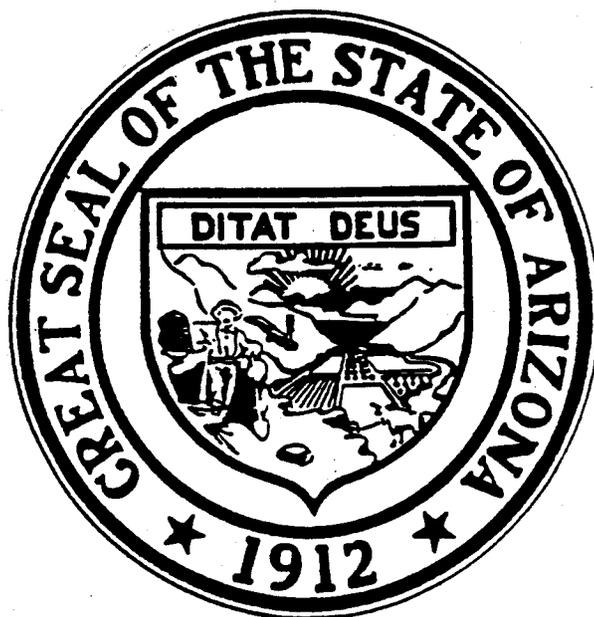


# Office for Excellence in Government



*Report*  
*on*  
*Process and Organizational Improvements*  
*for*

**ARIZONA STATE SCHOOLS  
FOR THE DEAF AND THE BLIND**

January 1993

GV80.2:D31

OFFICE FOR EXCELLENCE IN GOVERNMENT

REPORT

ON

PROCESS AND ORGANIZATIONAL IMPROVEMENTS

FOR

ARIZONA STATE SCHOOLS FOR THE DEAF AND THE BLIND

JANUARY 1993

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## OBJECTIVES AND APPROACH

The Office for Excellence in Government was requested by the Board of Directors of ASDB early in 1992 to review the agency's operations and management structure and suggest improvements which it felt were warranted. At that time, the Office was unable to conduct such a review because of commitments to other executive agencies.

However, the review activity was able to commence in the fall of 1992, and began with a "partnering" session on September 3. This was an all day workshop with ASDB management, a representative of the agency's Board of Directors, selected teachers, and Office of Excellence management and team members. The session culminated with an written agreement, developed during the meeting, which outlined the commitment of both ASDB and the Office for Excellence to conduct this review.

With the partnering agreement as a guide, and utilizing interviewing and analysis techniques as methods, a review team of four individuals began work on September 23, 1992. All members of the Board of Directors and more than three hundred employees were interviewed, starting with top managers of the agency and continuing until representatives of each area were contacted for information. The interview sequence which was followed for the sections of the agency was the school areas of instruction, instruction support, outreach, and administrative support.

The purpose of the interviews was to gain an understanding of the mission of each section of the agency and the work processes that make up the activity of the schools and its supporting network.

In addition to employees of the agency, interviews were conducted with selected parents, alumni, students, other state and local agency representatives who interact with ASDB, and school districts. Approximately forty classroom sessions were attended and the residence halls of all the schools were visited at various times. A member of the team also rode along during bus pick-ups of students.

At about mid-point of the review, three "public" meetings with ASDB employees were held to reiterate the team's purposes and methods, answer questions, and provide an additional opportunity for employees to share information about ASDB beyond that offered in individual interviews.

As restated at the outset of most individual contacts, the objectives of the review were to examine and understand work processes, and the structure for work management, and recommend improvements, including cost savings where appropriate, to the agency's chief executive (Superintendent) and its Board of Directors.

Team Members conducting this review were Carl Jager, Cathy Sartorius, Richard Vint, and Amos Hatt.

## EXECUTIVE SUMMARY

An executive summary of our findings and recommendations for ASDB follows. Recommendations are grouped under six categories:

1. Overall Agency Program Organization
2. Administrative Support Process
3. Space Use and Security
4. Funding Resources
5. Campus Outreach and Extension
6. Educational Process

Improvement recommendations are of two types: (1) those the Excellence in Government Office believes the school should begin implementation work immediately and, (2) those which the school should apply additional analysis, assimilation of feasible choices, selection of best option for achieving improvements, and development of a specific plan for implementation. This work should be undertaken as part of an internal quality initiative team.

Each recommendation for improvement is based on the status of the work process or management structure in place at the time of the review of that component.

Where cost savings are indicated, the amounts are annually recurring.

Three recommendations include annually recurring cost additions; these recommendations have varying degrees of anticipated (but not determined) cost recoveries and/or cost avoidance quantities in the future. Even without an assurance of recovery, the improvements represented by these recommendations are considered by the Team to be vital in carrying out an effective ASDB mission.

### OVERALL AGENCY PROGRAM ORGANIZATION

#### 1. Improve Program Alignment and Management Structure

Significant changes should be made to the agency's present program alignment (both educational and administrative) and accompanying organizational structure. Key operational objectives which can be achieved, in addition to significant cost savings, are:

- The agency's chief executive (superintendent) positioned close to the educational leadership and decision-making of individual schools;
- Strengthened policy monitoring and management at top level;

- Reduction of managerial layers;
- Within policy framework, more management autonomy at each campus;
- Strengthened and focused roles for first-line education leaders;
- More strategic alignment of business and education support functions;
- Closer tie (through consolidation of management with respective school principal) between classroom and extended learning function within the campus residence halls.

Key elements of the realignment include:

- Tucson campus schools individually managed by principals with school components consisting of classroom teachers, lead teachers for learning outcomes, instructional aides and assistants, and residence "extended learning" teams;
- consolidation of evaluation and assessment functions within an instructional support group;
- more clearly distinguishing between instructional support and administrative support entities and aligning accordingly, and;
- incorporating the accountability and management of all activities, both educational and administrative, with the administrator (principal) at the Phoenix Day School for the Deaf.

Nine current positions will no longer be needed under the realignment; three new positions will need to be added. Additionally, a significant number of managerial and supervisory position descriptions will need to be revised to correctly describe and account for duties to attain the new alignment objectives. An estimated \$259,000 in cost savings can be achieved, although redeployment policies and compensation levels for revised positions will impact final savings, with final adjustments either raising or lowering amounts somewhat.

#### **ADMINISTRATIVE SUPPORT PROCESS**

##### **2. Optimize Clerical Support (Near Term)**

Secretarial support for the administrations of the three Tucson schools (Blind, Deaf, and ADTEC) can be improved by having selected clerical staff reporting

directly the schools' chief administrators. The recent move involving the administrations of the schools into an integrated and more functional setting, along with an upgraded telephone system, should assist in implementing this recommendation. Once the overall agency realignment is complete, an evaluation of reporting assignments should again be made; however, additional secretarial resources should not be needed. An estimated \$110,000 can be saved with this recommendation. The reduction in FTE's would be 3.5.

3. Decentralize Personnel Decisions; Consolidate Training

Delegating the authority for hiring decisions to certain management levels below the superintendent and decentralizing some aspects of the personnel recruitment system can result in substantial composite time savings. Centralizing the training program under the Personnel Office will ensure diversity in the courses provided to the employees and help to focus attention on core agency-necessary courses, such as health and safety, special requirements for transporting special education students, clerical services and food services.

4. Strengthen Data Processing Planning and Administration

We recommend that a "quality initiative team" be established to focus attention on data processing needs, both now and in the future, and plans to meet those needs. The team should be composed of data processing professionals both within and without ASDB as well as users.

5. Improve Food Service Process (Tucson)

Assignment of selected duties to the housekeeping and warehouse areas, adjustments to service line assignments and activities, the utilization of students in the work process, and reduction of summer hours can result in a cost savings of approximately \$20,300. One FTE would be eliminated.

6. Improve Food Service Process (Phoenix)

Adjustments to the service line process and a modest change of employee assignments, in addition to reduction of summer work hours, will yield a cost saving of \$18,350. 1.5 FTE would be eliminated.

## SPACE USE AND SECURITY

7. Privatize Campus Security (Tucson)

Based on experience on the Phoenix Day School Campus and comparisons of likely costs in the Tucson area, we believe that security services can be rendered at less cost under private contract. Savings of approximately \$28,800 can be achieved. The report recognizes the need, as well, to evaluate the long-range needs of Tucson campus security.

8. Maximize Use of ASDB Facilities

We support ASDB's request to be granted authority to create an "enterprise" fund, thus enabling capture of facility use dollars from community interests external to the schools.

9. Maximize Summer Campus Use

We recommend that a quality initiative team be established to work on options and develop proposals for summer use of either or both campuses of ASDB.

## FUNDING RESOURCES

10. Secure Behavioral Health Funding Cooperation

We recommend that a quality initiative team, composed of inter-agency representatives, be established to work on effective solutions dealing with the cost and treatment of educating emotionally disabled sensory impaired children.

11. Improve AHCCCS Health Coverage for Selected ASDB Students

Interaction with AHCCCS via an quality initiative study committee has the potential to change current policies and procedures within AHCCCS and other agencies to encompass ASDB students and their unique residential arrangement, and acquisition of health care, during the school year.

## CAMPUS OUTREACH AND EXTENSION

12. Implement Demonstration Cooperatives

By all accounts of both customer (parents, school districts, teachers and specialists) and outside observers (performance reports, accreditation reviews) the fledgling cooperatives program is a success. Although three districts have been authorized, only one has been funded. Cost estimates of funding the remaining two total \$279,000, which include 5.5 FTE and supporting equipment. Based on successes to date with the one operating cooperative, ASDB believes that benefits of immediate service improvements (identification of sensory-impaired students and referrals) and later cost avoidance (avoiding enrollment at the more costly residential school of ASDB and avoiding institutionalization of inadequately schooled adults) could be realized if remaining districts were funded. We concur.

13. Establish "Business and Office Education Lab" (Tucson)

ARS 15-1302 charges ASDB with the goal of educating sensory impaired persons, so that they may become self-sustaining and useful citizens. Few vocations provide as unlimited an opportunity for sensory impaired persons as the business and computer field. Implementing this recommendation can provide a direct opportunity for gaining meaningful employment and also result in fewer social support services "down-the-road". Estimated one-time cost additions are approximately \$54,000.

#### EDUCATIONAL PROCESS

14. Streamline IEP Process

Our recommendation has both a short and long term component. We recommend, in the short term, that the IEP form be standardized between campuses, that the IEP coordination work be consolidated with the instruction support area on both campuses, and that the representation at the IEP be modified slightly. For the long term, we recommend that the IEP reporting process be automated and the objectives for that accomplishment be incorporated into the data processing needs assessment.

15. Improve Low-Vision Services

Absence of specialized low-vision services is currently one key area that jeopardizes continued federal funding of ASDB's program. This recommendation recognizes this need. Estimated cost additions are one FTE (approximately \$38,100) and a one-time cost of approximately \$11,400 of specialized equipment.

## OTHER ISSUES

During the course of our review, we noted several issues (and in other cases issues were noted for us) which we believe ASDB should work towards resolution. In most instances, these items represent topics which, if resolved, could enhance the ability of ASDB to effectively carry out its specialized educational mission; a few could require extra resources to resolve. They are listed here without further comment.

1. Increase specialized educational equipment for instructional services, particularly special equipment for blind education
2. Install an employee recognition program throughout the agency, with special attention to programs operating in rural areas
3. Review current agency governing statutes and identify provisions which should be updated
4. Continue the work to increase numbers of effectively "mainstreamed" ASDB students within school districts
5. Establish a petty cash account for selected rural Regional Services and Cooperative Program offices to use in purchasing locally needed inexpensive items
6. Update training content and liberalize training opportunities for Regional Services rural employees
7. Simplify and modernize the employee evaluation system, perhaps with a view to differentiated systems oriented towards teaching and non-teaching staff
8. Evaluate possible benefits in placing certain aspects of ASDB Personnel policy and procedures under DOA guidance or control
9. Consider internal "charge-back" system for budget unit transportation costs so that usage data can be more closely monitored for vehicle replacement purposes
10. Evaluate potentials for ASDB-School District resource and space sharing
11. Evaluate potentials for streamlining student intake evaluation process
12. Evaluate potentials for post-administrative hearing process improvement

13. Evaluate possibilities for shortening present ADTEC diagnostic process for potential student referrals
14. Consider negotiating agreements to establish a preschool operation in the East Valley (Phoenix) area to accommodate the expected rapid growth in new student populations
15. Assess the in-service training needs of selected ASDB staff and develop plans for accommodating those needs

## **GENERAL IMPRESSIONS**

When observing the agency employees engaged in carrying out the schools' central mission, that of delivering educational and teaching support services to sensory impaired children, the agency presents a very positive picture of focused mission and dedicated professionals. It is quite evident that most teachers and support individuals consider their work important and pursue their work with vigor and conviction. The relatively long average tenure of employees at the agency is one indicator of an abiding and stable commitment to the agency's mission. The team's observations of classroom activity and personal interviews with a large number of employees, for the most part, clearly exhibited this dedication.

While nearly all areas of this student "direct service" aspect showed this commitment, in particular (and with the clear risk of inadvertently omitting mention of several), Team members would like to cite the following opinions as specific examples of this dedication:

- From all observations, in all schools, the teaching parents and "live-ins" provide excellent care for the residential students,
- The focus on both rehabilitation and vocational aspects as a corollary to traditional classroom education seems well integrated with the needs for a well-rounded education,
- As a group, the bus drivers and bus aides routinely show compassion and concern for the bus riding student, which, in fact, helps to positively set a stage for learning reception in the classroom,
- The benefits provided to children and families through the outreach efforts of the Cooperative and Regional Services programs appear to be great. Especially noteworthy is the support and assistance provided to identify options and strategies, particularly through the parent advisor program, and finally,
- The continuing support of both the Board of Directors and the ASDB Superintendent for the objectives of the review was welcomed by the Team members.

After spending a good deal of time with agency employees and observing many activities on the campus over the past four months, the Office For Excellence Team has the following general observations about the agency. These are offered strictly as comments from an "outside source"; whether they are useful or not is a determination the agency and Board of Directors can, of course, make on their own.

- The physical and logistical isolation of the Tucson campus headquarters from Phoenix state government activity (particularly the large government support systems administered by the Department of Administration) somewhat handicaps the agency.
- As requested by the some members of the ASDB staff, The Office For Excellence Team examined the potential for privatizing the transportation service at both campuses; we have concluded that, even though earlier evaluations of the same subject by the agency's transportation department was not as comprehensive as it could have been, it is still cost-effective to have the agency administer this service.
- Improvement is needed in the comprehensiveness and quality of a data/statistics information base for the agency. In part, this may be able to be addressed by the data management quality initiative recommended in this report.
- During the course of the Team's review, we found that our objective, that of process improvement recommendations, was not well understood or, if understood, rarely accepted as a legitimate or welcomed role. Pervasive was the opinion that the Team's objectives held little beyond simple employee position reductions.
- For a variety of reasons, possibly in part due to the preceding two observations, there was more than the usual difficulty in acquiring necessary operational study statistics and data.

Once adopted, it is important that the Board of Directors and the executive management of ASDB move forward resolutely with implementation of the process and organizational improvements listed in this report. Successful implementations are marked by two attitudes: a strong commitment from senior management for improvement and the designation of implementation leaders with the requisite mental toughness to see the task through to completion. Since it is extremely difficult (but quite necessary) to separate process from employee contributors in that process, or to separate organizational structure from individuals who reside within that structure, employee assurances and encouragements, as well as careful planning and plan execution, should be much in evidence throughout the implementation time period.

Further, since some recommendations for improvement will involve position reductions, and also a significant redefinition of roles for several management level employees, it will be very important that employee reassignment and redeployment actions be accomplished in a humane and consistently equitable manner.

Consequently, the Board of Directors may want to review and possibly revise existing personnel policies that pertain to reassignment and redeployment within the agency. In this regard, the assistance and advice of the Department of Administration's Personnel Division should be sought.

It is also important to note that during the implementation activity, modifications to an original recommendation may become necessary because of new information or the unexpected appearance of outside events which exert new influences. These changes can be accommodated readily if a commitment to the basic objective of the recommendation has been made at the beginning.

