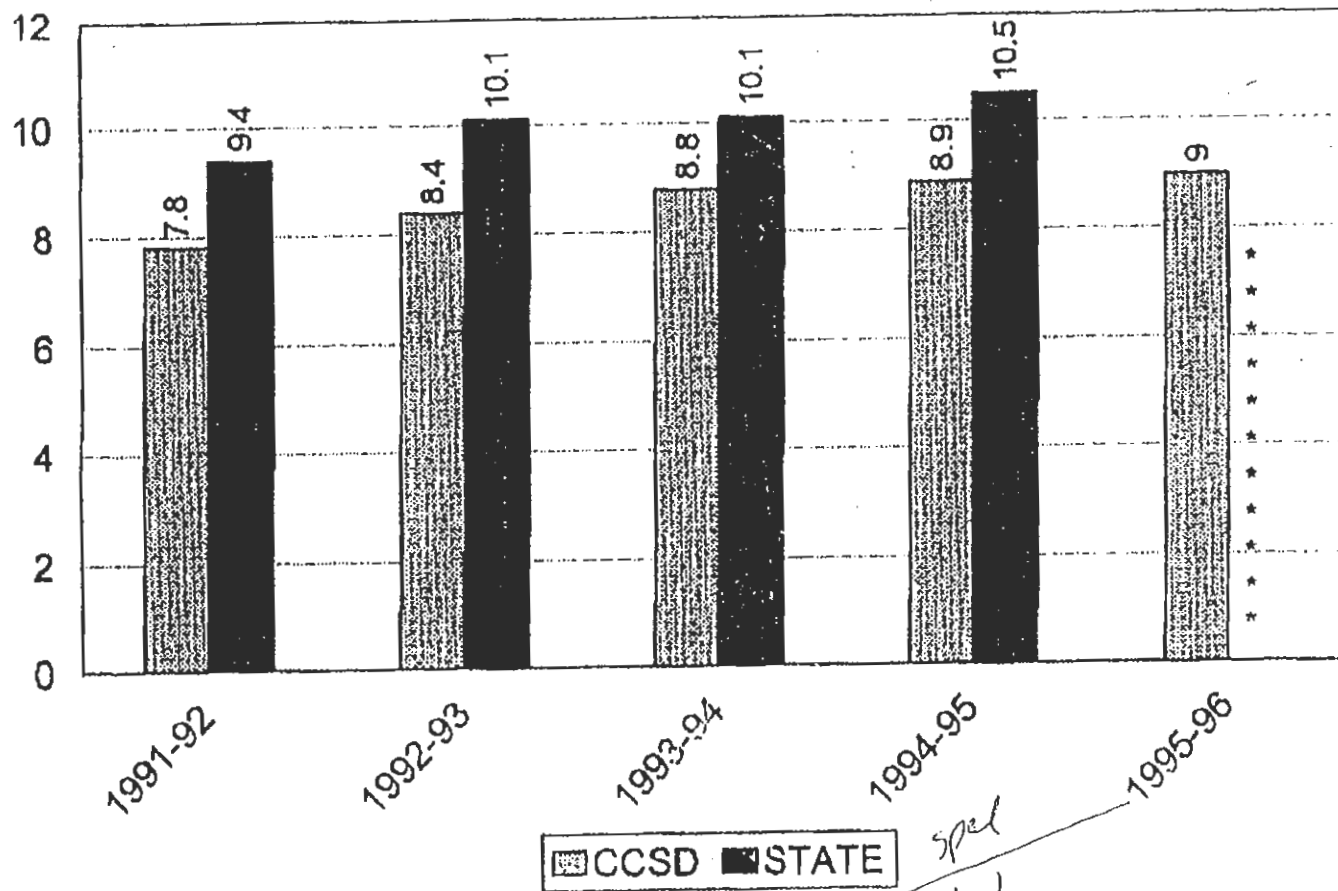
AGE 3-5 SPECIAL ED GROWTH PERCENTAGE



(*State Data Not Yet Available)

Clark County School District

6-21 Special Education Population as Percentage of Enrollment



district %

sped
olista

national

(*State Data Not Yet Available)

Ideas from teachers:

Empower Sp. Ed. Teacher Facilitators/ECSE Case Managers to access resource personnel and services for and make decisions regarding student needs directly via the IEP team process (eliminate the layering of requesting assistance through SEAS).

This can be accomplished by assigning resource personnel to be responsible for specific schools (the present five zone system could be utilized or another if more efficient). For example: an IEP team member (such as a facilitator) would call the school's designated behavior intervention itinerant teacher for assistance with behavioral intervention recommendations; the designated LRE itinerant teacher for assistance with mainstreaming for an individual student; request instructional strategies from the autism itinerant teacher; make direct requests for instructional assistants based upon site team findings and SRT input; etc. Resource personnel (behavior intervention teacher, autism itinerant teacher, etc.) for a designated zone/cluster should be housed at different centrally located school sites within the zone/cluster.

The role, duties, responsibilities, of special education facilitators need to be more clearly defined to enable them to perform the above tasks. Facilitators and ECSE Case Managers need to be placed on year-round and/or extended contract to cover the needs of the students and provide financial incentive for qualified teachers to apply for the positions.

Facilitators should be placed at each school site in the district either full or part time (shared by two or more schools) based on school special education population needs.

Special education teachers are often isolated and sometimes treated as outsiders within the general education school environment of which they are a member. Information from the Special Student Services Office regarding procedures, due process cases, district policy, etc. as they continually change does not always accurately get to the classroom teacher. Assistance and input from teaching peers in other schools is not available. Training and re-training time during the special education teacher's paid instructional day is not available.

An informal survey of some special program teachers revealed that after a full day of teaching their special need students, they were mentally and physically unable and/or unwilling to attend training/in-services after school or weekends during their own personal time, yet recognize the importance and need to receive information to keep them current.

Special education teachers should be provided with inservice training days or half days to receive the essential information required to effectively perform their duties. Since part of the duties of special education teachers is to observe, assess, plan, recommend and participate in IEP development meetings these teachers must be given a block of time each week (approximately one hour) to execute these responsibilities adequately. This time should be in addition to instructional preparation time which all teachers receive and special education teachers also require to plan for the individualized instruction of their students.

Cross coverage by in-school personnel and/or substitute time (one and a half or two hours) could be utilized to allow all special education teachers in a zone or clustered area to have a meeting each month at a central location to share new information from the Special Student Services Office and other sources, to provide opportunities for teachers to give/receive input and assistance from their peers and to ease isolationism of special education teachers.

Teachers feel it is essential for these activities to be provided during their paid instructional time. This may aid the reduction of burn-out and rapid loss of personnel (especially in some of the self contained specialized programs with greater teacher involvement demands). It is felt the information which needs to be provided is necessary for them to optimally perform their teaching duties and that they are currently overloaded with day-to-day classroom and paperwork responsibilities.

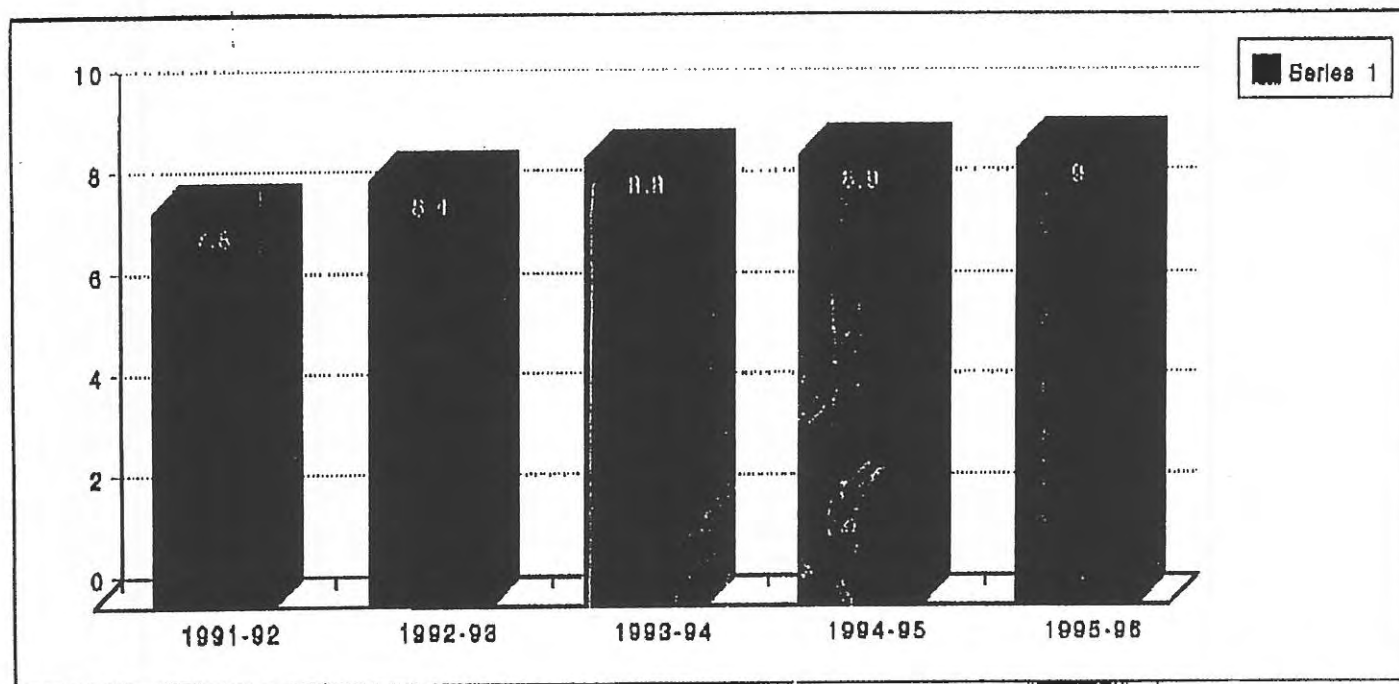
Perhaps the SEAS could be utilized as resource personnel for various school zones or clusters in their areas of specialization.