ARIZONA STATE SCHOOLS FOR THE DEAF AND THE BLIND

SUMMARY OF PROCESS AND ORGANIZATIONAL IMPROVEMENT RECOMMENDATIONS



	1	Improve Program Alignment and Management Structure	No	(6)	259,019					Implem
	2	Optimize Clerical Support (Near-Term) (Tucson)	No	(3.5)	110,077					Implem
	3	Decentralize Personnel Decisions; Consolidate Training	No							Implem
	4	Strengthen Data Processing Planning and Administration	No							Analysis
	5	Improve Food Service Process (Tucson Campus)	No	(1)	20,337					Implem
	6	Improve Food Service Process (Phoenix Campus)	No	(1.5)	18,340					Implem
	7	Privatize Campus Security (Tucson)	No	(3)	28,877					Implem
	8	Maximize Use of ASDB Facilities	Yes							Implem
	9	Maximize Summer Campus Use	No					Potential		Analysis
	10	Secure Behavioral Health Funding Cooperation	Possibly					Potential		Analysis
	11	Improve AHCCCS Coverage for Selected ASDB Students	No			Potential				Analysis
	12	Implement Demonstration Cooperatives	No	5.5		220,700	Potential		58,300	Implem
	13	Establish "Business and Office Education Lab" (Tucson)	No				Potential		54,005	Implem
	14	Streamline IEP Process	No							Implem
	15	Improve Low-Vision Services	No	1		38,106	Potential		11,400	Implem
				(8.5)	436,650	258,806			123,705	

15

\* IMPLEM: Recommendation to Implement  
 ANALYSIS: Issue, Impact, and Study Topics Defined;  
 Recommendation for Internal Quality Initiative Resolution

## **PROGRAM ALIGNMENT AND MANAGEMENT STRUCTURE**

(Current organizational reference is the organizational structure in place at the onset, on September 23, of the OFFICE FOR EXCELLENCE review)

### **CURRENT SITUATION**

The Arizona State Schools for the Deaf and the Blind (ASDB) consists of a residential student campus in Tucson and a day school campus in Phoenix. Primary instructional services are offered for both vision and hearing impaired students (including some students who are physically as well as sensory-impaired), at the Tucson campus and for hearing-impaired only at the Phoenix campus. Extensive diagnostic and evaluation services are offered at both locations, both as a prelude to determining if ASDB is the appropriate placement for potential students as well as an aid to developing and monitoring of the individualized instruction program for each continuing student.

Both school locations offer K-12 instruction. Under selected agreements with various outside groups, preschool activities are also offered. Outreach programs, to assist in identifying sensory impaired children enrolled in schools in selected areas of the state and coordinating needed specialized services for them (apart from placement at ASDB) are beginning to be a priority.

The school is controlled by a board of directors; each member is appointed by the governor for overlapping three-year terms. The Board's primary exercise of control, by statute, is through establishing policy for school operations and through hiring a superintendent who in turn is responsible for day-to-day operations.

Assisting the Superintendent is the agency Personnel Office and two Associate Superintendents: one responsible for "Curriculum and Instruction", the other for "Business and Finance" (Figure 1).

For Curriculum and Instruction, seven directors and one staff position--an individual responsible for coordinating grants, assisting in insuring rules and procedures compliance, and administrating EDP projects--report to the Associate Superintendent (Figures 2-8).

The Phoenix Day School for the Deaf Director is responsible for Instructional program at the school as well as the health and athletic services. Administrative services for the school are managed through on-site coordinators (transportation, food services, fiscal services, and facilities) who report to respective Tucson managers and finally to the Associate Superintendent at the Tucson facility.

The Director for the School for the Blind manages the education program for the visually-impaired, as carried out in both the classroom and the residence halls, and the athletic program for all schools on the Tucson campus.

The Director of the School for the Deaf is responsible for hearing-impaired education services in the classroom and the residence halls and is also responsible for the outdoor recreation program.

The Director of the Diagnostic Testing and Education Center (ADTEC) is responsible for education services for the multi-handicapped severely sensory impaired, diagnostic evaluations for districts and potential ADTEC students, and the vocational education program.

The Director of the Department for Instructional Support Services oversees the student health center, the evaluation services for the Blind and Deaf schools (but not ADTEC), library and media center, curriculum and language services, and coordination of instructional aides for the Blind and Deaf schools.

The Director for the Regional Services Program manages the preschool outreach for both the visually and hearing impaired children.

The Director of the Regional Cooperative Program is responsible for the development and ongoing monitoring of evaluation and staff assistance for sensory impaired students within selected school districts.

Four administrative programs (Figures 9-12), covering both campus locations, report to the Associate Superintendent of Business and Finance. They are Transportation, Facilities, Administrative Services (including accounting, payroll, purchasing, and warehouse operations), and Food Services. As stated, the managers of transportation, facilities, and food services, who are located in at the Tucson campus, are each assisted by an on-site supervisor located at the Phoenix campus.

## **IMPACT**

In considering the impact of the current organizational structure and management, it is instructive to compare the current functional alignment with recognized management and alignment principles:

### **LOWEST LEVEL/UNITARY MANAGEMENT**

A service delivery program and the administrative support for that program are best managed under a single manager. This allows the program delivery resources and the necessary support components of those program elements to be fully deployed, and

adjusted if necessary, by the single manager accountable for the program. Only at the higher levels of an agency, where economies of scale may dictate a number of specialized programs or support activities, would it be necessary to separate the administrative support management from the program management assignment.

ASDB has some programs and areas where the service delivery aspects and the administrative support components for that program are separate. The agency cites size of program (Business Administration and Personnel Management), specialty and technical uniqueness (DISS), and locational logistics (separate campus locations), as reasons. In some of these instances, this organizational separation appears to function without significant problems and indeed, because many of the support areas found in DISS are specialty groups with work applications throughout the campus, there could be value in further consolidating selected support programs even more.

### **STRATEGIC BUSINESS ALIGNMENT**

It is a great assist in managing programs, particularly in the communication and control aspects, if like programs and functions are positioned together in the organization. This is often known as an organization's "strategic business alignment". Thus it is important that groups within an organization which own similar objectives and perform related functions are as closely aligned as possible.

At ASDB, educational services offered the blind and visually impaired students, the deaf and hearing impaired students, and the multi-handicapped sensory-impaired children are each managed separately. Some administrators within ASDB believe that this is necessary, in part, so that each of these sensory-impaired communities will "own" an advocate for that group's special needs and viewpoints.

### **SUPERVISOR TO LINE RATIOS AND COST-TO-MANAGE**

A simple comparison of the number of supervisors and managers to line employees is one useful measure of the current status of employee empowerment. Similarly, the total personnel cost of positions assigned to supervise and manage programs, compared to the total personnel cost of those positions assigned to perform the service or produce a product, is a useful ratio to help in quantifying and evaluating true costs of services. Obviously, it would be in an agency's best interest to have the lowest cost of management, relative to service delivery, that is practicable.

### **SUPERVISORY SPANS-OF-CONTROL**

If management and supervisory positions are truly useful and correctly placed, the employees who fill those positions will be engaged full-time and effectively in supervisory and management duties. Although workers who require training or who are engaged in work that is considered dangerous may require a relatively narrower

span of control, work which is designed to be carried out independently, or which is common to several employees, can be guided by fewer supervisors and managers having wide spans of control.

Within ASDB, spans of control vary widely throughout the agency with the widest found near the first line service delivery aspects of education (principal/teacher) and the narrowest in some of the Business and Finance areas, including at the very top of the organization which has only two line functions reporting to the Superintendent.

## **ORGANIZATION LAYERING**

Layering measures refer to the quantity of line units or positions in an agency between the service performance level and the agency director level. Closely related to spans-of-control and strategic business alignment, the wider the spans-of-control and the closer the agency's business functions are aligned, the less the need for layers of management to effectively operate the agency.

In the ASDB educational services area on the Tucson campus, there are three layers between the employees (teacher/instructional aide) daily rendering instruction to the student and the chief executive officer of the school (superintendent); four between the residence teaching parent and the superintendent; four between the teacher and superintendent on the ASDB Phoenix campus; and three to four in virtually all other areas of the agency.

## **OTHER IMPACTS**

Since the management of the Phoenix Day School administrative functions resides in Tucson, there is some difficulty in readily responding to issues which need immediate or on-site attention and decision. The director of the school is accountable for the educational and educational support functions taking place on the campus, but not for the administrative functions of food service, facilities, transportation, and fiscal services; each of these areas is managed by a separate manager in Tucson. The split nature of the management also requires frequent trips to Phoenix by the individual managers of these elements.

The education and diagnostic services for the multi-disabled severely sensory impaired children (MDSSI), now rendered within the Arizona Diagnostic, Testing, and Evaluation Center (ADTEC) have evolved into a separate program with separate evaluation and diagnostic specialists, as well as instructional aide and volunteer coordination not shared with the schools for the blind or deaf. Interviews of employees and managers within and without of the ADTEC program yielded divergence of opinions on this situation: some believed the ADTEC students exhibited very specialized needs

requiring specialized evaluations; others thought consolidation with similar specialists from the Department of Instructional Support Services would benefit higher numbers of students overall.

## **RECOMMENDATION**

Information developed from interviews of school employees at all levels of the organization, members of the Agency's Board of Directors, parents of students, and former alumni; an analysis of the agency's mission and educational objectives; a comparison of the agency's organizational structure with program managerial principles; and extensive discussions with the ASDB Superintendent concerning the agency's educational objectives all indicate that a number of realignment actions are necessary and will yield both improvements and cost savings for ASDB.

We recommend, therefore, that the following organizational objectives be adopted and the agency's organizational structure and program management be realigned as described below (See Figures 13 to 19). Educationally, the realignment can assist in instituting and monitoring student achievement measures and strengthening the learning tie between the classroom and on-site residence. Administratively, the realignment will help to establish a more strategic business unit structure, improved management and control along with better inter-program communication, management independence within a policy guidance structure, while also achieving overall cost savings.

Although reporting relationships at the mid-management level are altered by the realignment, most supervisory relationships at the line level, particularly the support components, will remain similar to those existing now.

### Realignment Operational Objectives

- 1) **Current, consistent, written agency-wide policy and procedure, along with training, review, and compliance elements**
- 2) **Campus unit management integrity**
- 3) **Educational leadership able to be displayed and exercised by superintendent, with as few levels as possible between this position and the on-line teaching staff**

- 4) Consolidation of educational focus as well as recognition of different needs of sensory-impaired education represented by alignment of instruction groupings into distinct schools
- 5) All elements of educational support aligned within a single group
- 6) All elements of administrative support aligned within a single group
- 7) Learning outcome standards and measures established and monitored
- 8) Emphasis on consolidating and strengthening first line educational leaders' roles (principals, lead teachers, and extended learning team leaders)

Since the objectives are, for the most part, interrelated, it is important that all be adopted.

#### Realignment Components

- 1) The central focus of the agency would be four core instruction groupings, each headed by a single principal. In addition to the core groups, two support groups for activities on the Tucson campus, one supporting instruction and the other administration, would each be headed by a support manager.

The six groups are:

- The Phoenix Day Deaf School
- The Tucson Deaf School
- The Tucson MDSSI School
- The Tucson Blind School
- The Tucson Instructional Support Group
- The Tucson Administrative Support Group

All six group leaders, four principals and two managers, would report directly to the ASDB Superintendent, who in turn, reports to the agency's Board of Directors (Figure 13).

- 2) A strong policy development and monitoring function (one position), a function covering the entire agency and encompassing both educational and administrative functions, is established as a staff support to the Superintendent. This position is also responsible for long range agency planning and rules/policy (both internal and external) compliance.

Utilizing policy developed by the Superintendent and adopted by the Board of Directors, and carrying out group objectives and procedures within those policies which have been established by the Superintendent, principals and group managers will have the responsibility and authority to manage operations in their respective areas.

- 3) Within the policy and objectives framework established by ASDB Board of Directors and Superintendent, the Phoenix Day School Principal will have both educational and administrative responsibility. Similarly within this framework, the three Tucson principals will have both educational and extended learning (residence) responsibilities.

Each school principal will function as the educational leader and program advocate for the respective schools. Each will have a position within the school (called Lead Teacher for Learning Outcomes) which will have responsibility, in addition to teaching duties which may be assigned, for establishing and monitoring learning achievement standards. The lead teacher will also assume a role in curriculum development and ongoing curriculum advice as well. The principals will also manage the assignment of classroom (and in some instances--residential) instructional aides and volunteers.

- 4) The Instructional Support Group will contain all elements directly related to supporting the educational requirements of the core instruction schools, including a consolidation of present ADTEC diagnostic/evaluation specialists with those currently in the DISS organization, as well the programs which serve communities external to the agency, particularly school districts. As the remaining two cooperative regions are developed (See Improvement Recommendation # 12), it is likely that at some point the "program development" role will diminish and the "program management" role will become dominate. This may result in some overlap between the regional services program and the cooperative services, creating an opportunity for some potential management consolidation.

- 5) The Administrative Support Group will contain the business functions of the Tucson campus. In addition, the manager of this group will provide the reporting coordination function required when agency-wide requirements must be met. Chief among these are agency student-related statistics, annual reports, budget requests, and budget monitoring. In the case of the Phoenix School campus, the coordinative role--which belongs to the Administrative Support Group Manager--and the administrative management role--which belongs to the Phoenix School principal--must be clearly identified and distinguished from each other.

6) Agency-wide personnel policy administration is placed as staff support to the Superintendent

7) The sections of the Phoenix Day School for the Deaf (Figure 14) are:

Lead Teacher for Learning Outcomes  
Classroom Teaching Staff  
Assistant Principal for Instructional Support  
Business Office Coordinator  
Athletics Coordination

The School personnel/payroll coordinator position is placed as a staff position to the School principal. Details of the basic levels of coordination with agency headquarters in Tucson need to be established and adopted as part of overall agency administrative procedures.

8) The sections of the MDSSI School Program (Figure 15) are:

Lead Teacher for Learning Outcomes  
Classroom Teaching Staff  
Aide/Volunteer Coordination  
Extended Learning Team Leaders and Staff (Residence)

9) The sections of the Blind School Program (Figure 16) are:

Lead Teacher for Learning Outcomes  
Classroom Teaching Staff  
Aide/Volunteer Coordination  
Extended Learning Team Leaders and Staff (Residence)

10) The sections of the Deaf School Program (Figure 17) are:

Lead Teacher for Learning Outcomes  
Classroom Teaching Staff  
Aide/Volunteer Coordination  
Extended Learning Team Leaders and Staff (Residence)

11) The sections of the Instructional Support Group (Figure 18) are:

Vocational Education Coordination  
Evaluation/Assessment Coordination  
Library/Media Supervisor  
Athletic Coordination

Language Learning Coordination  
Regional Services Coordination  
Cooperative Programs coordination

- 12) The sections of the Administrative Support Group (Figure 19), each headed by a supervisor, are:

Transportation  
Accounting  
Facilities/Maintenance  
Purchasing/Warehouse  
Food Service  
Student Health Services

Placed as staff support to the Administrative Support Group Manager is the agency's data administration and grants coordination.

#### Realignment and Redefinition of Job Responsibilities and Tasks

Most, if not all of the Principal, Group Manager and staff support positions, as well as several supervisor positions will need new job responsibilities delineated. Other "leader" employee positions, for example, Lead Teachers and Extended Learning Team leader positions, will need clearly defined objectives, responsibilities and standards established. A minimal amount of line employee positions will need to be reevaluated as well. In some cases, new job responsibilities will represent portions of existing jobs with new duties added, in other cases old job responsibilities will be replaced by new ones.

Pay classifications and rates will need to be established based on these new job responsibilities. Pay rates for new positions, classifications and/or responsibilities should be set by a process that involves close coordination with the State Department of Administration.

Recruitment for, and filling of, any new managerial positions created by the realignment should be governed by the Agency's personnel policies, either those presently in existence or modifications specifically developed to assist in implementing this realignment expeditiously and fairly.

Although outmoded processes and structures should never be protected, valued employees should be protected to the fullest extent possible.

To help in comparing "new and old" structures and to assist in estimating agency cost savings as a result of implementing the realignment, a listing of managerial and supervisory job titles currently in place but not needed in the realignment structure, as well as a listing of positions not now existing but required, follows:

**Existing positions but not required:**

Associate Superintendent for Curriculum and Instruction (Tucson)  
Curriculum Coordinator (Tucson)  
Administrative Services Officer (Tucson)  
Assistant Facilities Manager (Tucson)  
Food Service Supervisor (Tucson)  
Principals (2)-School for the Deaf (Tucson)  
Principal (1)-Day School for the Deaf (Phoenix)  
Residential Dean (Tucson)

**New positions required:**

Exec. Assistant for Planning, Policy Development and Compliance (Tucson)  
Instructional Aide Coordinator-School for the Blind (Tucson)  
Business Coordinator-Day School for the Deaf (Phoenix)

Certain responsibilities now existing will also be found under the realignment, but because of the nature of considerably changed reporting relationships and other responsibility or accountability modifications, old job titles will not apply. A comparison of job titles with similar (though not exact) responsibilities are:

<u>New</u>	<u>Old</u>
Administrative Support Manager	Associate Superintendent for Business and Finance
Principal	Director
Assistant Principal	Assistant Director
Lead Teacher	Principal
Lead Team Leader (Residence)	Dean/Master Teaching Parent

The exact number of Extended Learning Team Leaders required will not be known until a needs analysis is conducted of supervision hours and duties required in each campus residence hall. However, extensive interviews of the deans and selected observations of residence hall supervision in all schools, including observations of dean work hours and activities, lead to the conclusion that at least one of the four current residential dean positions would not be needed for reassigned job responsibilities under the Lead Team Leader concept.

## **BENEFITS**

Agency management of separate campus locations (ASDB-Tucson and PDSD) is at highest level (Superintendent), instead of diffused throughout various levels and at various points in the current business/finance and instructional structure of the school.

Guidance of agency actions at separate locations can be accomplished through established policy and procedures together with training and monitoring, instead of through individual managers in both locations. Once fully implemented, it will be unnecessary to control administrative decisions at Phoenix from managers in Tucson. On the other hand, under the realignment, flexibility is afforded by having accountability for operations at each campus residing at that campus. Indeed, the entire program management at the Phoenix campus location is focused on a single leader (Phoenix Day School Principal), and not fractured between Phoenix and Tucson.

Within the residential student program, more authority and responsibility for decision-making is delegated the first-line supervisor (Extended Learning Team Leaders). This is critical since the first-line supervisor in the residential program is the only decision-making person on duty at the same time as the line employees (currently known as Teaching Parents).

On the Tucson campus, the close association of the instructional aides with the classroom (and in some cases, the residence hall) teachers as well the extensive managerial role assigned the instructional support manager, suggests the placement of instructional aide coordination within each school supervised by the respective school principal. Thus decisions on both classroom teaching and direct teaching assistance reside with the principal.

Layering is reduced in all areas of the agency, particularly in the direct education services which, after all, is the central function in carrying out the mission of ASDB. Only one level is between the superintendent and the teaching staff.

Under the realignment, specific organizational assignments for student learning outcomes and measures are in place. On the Tucson campus, a closer link can be forged between the residence learning environment and the classroom learning environment, since both are part of a single principal management structure.

The realignment structure better focuses support management roles by having instructional support activities in Tucson under a single manager as well as all administrative support aligned under a single manager.

Cost reductions for the agency are calculated based on the following assumptions and acknowledgements:

- 1) Positions listed above as existing but no longer needed in the realignment are costed out at the entry level salary for that position.
- 2) The cost of positions listed above as newly needed positions in the realignment is estimated at an entry level salary for positions with similar responsibilities already existing elsewhere in state government.
- 3) An ERE (Employee Related Expense) percentage of .232 of salary level is added to position cost for Tucson campus positions and an ERE percentage of .233 is added to Phoenix campus positions.
- 4) Salary levels of future incumbents of new positions in the realignment, because of salary protections for most employees under ASDB's current redeployment policy, will affect both savings and costs related to new and as well as unneeded positions. These monetary effects, while acknowledged, are unknown at this time and are therefore not calculated. To some undefined extent, the calculation of existing incumbent salary at entry level (in each instance lower than actual level) will partially compensate for differentials.
- 5) Salary levels of newly defined positions in the realignment, because of new responsibilities, may be different than similarly noted current job titles. This impact is also acknowledged, but the monetary effect is unable to be calculated or estimated at this time.

Positions no longer needed:

<u>Position</u>	<u>Cost</u>	
Associate Superintendent	\$51,330	
Curriculum Coordinator	27,531	
Administrative Services Officer	35,687	
Assistant Facilities Manager	26,201	
Food Services Supervisor	20,920	
Principal (2-Tucson)	77,980	
Principal (1-Phoenix)	38,990	
Residential Dean	38,990	
ERE at 23.2%	73,690	
<b>TOTAL</b>		<b>391,319</b>

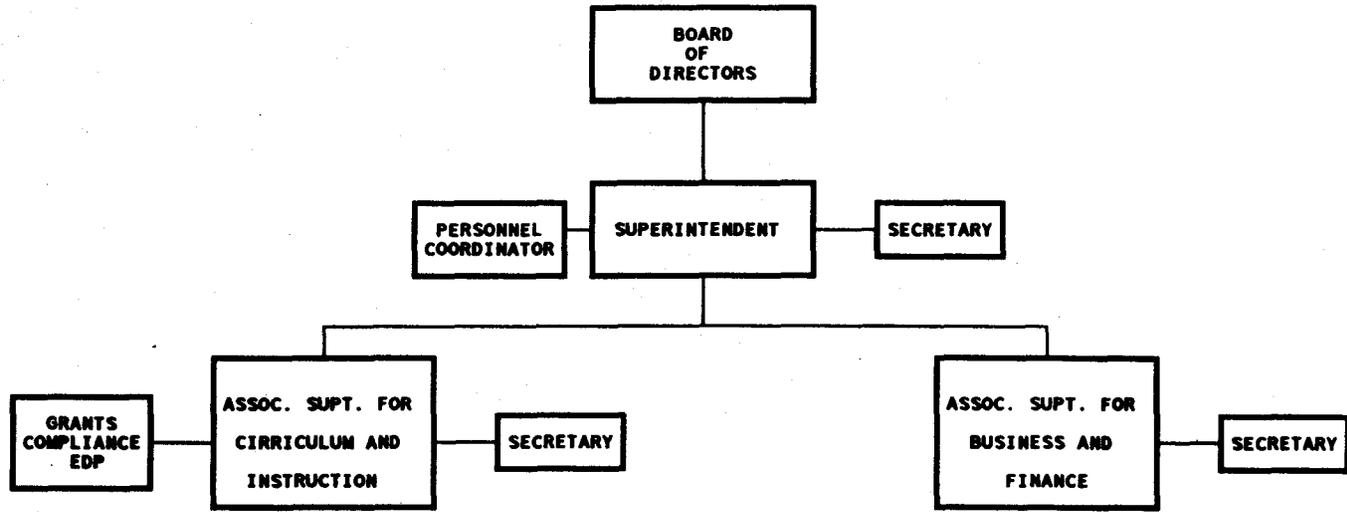
New positions needed:

Executive Assistant	\$51,330	
Instructional Aide Coordinator	26,201	
ERE at 23.2%	17,987	
Business Coordinator (Phoenix)	29,831	
ERE at 23.3%	7,951	
<b>TOTAL</b>		<b><u>132,300</u></b>
<b>COST SAVINGS</b>		<b>\$259,019</b>

**IMPLEMENTATION**

- Adopt realignment objectives.
- Adopt realignment components.

- **Develop, in concert with Department of Administration's Personnel Division, job responsibility statements and appropriately corresponding titles for each job responsibility classification.**
- **Review, in concert with the Department of Administration's Personnel Division, and adjust or develop as necessary, salary levels for the new job responsibilities.**
- **Review for applicability, and modify if necessary, ASDB's redeployment policies.**
- **Develop schedule for implementing realignment components.**
- **Review, and modify if required, ASDB's recruitment policies.**
- **Recruit, through internal and external methods, qualified personnel to fill new job responsibilities.**
- **Review current status of all agency educational and administrative policies and procedures. Revise and approve as necessary.**
- **Conduct all updated job responsibility and policy training.**



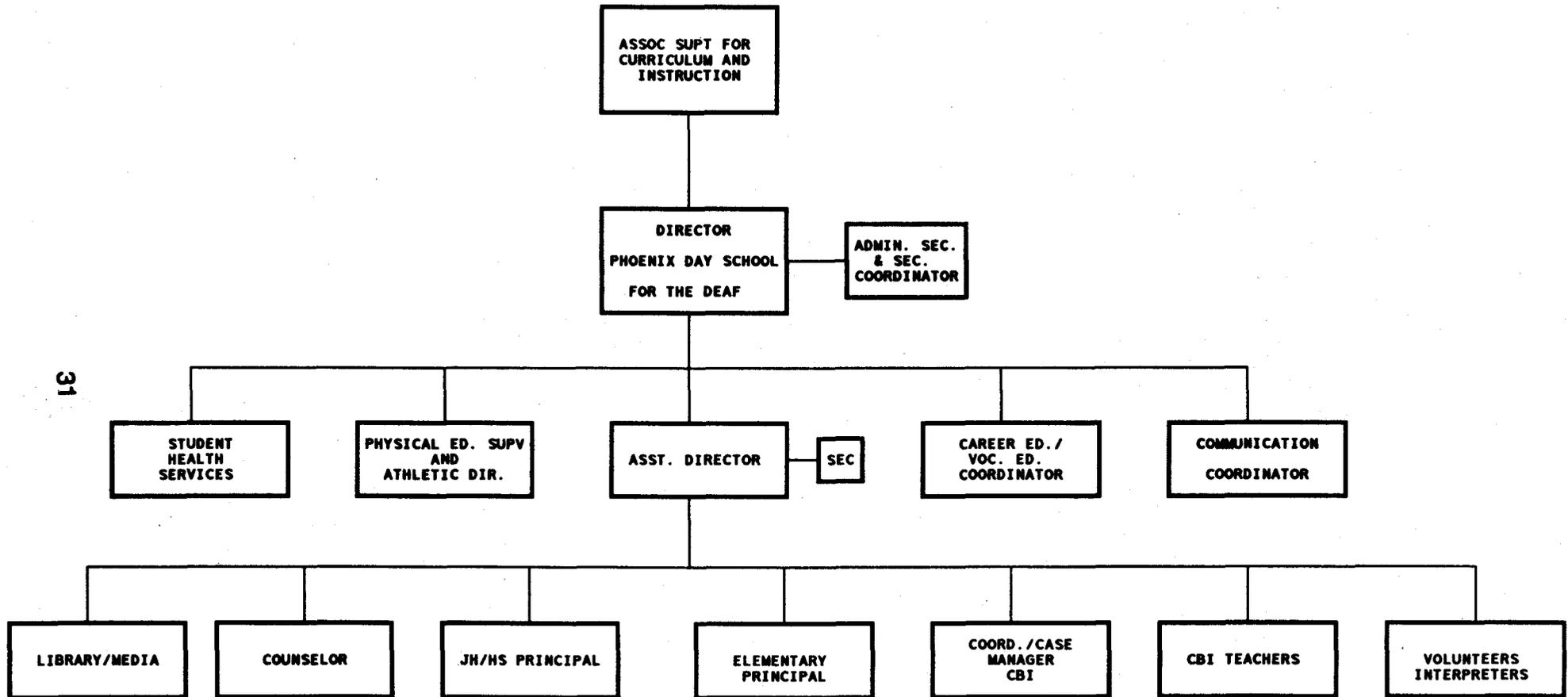
30

- Phoenix Day School for the Deaf  
Instruction and Instruction Support
- School for the Blind
- School for the Deaf
- ADTEC
- Instructional Support
- Regional Services
- Cooperative Programs

- Transportation  
Tucson & Phoenix Day School
- Facilities  
Tucson & Phoenix Day School
- Admin Services  
Tucson & Phoenix Day School
- Food Service  
Tucson & Phoenix Day School