	Students with Disabilities	Teachers	School Psych.	Social Workers	Speech	Admin. Support
Clark County	15,500	974	98	2	123	44
Houston	20,000	1,635	17	17	85	NA
Broward	21,995	1,480	89	63	208	12
Nashville	9,000	515.5	39.2	18	59	12
Chicago	45,000	NA	NA	NA	NA	80

071-

Clark County School district

6-21 Special Education Population as Percentage of Enrollment

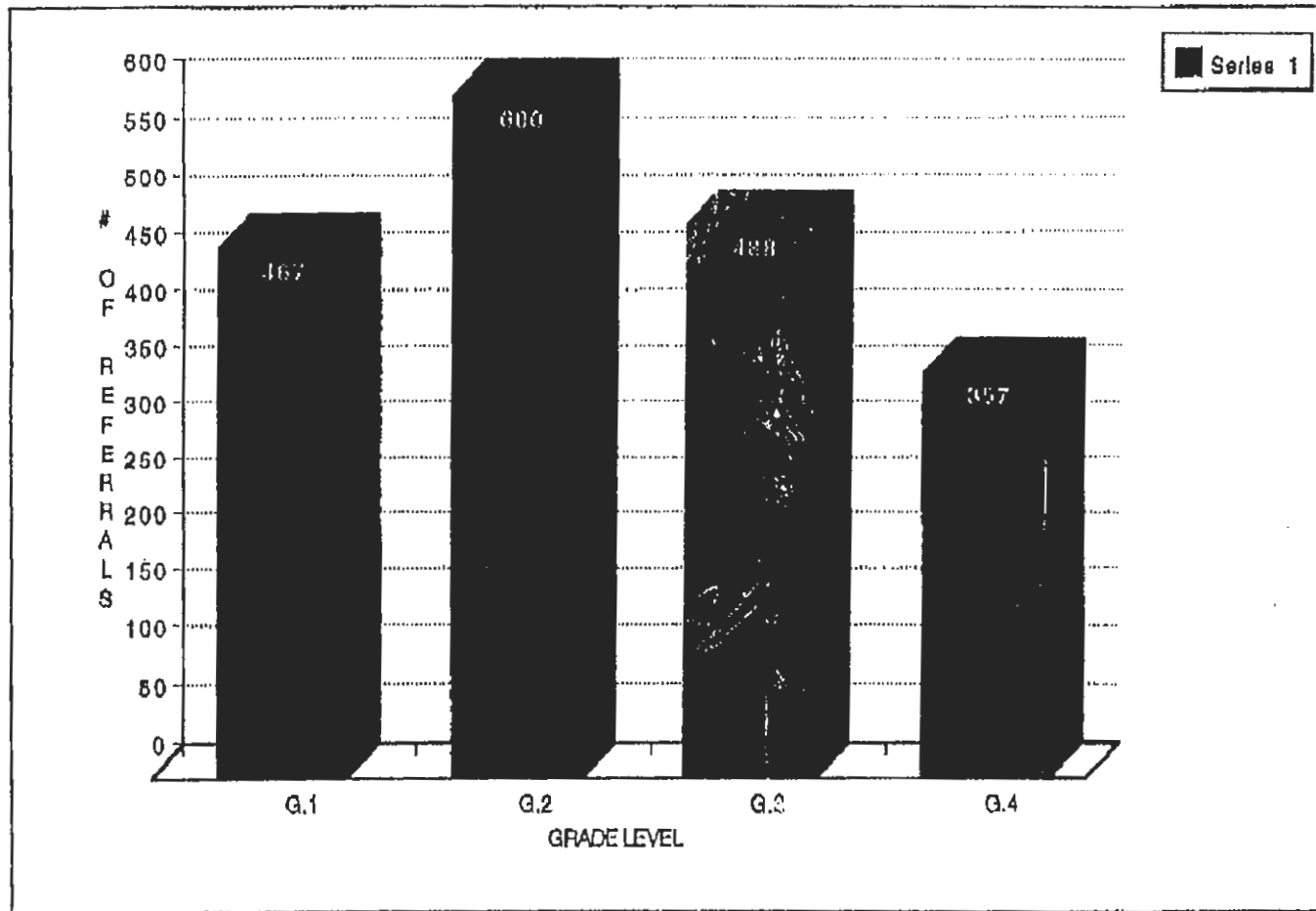


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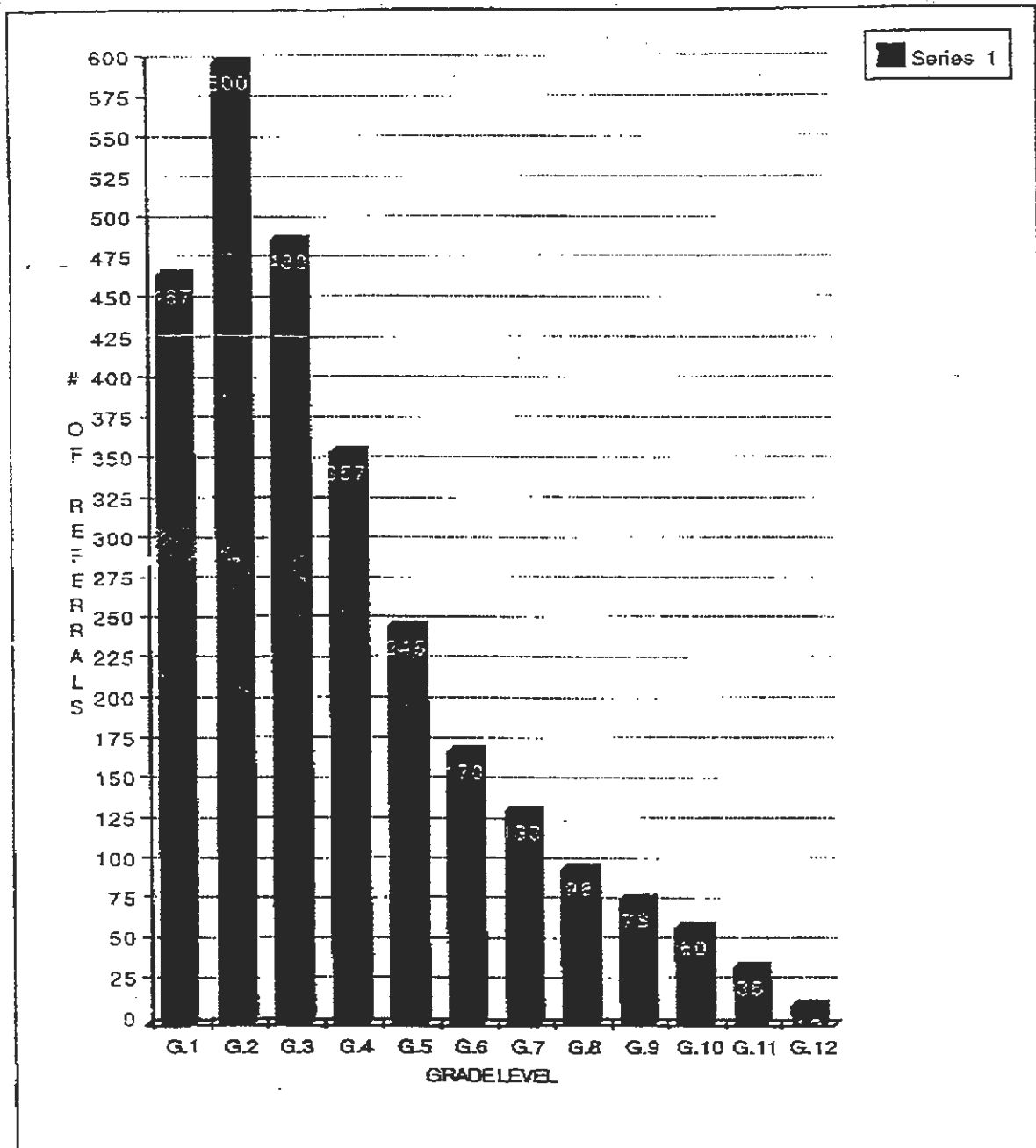
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CLARK COUNTY SCHOOL DISTRICT
1994-95 AGE 6-21 REFERRALS FOR INITIAL EVALUATION
BY GRADE LEVEL