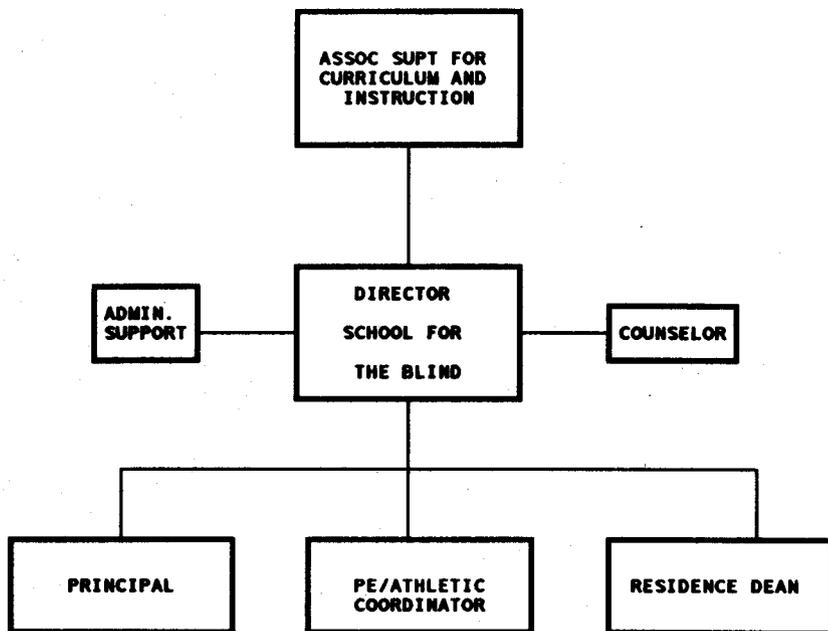
Figure 1

# PHOENIX DAY SCHOOL FOR THE DEAF



31

Figure 2

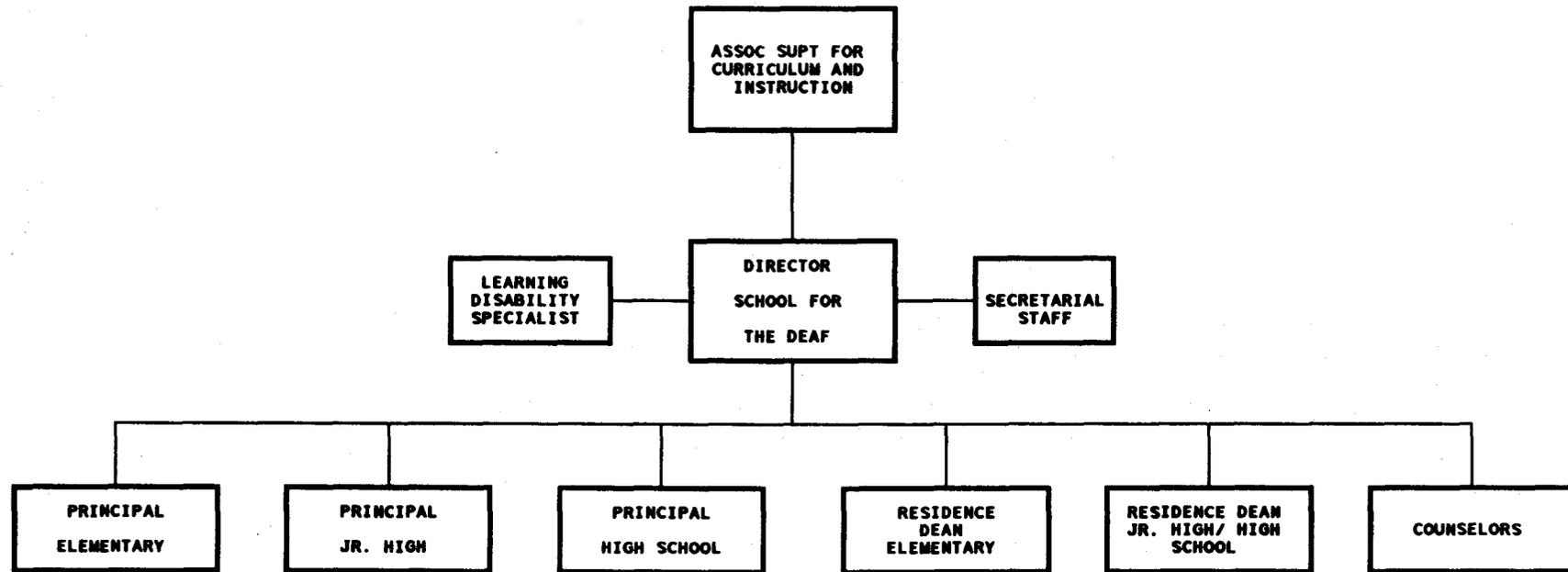


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Figure 3

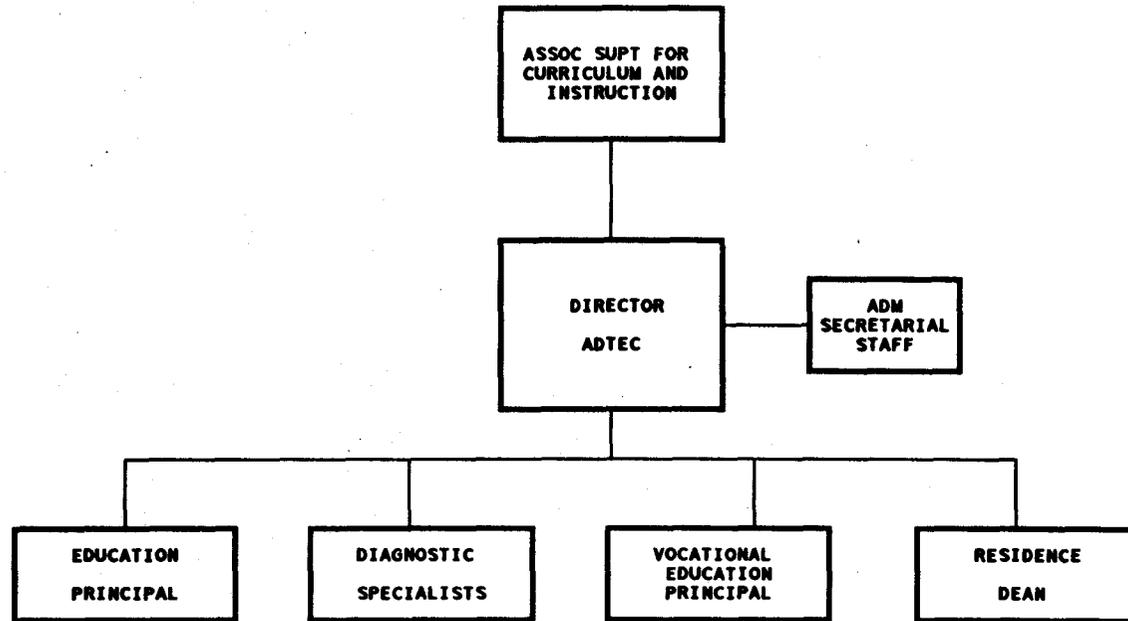
# SCHOOL FOR THE DEAF

Current



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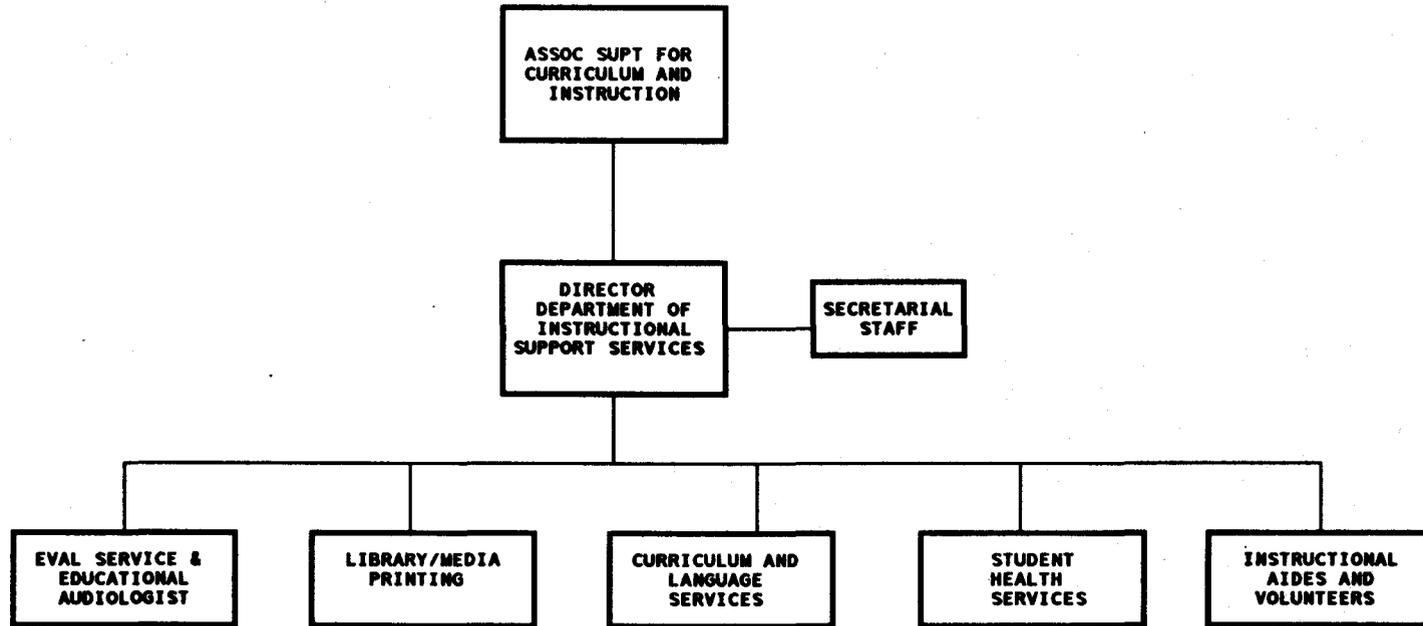
Figure 4



34

Figure 5

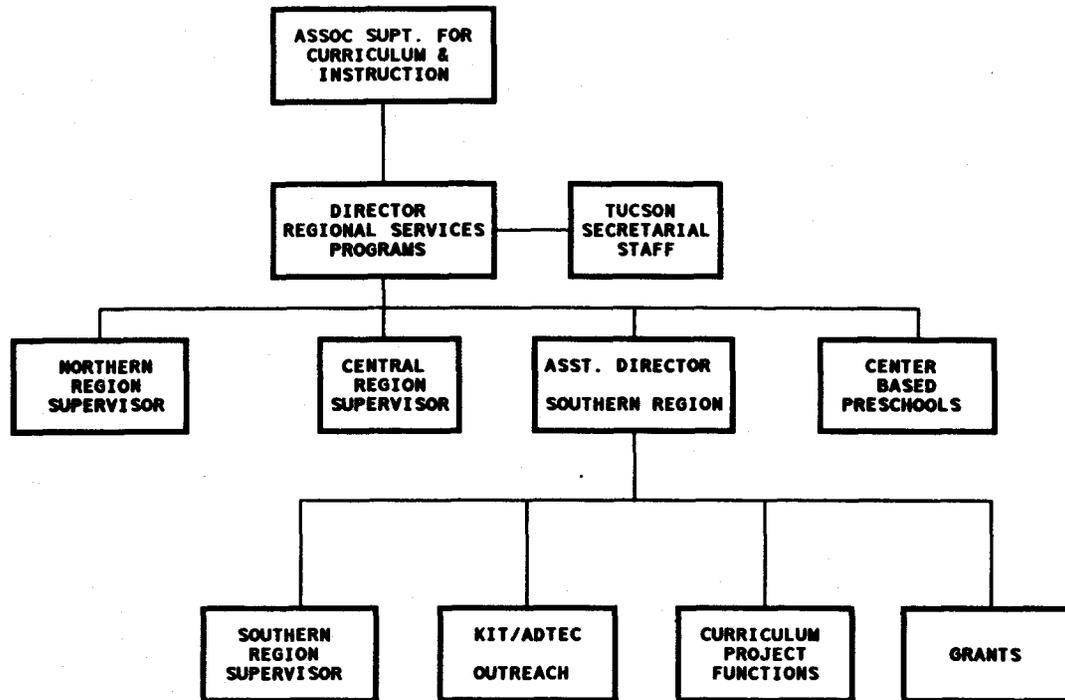
# DEPARTMENT OF INSTRUCTIONAL SUPPORT SERVICES



35

Figure 6

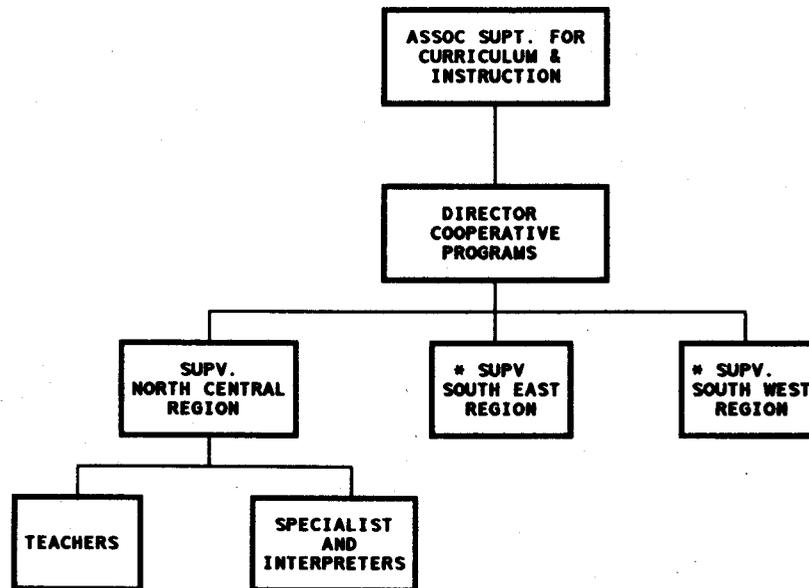
# REGIONAL SERVICES PROGRAM



88

Figure 7

# COOPERATIVE PROGRAMS



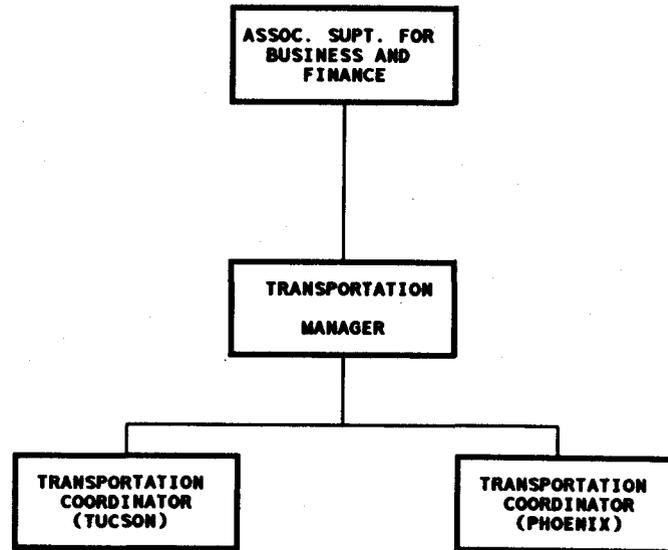
37

\* Region Authorized but not yet funded.

Figure 8

TRANSPORTATION

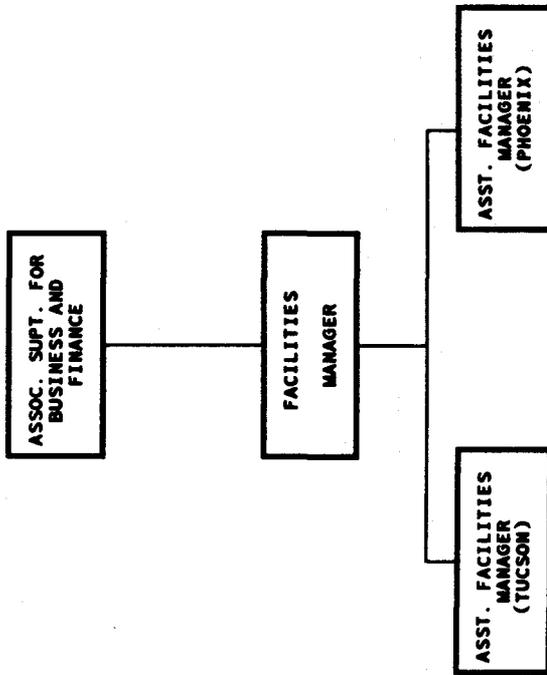
Current



38

Figure 9

# FACILITIES



ADMINISTRATIVE SERVICES

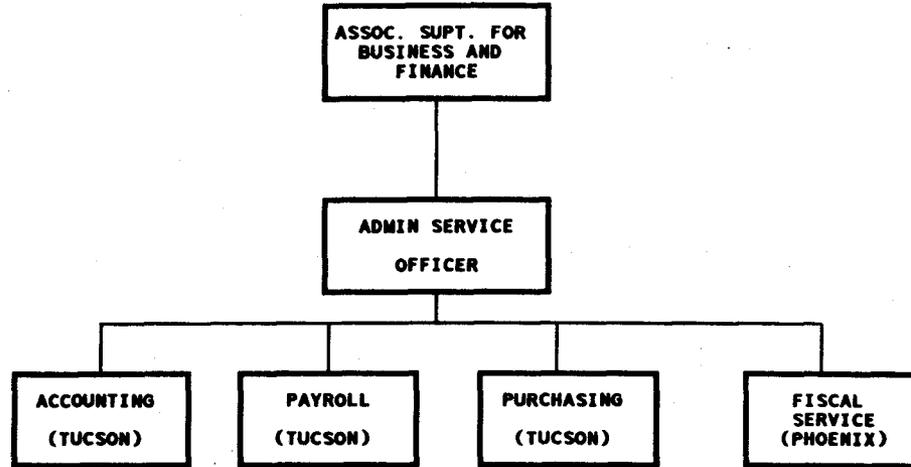
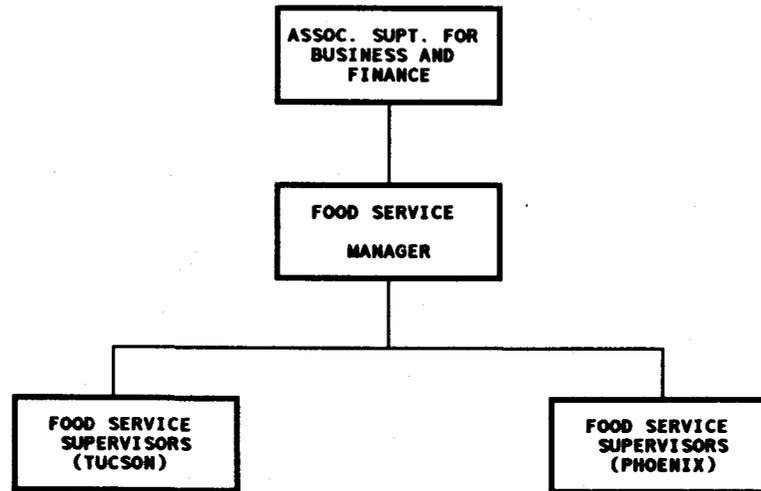