CLARK COUNTY SCHOOL DISTRICT
1994-95 AGE 6-21 REFERRALS FOR INITIAL EVALUATION
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Transcription of additional notes for CCSD Review ReportGOOD NEWS

As we have pointed out in various sections of this report, we have observed some high quality programs operating in CCSD. In particular, we have been pleased to learn about the Teachers Educators Institute, the School Nursing Program, the Henderson 7 project, the role of the facilitators, and some episodic work in the area of prereferral intervention, building administrators and the teachers themselves.

Deserving particular credit, is the Educators Institute which has recently been established. As we reviewed its initial activities, the careful planning that is going on, and its leadership, we think that it will be a viable and important vehicle for providing staff development in CCSD in the upcoming months. In the evaluation data we examined, it has received positive responses for the staff development to date. This clearly, is one program that we recommend for expansion of its activities.

SCHOOL NURSING SERVICES

One of the most viable Division services that we have identified, is the School Nurse Program. In our interviews with SEAs, facilitators, building principals, classroom teachers, and parents, we were informed of positive data regarding the operation of this program. While it is centralized, it provides quality service to schools and children. Not only is the cadre of school nurses an ambassador of excellence for the Division. In addition, their efforts to provide assistance to children with complex medical and educational needs on regular campuses is one of the few efforts that is not increasing costs in the CCSD.

TEACHERS

Clark County has an excellent cadre of teachers, both regular and special education. As we sifted through the results of interviews, reports, memorandums, resulting from this program and fiscal review, we found not one negative finding or observation about classroom teachers.

We personally met with teachers long after the school day had ended to discuss the CCSD special education program. We learned that these highly dedicated teachers have to frequently purchase their own supplies and materials. In addition, as we examined the staff development provided teachers, we observed that most of the energy these past few years has been devoted to administration, legal and compliance issues, etc. Teachers informed us of their need for current state of the art training in ways to educate students.

One telling comment about this issue was when one group of teachers told us that they always were pleased when an out of district teacher joined their building, for this person was sure to bring new ideas, and this sometimes was the only way they could get new ideas.

Feedback from teachers has been significantly incorporated into this review, it's findings and recommendations. A review of the Special Student Service recommendation made in January of 1996, will find that many have been adopted by the reviewer. In fact, a basic thrust of our review of moving services closer to school and children is also reflected in their recommendations, which in part is stated:

It is recommended that SEAs, mentor teachers, behavior intervention

team members, integration team members, and other personnel directly related to providing services to special education teachers be housed in the schools where they are more accessible."

A more thorough discussion of these recommendations is found in pages 9 - 12 in the Appendix.

PRINCIPALS

We were most impressed with the interview conducted with principals at both the secondary and elementary levels. While we did not intend to evaluate their performance with a small sampling of interviews, we did come away with a sense that regular education administrators are ready to assume an even greater role in providing services to children with disabilities and ending the dual system problems associated with a highly isolated program of special education.

EARLY CHILDHOOD PROGRAM (ECSE)

The ECSE program has experienced tremendous expansion over the last several years, and at the same time worked quite hard to provide quality instruction to children. Specifically, we note the effort that has been provided to assist new untrained and unlicensed teachers with the requisite skills to survive the first year of teaching.

The fledgling effort to provide services within existing Head Start, day care, and private & public preschool programs needs to be expanded and nourished by CCSD.

BEGINNINGS OF COST SAVING STRATEGIES

During the course of this audit, we shared with senior managers in the Division that we saw little evidence of management reducing costs, but we did observe managers developing scenarios of serving children, resulting in more staff, and subsequently more managers. In the latter stages of the reviews, we did notice the beginnings of some cost savings strategies. The Division leadership shared with us a listing of activities that they planned to undertake in the future, and some activities that they had initiated and conducted in the past. The significance of these efforts need to be evaluated by the CCSD School Board.

DUE PROCESS AND COMPLIANCE SECTION

Clearly, this program does its job. The staff assigned to this unit do their jobs and do them well. This is a solid part of the Divisions management team.