Figure 11

# FOOD SERVICES

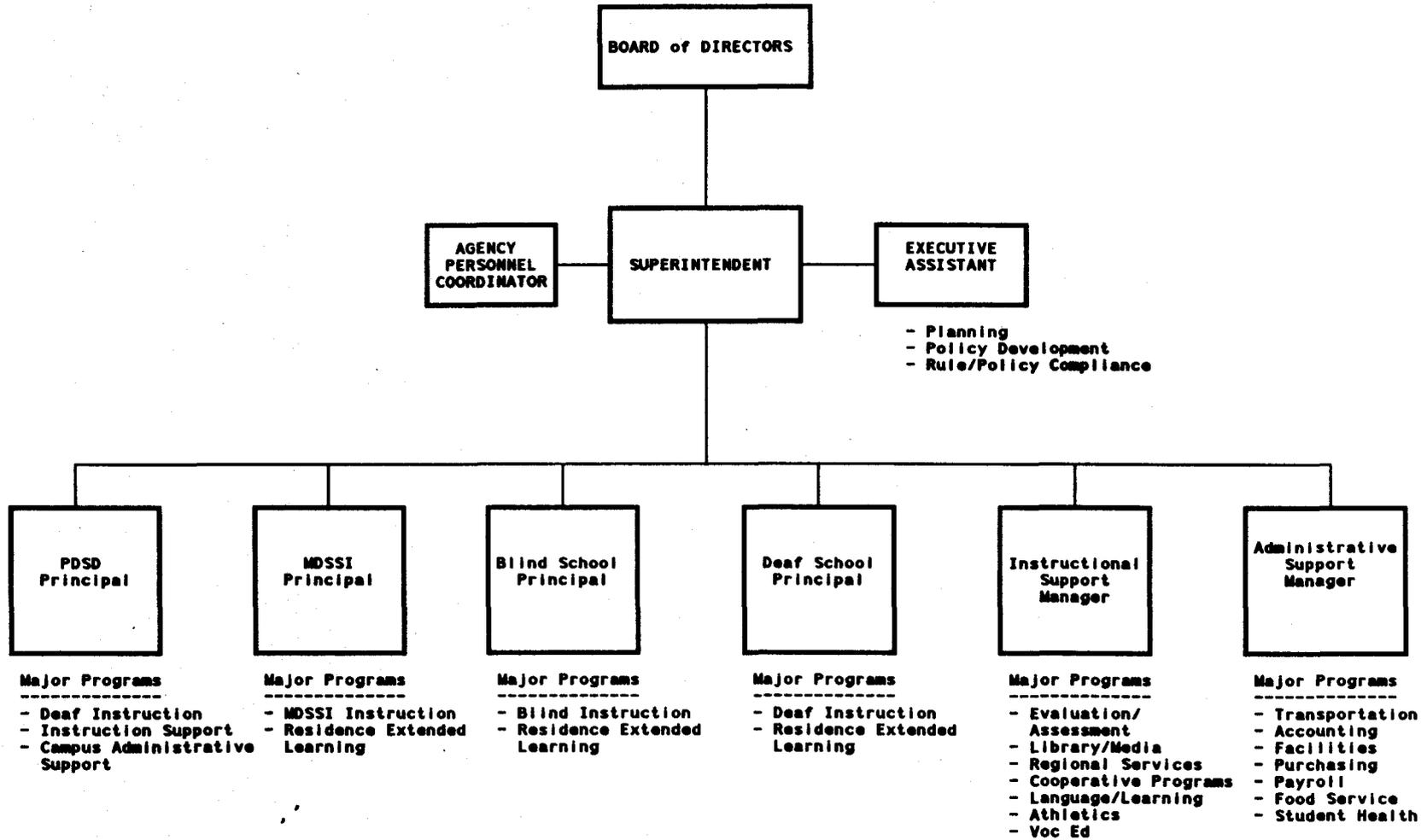
Current



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Figure 12

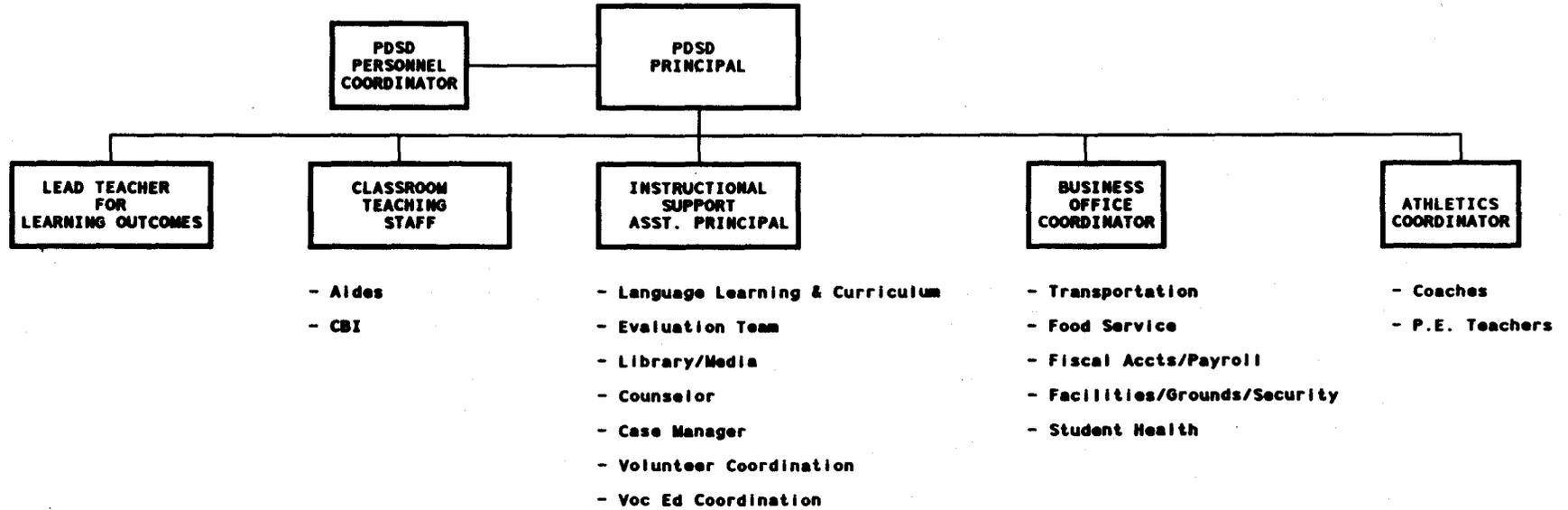
# ARIZONA STATE SCHOOLS FOR THE DEAF AND THE BLIND



42

Figure 13

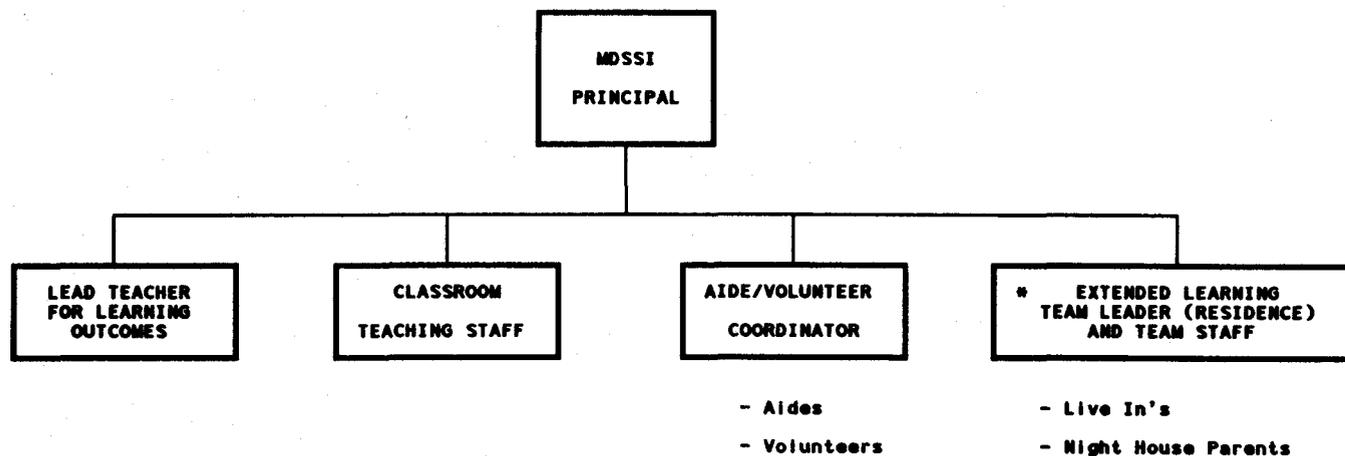
# PHOENIX DAY SCHOOL FOR THE DEAF



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Figure 14

# MDSSI SCHOOL



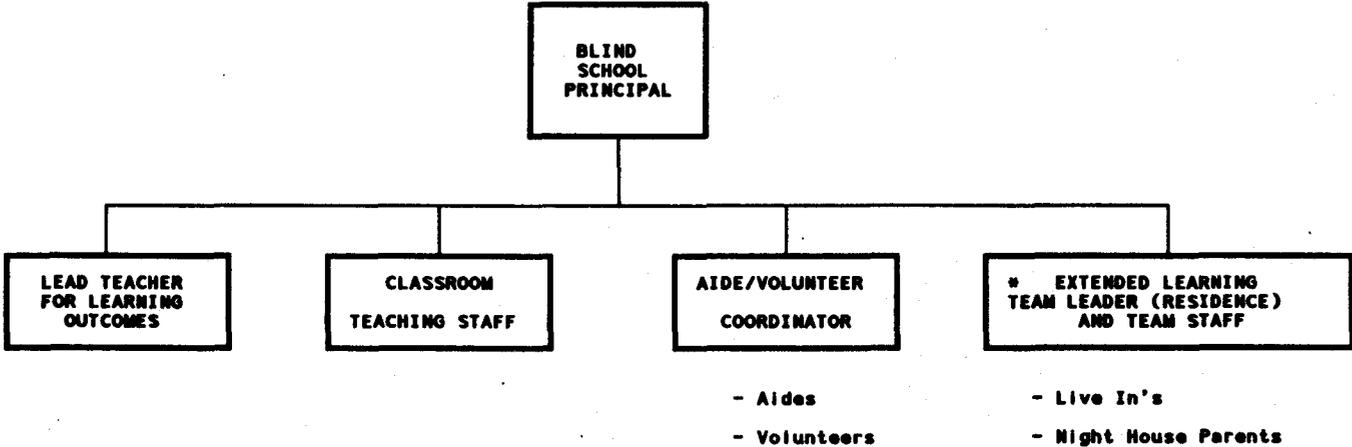
44

\* Final number of required positions to be determined after analysis of new Team Leader role application.

Figure 15

# SCHOOL FOR THE BLIND

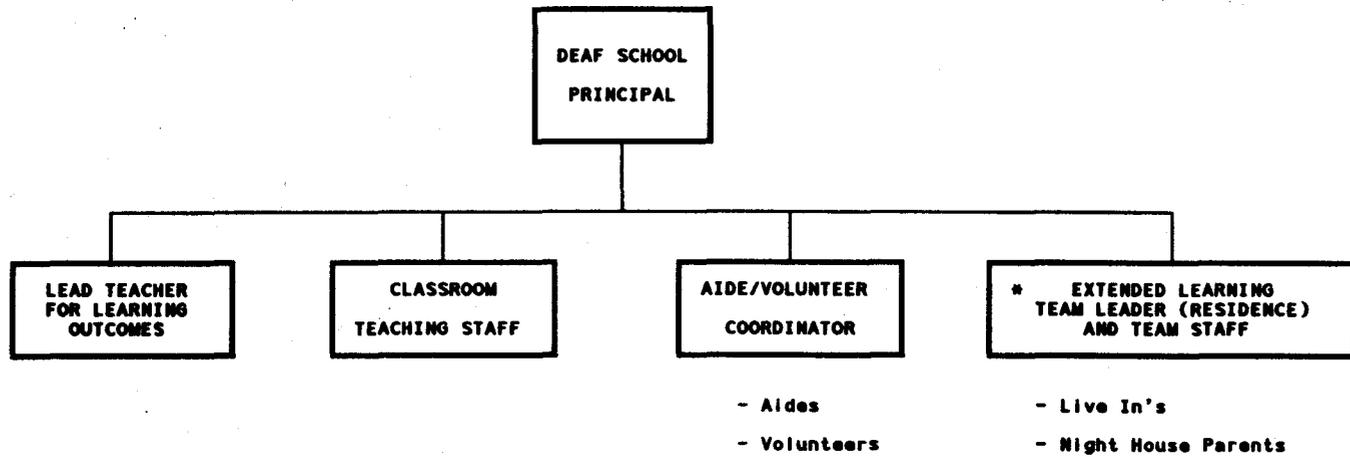
45



\* Final number of required positions to be determined after analysis of new Team Leader role application.

Figure 16

# SCHOOL FOR THE DEAF



46

\* Final number of required positions to be determined after analysis of new Team Leader role application.

Figure 17

# INSTRUCTIONAL SUPPORT

47

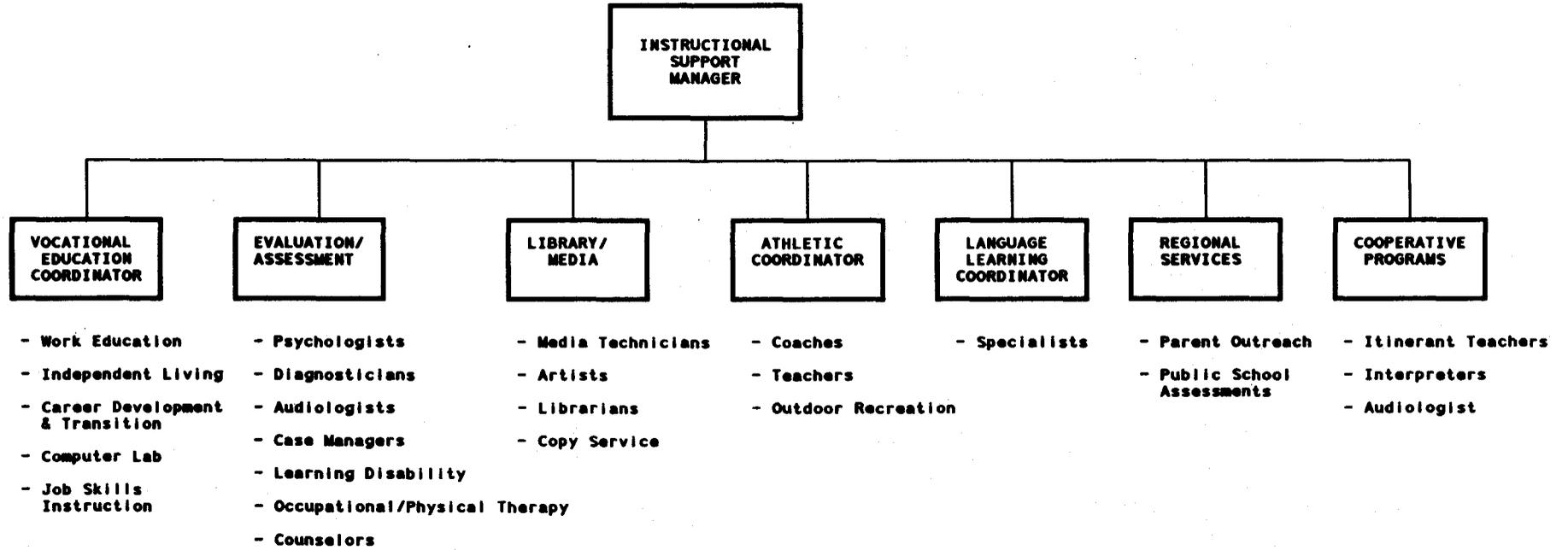


Figure 18

ADMINISTRATIVE SUPPORT

48

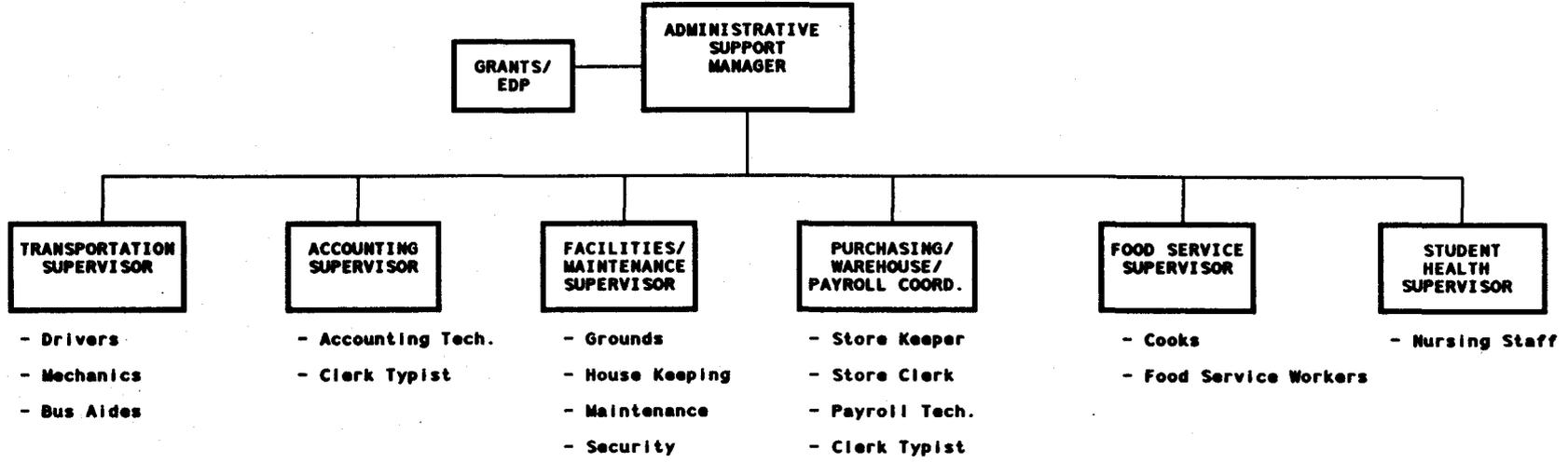


Figure 19

## **OPTIMIZE CLERICAL SUPPORT (Near-Term)**

### **CURRENT SITUATION**

The Arizona Schools for the Deaf and the Blind, Tucson campus, clerical staff consists of 25.25 FTE's. They are assigned to the agency's administration, schools, programs, and staff.

The School for the Deaf has one secretary for the Elementary, Middle, and High School as well as the Director's office and the Athletic Director.

The School for the Blind has one secretary for the entire school program. The employee has been assigned to work in the High School. The secretary for the School for the Deaf Director serves the Director for the School for the Blind.

The Arizona Diagnostic Testing and Education Center (ADTEC) program has three areas of clerical service; the school, diagnostics, and director. There is one secretary assigned to each area. In addition, the Vocational program, which is within ADTEC, has one secretary to assist the staff in that building.

The Department of Instructional Support Services (DISS) differs in the overall assignment of the clerical staff. There are 2.5 employees serving DISS; this encompasses evaluation services, library/media/printing, curriculum and language services, communication, and instruction aides and volunteers. Student Health Services has a clerical assistant for its clerical needs. Unlike the schools and ADTEC which house their clerical staff in the same building they serve, DISS staff are located in three different buildings on campus. The DISS clerical staff are housed in the same building as their Director.

The Cooperative Program has two clerical staff with one located in the Flagstaff office. The employee on the Tucson Campus is part time and serves the Director and also supervises the Flagstaff clerical employee.

There are 4.5 secretaries in the Regional Services Program (RSP). The Tucson campus houses 2.5 FTE's while the other two are located in Flagstaff and Phoenix. This program, as well as the Cooperative Program, serves the staff assigned to the same building but also serves employees placed statewide.

The main Administrative buildings have five (5) clerical FTE's; one secretary each for the Associate Superintendents, one clerical person for the Superintendent and one for Personnel. The fifth clerical employee is the main switchboard operator for the school.

These employees' duties are similar in that each performs filing, typing, copying, and phone duties. Each department has a supervising secretary, with the exception of the Blind School employee who is supervised by a secretary in the Deaf School. Other duties the clerical staff perform vary with the uniqueness of the program/area. For example, the school secretary's responsibility would be attendance reporting with more parent and teacher contacts. The evaluation areas would generate more typing due to student evaluation reports. The statewide programs would require more assistance in tracking employees and their payroll as well as students placed in the public school districts.

A move of several programs to the new Middle School, Elementary School and Learning Resource Center buildings takes place in early 1993. This move distributes the clerical staff by assigning two DISS clerical staff to the Learning Resource Center, two clerical to the Elementary School, six clerical staff to the ADTEC building, and four secretaries to the Middle School.

After the move, a new phone system will go into effect. Each building will be assigned one trunk line which will rotate to other lines when a line is being used; the Business/Finance office will function the same although some staff will have direct lines. The administration building will be the exception to this process in that there will be a switchboard with multiple main lines. These lines will not be the same lines as the other buildings but used as a main school number. The school as a whole will have an intercom system for calling from office to office, but callers from outside the school will not be able to access these offices without funneling through the trunk lines.

## **IMPACT**

The secretarial staff is not utilized as effectively as it could be. The secretaries assigned to supervise are delegating their clerical duties to their staff and are leaving their work stations to oversee clerical persons who are assigned work by other employees.

Secretaries are not utilized fully during the summer months. When the students are on summer vacation, clerical duties such as student attendance, teacher assistance, and distribution of various materials are reduced.

Clerical staff are not located in the area which they serve. Many staff must deliver their assignments to another building either by walking the assignment there or utilizing interoffice mail. For example, the DISS Curriculum, Communication, and Library/Media Supervisors and staff are located several buildings away from the DISS clerical staff; when these programs need clerical work done, individuals must deliver the work to another building where the clerical are housed.

The evaluating supervisor does not assign the work to the clerical person this employee oversees; consequently, the employee must rely on others for input on the employee evaluation. In addition, some clerical supervisors must leave their building to oversee their employees. This results in ineffective utilization of the supervising secretary since that person is not at her work station.

Clerical staff are not cross-trained, increasing the need for temporary assistance in cases of absence or extended leave.

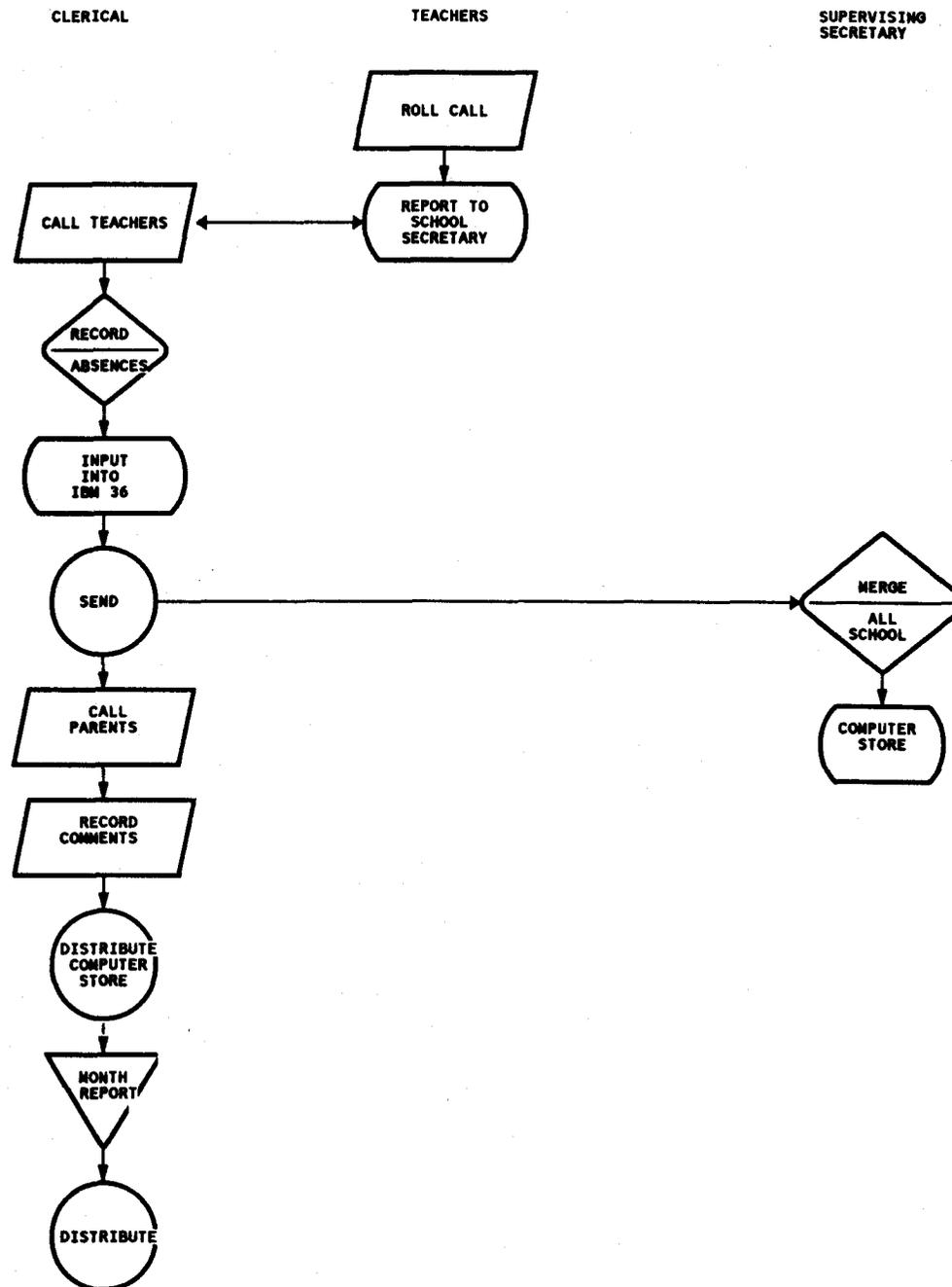
The attendance process unnecessarily increases the workload of the clerical staff. For instance, the clerical staff must call parents in the event of an absence, call classrooms for absences, record absences in a book, and report absences to the Director of the department, the student health center, principal of the school, and accounting.

A cluster of clerical staff will result in the Middle School from the upcoming move. All other buildings will have two clerical staff assigned to them; with the exception of the ADTEC building who require typists for the evaluations. The Middle School clerical assignments are not consistent with the above mentioned plan.

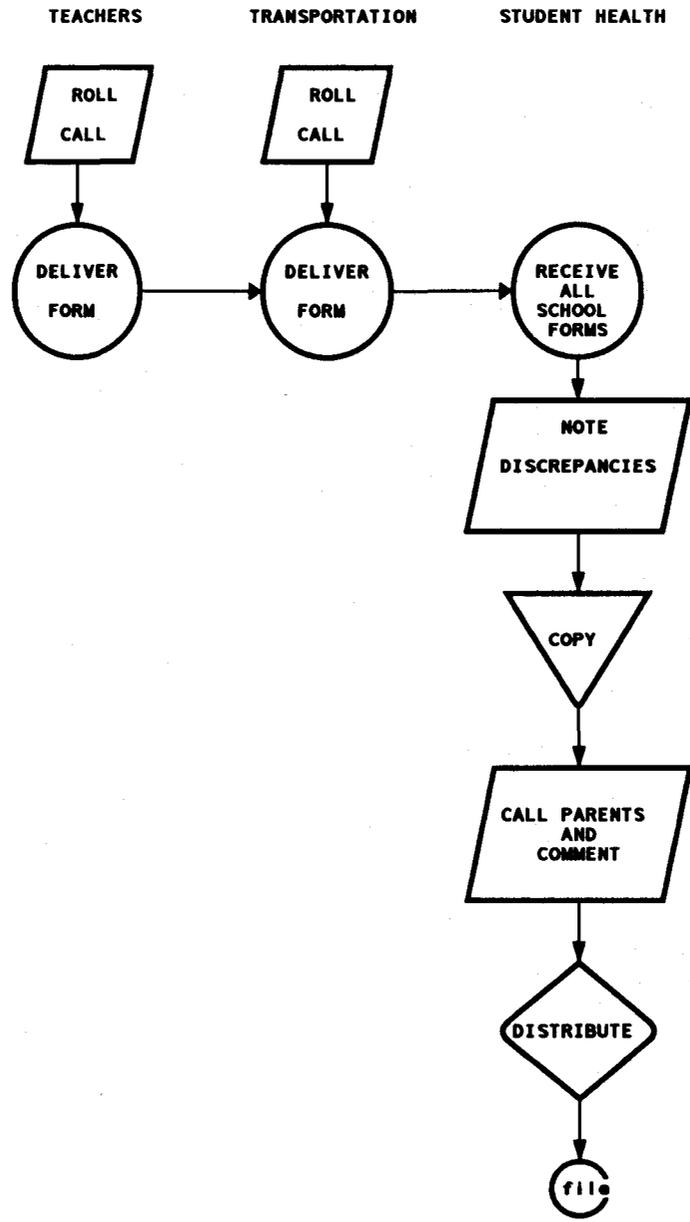
## **RECOMMENDATION**

1. Reduce the number of clerical employees for the summer months, when school teachers are absent. Employees would consist of one secretary for each school: High School, Middle School, Elementary; one secretary for the RSP program; one for the ADTEC building; and, a full staff for Administration.
2. Streamline the attendance process. (See Flowcharts 1 and 2)
  - a. Redesign the attendance form incorporating staff and students.
  - b. Give the Clinic the responsibility of calling absentees, gathering the total absentee numbers, placing onto one form, and distributing the form to the appropriate parties.
3. Assign the clerical staff the duties which serve the building/program in which they are housed.
4. Assign students to perform clerical tasks under the Vocational Program, for example: mail delivery and distribution, filing, shredding, TDD calls and copying. This program is discussed further elsewhere in this report.

# ATTENDANCE TRACKING CURRENT PROCESS



# ATTENDANCE TRACKING PROPOSED PROCESS



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5. Implement an objective, to the extent possible, of assigning clerical supervisory duties to the administrators who generate the work, for example, the clerical assigned to the schools would report to the principal of that building; the clerical assigned to the Learning Resource Center would report to the administrator of Instructional Support Services; and the clerical assigned to the administration building would report to the administrator of their department.
6. Cross-train all clerical staff in word processing, computer techniques, student history intake process, filing, personnel processes, and any other duties that would enable a secretary to perform the secretarial duties of another program area.
7. Delegate the Board of Directors' requests to a single clerical person, the Superintendent's Executive Secretary. This employee will act as liaison and also track and assign work. In addition, the employee will delegate the work to appropriate staff for completion.
8. Eliminate 4.0 clerical staff:

<u>POSITION</u>	<u>DEPARTMENT</u>
Administrative Secretary I	Cooperative Program Tucson (.5 FTE)
Administrative Support Supervisor I	School for the Deaf
Administrative Secretary II	Regional Services Program Tucson
Administrative Secretary III	Associate Superintendent Curriculum

9. Assign two full time clerical staff to each building/school (except ADTEC) to accommodate the new phone system. At ADTEC, assign in addition to one full time employee, the part time clerical staff to serve the evaluators. The nature of these duties is too time consuming to station less than three (3) part time and one (1) full time employee, totalling 2.5 FTE's.

## **BENEFITS**

The majority of ASDB clerical staff will maintain a "teacher schedule" which means working 181 days a year (otherwise known as ten (10) month employees). This schedule is implemented due to summer vacation for the students as well as holiday breaks. The need for clerical assistance during this time is reduced. To operate with a reduced crew of clerical employees during these vacation and holiday periods would result in a cost savings.

Placing clerical staff in the same building with the program staff they serve will reduce

travel time of the document/work from person to person and increase output of work. The direct supervision and evaluation of clerical staff by the person generating the work for that clerical person would produce more objective reviews for the clerical person. The process would be less cumbersome since the work would be directly experienced by the supervisor without secondary input from other employees. In addition, the hours spent by the supervisor overseeing clerical employees will be eliminated allowing for additional, quality assignments. This recommendation would be consistent with the clerical serving the area they are assigned. The Administrative Support Supervisor I would no longer be required; the supervision will be assigned the professional staff whom the clerical person serves.

Cross-training all clerical staff will reduce the need for temporary help and allow for serving the public in a more expedient manner. The school and administrative staff will receive assistance more readily as well.

A new attendance process would decrease the time and workload of the clerical staff. A new form used by all schools which incorporates staff with student attendance, such as the form and process utilized at PDSB, would be useful. This same form could be designed to fit on one master form to be distributed to appropriate staff. This master form can be generated, copied and distributed from the clinic. This would eliminate the need for a secretary to up-date records. The record up-date in the system could be done in administration.

The most needed improvement for the attendance record keeping process is a computer network. This would greatly reduce the aforementioned steps. The responsibility of input would be with each school secretary but all departments could access the information.

The ASDB Board of Directors needs a clerical person to perform various tasks. Though the duties would not be constant, it would benefit ASDB to assign a clerical person to act as liaison to the Board. This person would track the work requests and delegate them to the appropriate clerical staff for completion. An additional FTE should not be needed.

The administrative secretaries, upon elimination of various duties such as supervision, could be utilized in the manner their titles dictate. They would be available for more typing, phone assistance, evaluation typing and other duties of a clerical nature. In particular, the secretary to the Superintendent could be best utilized in this manner if the Board of Directors' requests were handled as described above.

The distribution of these assignments, as described above, allows for the elimination of 4.0 clerical staff.

Cost savings for positions recommended to be eliminated are based on an entry level salary as indicated on the 1993 salary schedule. Salaries of employees currently placed in the position or expected to remain upon implementation of recommendations may actually be higher than the figures shown.

### POSITIONS ELIMINATED

<u>CURRENT DEPARTMENT</u>	<u>CLASSIFICATION</u>	<u>GRADE</u>	<u>FTE</u>	<u>ANNUAL SALARY</u>
Coop. Program (Tuc)	Admin. Secretary I	12	0.5	\$ 8,755.50
Deaf School (Tuc)	Admin. Support Supv. I	14	1.0	20,019.00
Reg. Svs. Prog. (Tuc)	Admin. Secretary II	13	1.0	18,737.00
Assoc. Supt. Curr.	Admin. Secretary III	14	1.0	<u>20,019.00</u>
Total				\$67,530.50
ERE (.232)				<u>+15667.08</u>
TOTAL SAVINGS IN POSITIONS				<b>\$83,187.588</b>

### REDUCTION IN HOURS

<u>CURRENT DEPARTMENT</u>	<u>CLASSIFICATION</u>	<u>GRADE</u>	<u>ANNUAL SALARY</u>	<u>SCH YR SALARY</u>	<u>DIFF.</u>
DISS (Tuc)	Admin. Secretary I	12 F/T	\$ 17,511.00	\$12,998.94	\$ 4,512.06
ADTEC (Tuc)	Admin. Secretary I	12 F/T	17,511.00	12,998.94	4,512.06
Voc (Tuc)	Admin. Secretary I	12 F/T	17,511.00	12,998.94	4,512.06
Deaf Mld. (Tuc)	Admin. Secretary I	12 F/T	17,511.00	12,998.94	4,512.06
VI School (Tuc)	Admin. Secretary I	12 F/T	17,511.00	12,998.94	4,512.06
Athletics (Tuc)	Clerk Typist	09 P/T	8,020.00	5,956.91	2,063.09
RSP (Tuc)	Admin. Secretary I	12 P/T	<u>8,755.50</u>	<u>6,499.47</u>	<u>2,256.03</u>
Total			\$104,330.50	\$77,451.08	\$26,879.42
TOTAL SAVINGS IN SALARY					<b>\$26,879.42</b>

The total savings to ASDB would be \$110,077.00.

### IMPLEMENTATION

- Develop a plan for placing the clerical staff in their assigned buildings and outlining their duties according to support assignments.

- **Revise or develop office policies consistent with the recommendations of this report.**
- **Once agency realignment is complete, reevaluate clerical staff assignments.**

## **DECENTRALIZE PERSONNEL DECISIONS; CONSOLIDATE TRAINING**

### **CURRENT SITUATION**

The personnel department for the Arizona School for the Deaf and the Blind (ASDB) consists of a Director, two Personnel Technicians, and a Secretary. One of the Personnel Technicians is located at the Phoenix campus.

This department functions as the office for:

- Affirmative Action**
- Employee Relations**
- Classification and Compensation Review**
- Market Surveys**
- Industrial Injury Tracking**
- Recruitment**
- Grievances**
- Employee Health Monitoring/Tracking**
- Employee Evaluation Tracking**
- Personnel Policy and Procedure**
- Time Sheets Monitoring/Tracking**
- Employee Benefits Tracking**

The two Personnel Technicians are responsible for the recruitment and employee orientation processes at their respective campus.

Nationwide recruitment is vital to the ASDB and PSDS campuses since the qualifications for employment are often quite specialized.

The recruitment process takes five (5) to seven (7) weeks to complete. The program or school supervisor/manager is responsible for requests to fill, review and interview of applicants, choice of the applicant, and the recommendation of the candidate to the Superintendent. The Personnel Office is responsible for reviewing the forms for accuracy, distribution and tracking of the forms for signature, advertising, sorting of applications and maintaining a file of applicants for each position, and sending letters of denial to applicants. The forms are distributed to, and signatures are required by, the hiring supervisor, the Director of the school/program, the personnel office Director, the payroll person, the Associate Superintendent, and the Superintendent.

The technicians are assigned to serve on the Personnel Policy Advisory Committee (ASDB Administrative Policy 92-2) along with the Personnel Director and representatives of each school and program. This committee was established for the purpose of bringing to management's attention personnel policy areas that need review and/or action.

The technician position acts as the personnel liaison for school employees as well as prospective employees; answering questions relating to benefits, job announcement dates and descriptions, pay plans, and simple issues in personnel policy.

The employee Management By Objective (MBO) evaluation process, including due dates and evaluations for all employees, is tracked by the personnel technicians. All employee demographics and certifications are maintained in the system by the technicians.

The Tucson and Phoenix technician positions differ in that Tucson is the "home" office where permanent personnel records are maintained and all insurance tracking, record keeping, and billing is performed. The Tucson technician reviews these records for accuracy and files the Personnel/Payroll Action (PPA) and also logs the Recruitment Authorization Information (RAI) form data. This employee receives assistance from the personnel secretary with filing, employee fingerprinting, and Industrial Injury tracking.

The Phoenix technician performs the fingerprinting process required for personnel background research. This employee acts as liaison for the employee grievance process and verifies employment. The Phoenix campus personnel department does not have clerical support to complete filing, simple public inquires, typing and copying.

The Personnel Director oversees all processes and procedures for the Phoenix and Tucson office. The position is responsible for compliance of Occupational Safety and Health Administration (OSHA) health guidelines and all reports (quarterly, monthly, and annually) to the Board of Directors, Superintendent, and payroll. This employee is also the Superintendent's advisor when issues arise requiring expertise in personnel law.

Employee training for teachers is coordinated by the Curriculum Coordinator at both campuses. Training for employees in other areas such as foods, clerical, and transportation is coordinated by a person within that program or school.

## **IMPACT**

The recruitment process is cumbersome and results in a number of inefficiencies.

The Phoenix Day School for the Deaf (PDS) personnel processes are delayed additional time in comparison to Tucson due to the distance between cities and the requirement to receive approval from an administrative person in Tucson.

The training for the employees at both campuses is focused on the institution of education and is not diverse enough to cover other areas of concern such as employee health and safety, transportation techniques, clerical and foods.

Employee health and safety guidelines, as required by the OSHA, is assigned to the personnel office, but health issues require attention from a health specialist such as the nurse at the health center.

The lack of clerical support at PDS personnel delays processes and adds time consuming tasks to the technician's workload.

The grievance process is a lengthy process which often consumes large amounts of the personnel director's time.

ASDB and PDS are not utilizing all resources for recruitment, thereby limiting potential specialized employee responses.

There are too many separate employee tracking systems in place; for example, the employee demographics, certifications, position, and pay scale are separate programs or forms for tracking that the technician must access to complete.

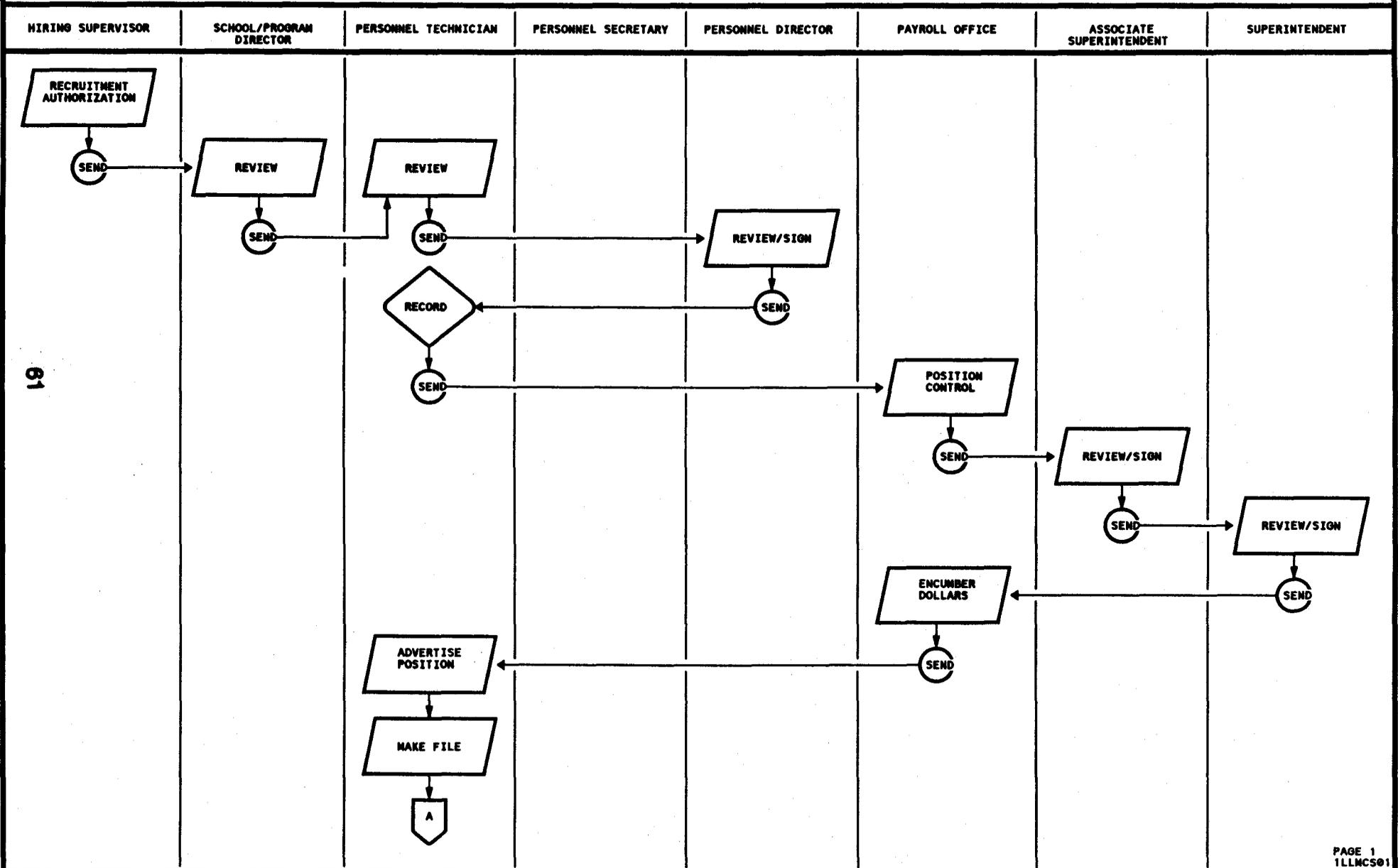
The Superintendent and the Personnel Director are responsible for reviewing and signing routine employee changes or requests such as annual payroll tracking and requests to fill which are relatively low priority.

The ASDB and PDS supervisory and management staff are not utilized in the personnel process and reporting. The personnel office performs the majority of the paperwork which could be delegated to the hiring manager/supervisor.

## **RECOMMENDATIONS**

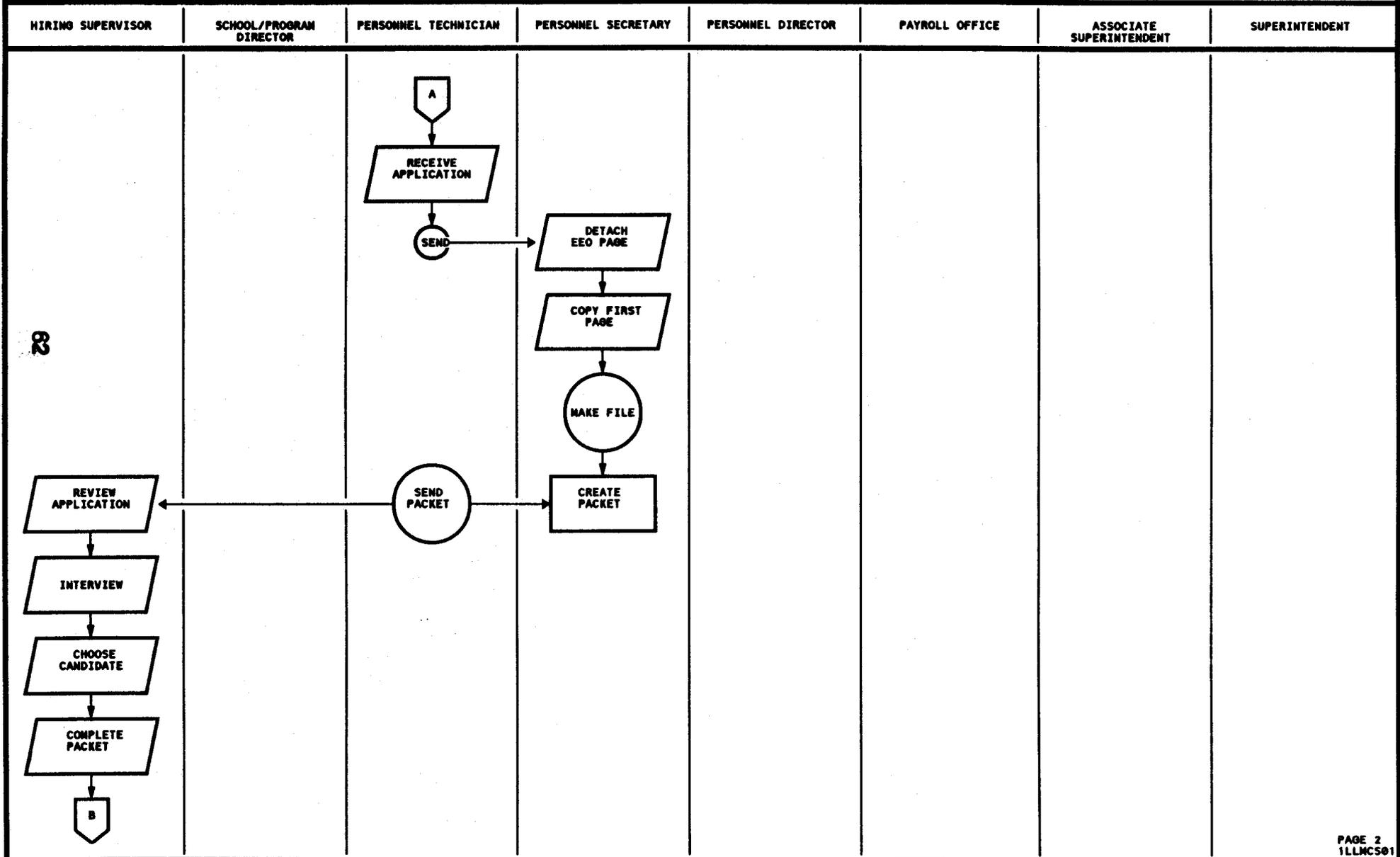
1. Streamline the recruitment process (See Flowcharts 3 and 4).

# ARIZONA SCHOOLS FOR THE DEAF AND THE BLIND CURRENT RECRUITMENT PROCESS

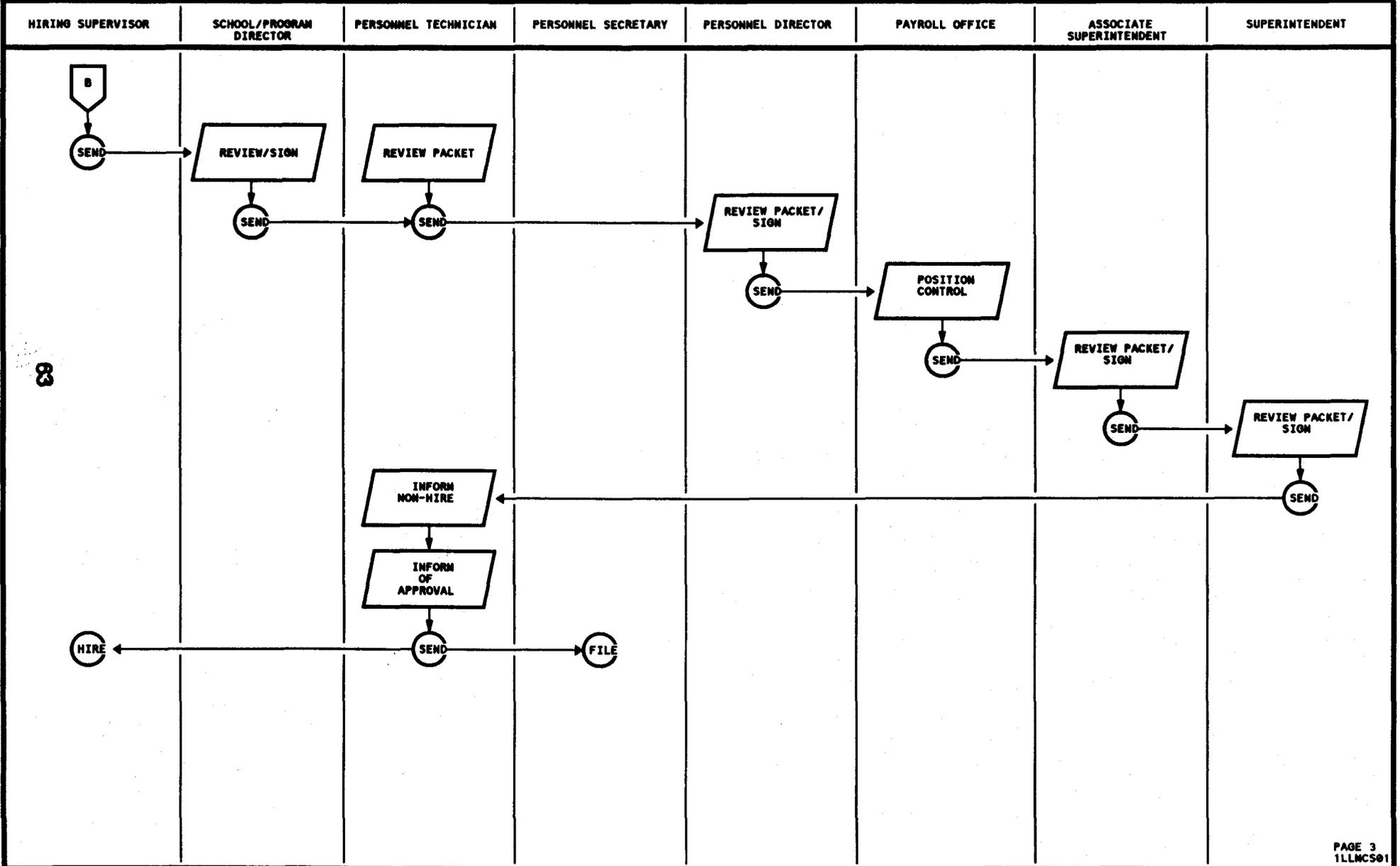


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# ARIZONA SCHOOLS FOR THE DEAF AND THE BLIND CURRENT RECRUITMENT PROCESS

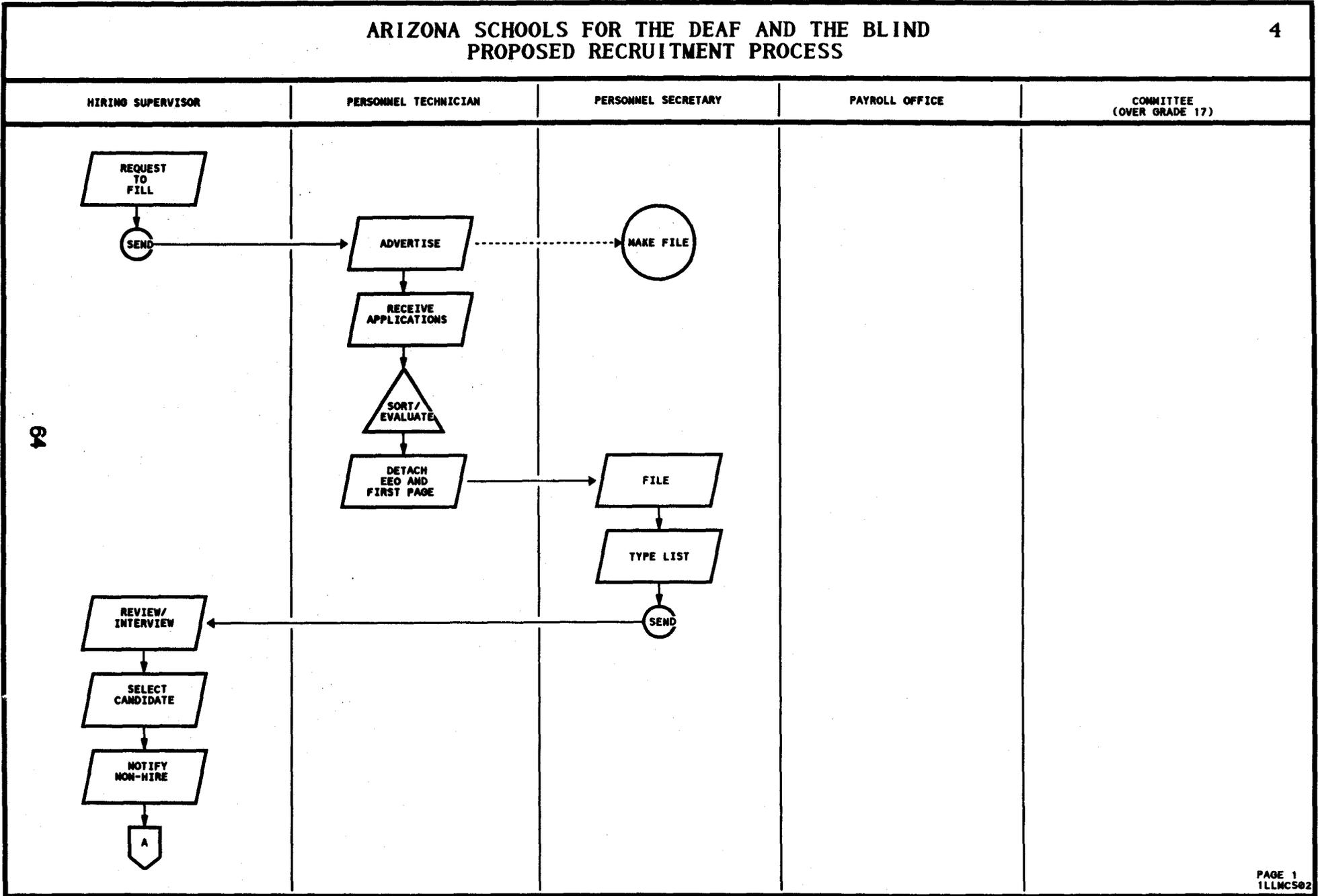


# ARIZONA SCHOOLS FOR THE DEAF AND THE BLIND CURRENT RECRUITMENT PROCESS



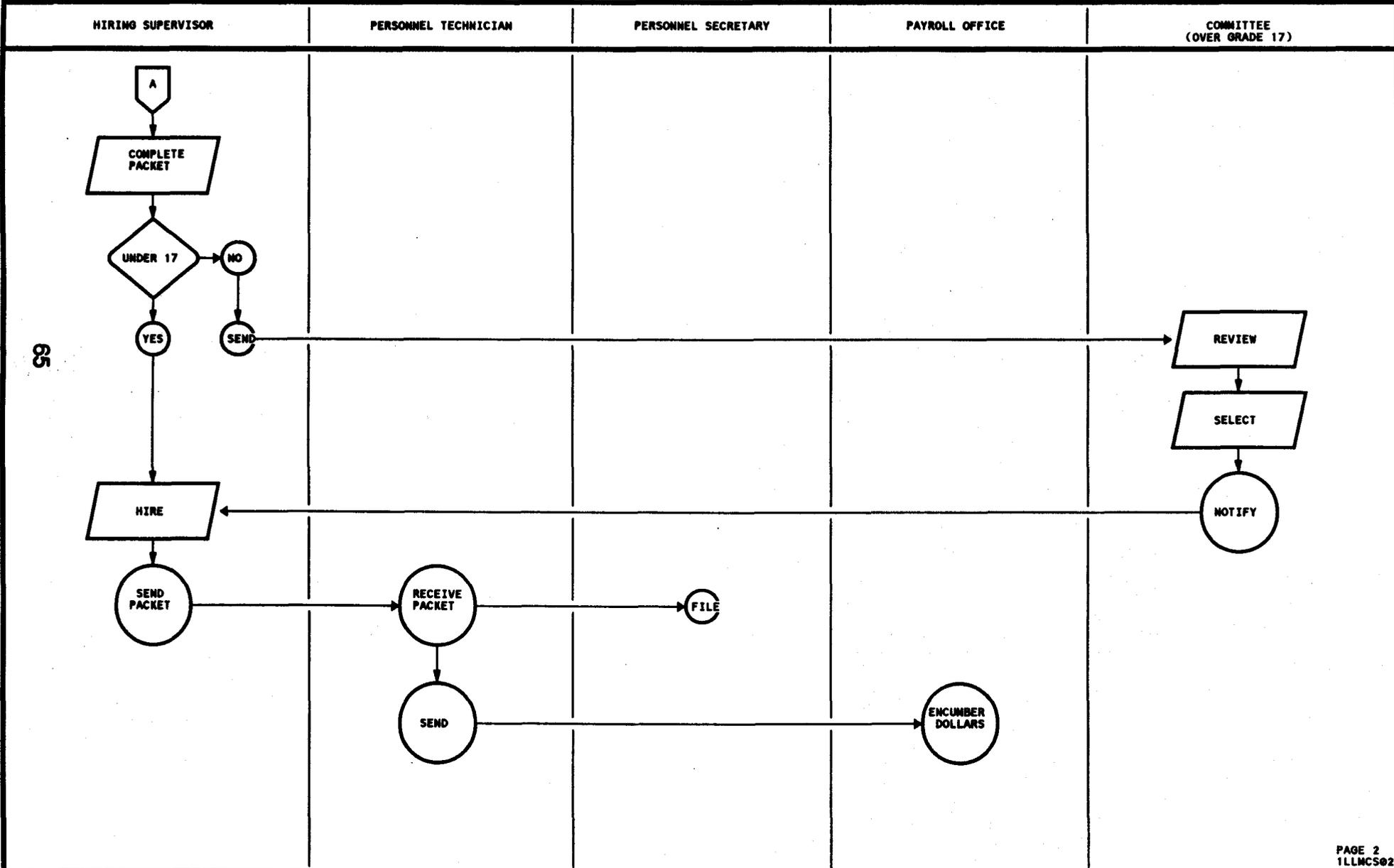
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# ARIZONA SCHOOLS FOR THE DEAF AND THE BLIND PROPOSED RECRUITMENT PROCESS



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# ARIZONA SCHOOLS FOR THE DEAF AND THE BLIND PROPOSED RECRUITMENT PROCESS



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2. In concert with the program realignment recommendation discussed elsewhere in this report, reduce the authority of the Personnel Director over the Phoenix campus Personnel Office and place this office under the direction of the school's Principal. The personnel record maintenance and assistance to employees in Phoenix and the Northern regions will be done at PDSO; the employee record maintenance and assistance in Tucson and the Southern regions will be at ASDB (Tucson).
3. Centralize the coordination of the employee training by placing the coordination function with the Personnel Office.
4. Assign the OSHA compliance and tracking of employee health and safety issues to the Health Center.
5. Assign the PDSO Principal's Administrative Secretary to assist the personnel Technician.
6. Assign the coordination of the grievance resolution process to the Personnel Technicians at both campuses.
7. Add the Department of Administration (DOA) to the advertising process by posting position vacancies in the DOA recruitment process.
8. Assign the hiring supervisor additional responsibilities in the recruitment process; for instance, the job denial letter to non-selected applicants.
9. Redesign the PPA form to include employee demographics and certifications. In addition, input the form into the computer system for easy access for change, addition, and storage.
10. Eliminate the requirements for signature on the PPA form and the RAI form by the Superintendent, Personnel Director, Director of the department, and payroll office. Develop a Personnel Committee for review of applicants for grade 17 and higher. Delegate the Personnel Director to have authority to approve hire requests. At PDSO, the Principal (in concert with the realignment authority) would be the assigned administrator to approve hires.
11. Assign an existing staff person as personnel coordinator for each school or program as a liaison to the personnel department.
12. Assign the personnel coordinator to track positions within that school/program through the Position Control report and provide the personnel office with a copy. The Personnel Office will distribute copies of the report to the appropriate staff.

13. Detach and file in the personnel office the top page of the job application form instead of copying the application. The Personnel Office will provide the hiring supervisor a list of applicants which includes the applicant names, phone numbers, and addresses.

## **BENEFITS**

Decentralizing the recruitment process within the Personnel Office will reduce the waiting time for filling a position as well as alleviating the stress generated in the department when duties are reassigned to other staff due to employee absence.

More delegation of authority to the PDSO Personnel Office will accelerate the personnel recruitment process. It will centralize the maintenance of employee records at the school in which they are employed, including records on retirement insurance and industrial benefit tracking. Employment and benefit requests/inquiries can be completed more expeditiously.

Training services provide employee career enhancements and current updates in techniques. By centralizing the coordination of training within personnel, the topics for in-service or workshops would be suited to each school/program since the Personnel Office has information on all employees, position descriptions and their training needs.

The OSHA guidelines that are of a medical nature should be assigned to the medical staff at the health center to assure its compliance and to perform the tracking of the employees affected. This would reduce the responsibilities of the Personnel Office, allowing for more time to focus on other projects and programs.

With review and some realignment of duties, the Administrative Secretary at PDSO would be available for providing some assistance to the Personnel Technician; the Personnel Technician would then be able to focus on additional duties which would be assigned when the school gains more independence of personnel decisions.

By assigning the grievance process to the Personnel Technicians, the Personnel Director would take on more of a guidance role to the technicians reflecting a reduction in time spent counseling all staff. The technicians would conduct all interviews required for research purposes and place in report form for review. This would allow additional time for the Personnel Director to research, recommend, and implement new programs in the main personnel office.

The DOA would be a good recruitment advertising resource since it contacts all State agencies in Arizona. The percentage of people contacted would be numerous since the advertisements would be read by those missing the newspaper or other publications. This would include employees who work in departments such as Department of Economic Security and Federal Social Security Offices that provide services to the handicapped.

Delegating some steps in the recruitment process to the hiring supervisor would allow the personnel technician more time to complete other administrative tasks.

The redesign of the PPA would eliminate two additional programs that must be accessed separately for input in the computer system. The single page form would allow the staff to view employee's demographics, certifications, grade and step, pay plan, work location, job title, insurance choice and State hire date. A hard copy would be filed in the personnel file. This form would be easily accessible and easily changed when programmed into the computer system.

The hiring process would be performed by the hiring supervisor with guidance and assistance from the personnel office. The positions and their salary base would be established previous to the request to fill. The elimination of the steps for recruitment approval should reduce the hire process by one week. Limiting approval signatures to the hiring supervisor and personnel technician would reduce the time an additional four days or one week. This could result in three weeks or less for advertising and interviewing. Positions higher than a grade 17 or certain specialized positions would require a more involved review as the qualifications become more specialized; a personnel review committee would perform this function which would continue to reduce the superintendent's role.

The process requesting to fill a position would benefit by assigning the paperwork and liaison duties to a personnel coordinator. The coordinator would be able to complete the work in a more timely manner and be readily available to personnel for assistance when called upon.

The time required to create the position control report would be reduced if each school/program tracked its own positions and vacancies. This report would then be sent to a central location (Personnel Office). The pages from all the schools/programs would be attached together in preparation for distribution to the appropriate parties.

The application page listing the applicant's demographics is not needed for the interview, therefore, the Personnel Office would maintain application records more efficiently as well as save on copying by detaching and filing the top page of the application. The hiring supervisor only requires an interview list of all applicants which includes their address and phone number. Attached to the list would be their work and educational history. This process would centralize and maintain the recruitment application process with personnel.

## **IMPLEMENTATION**

- Review and reassign employee duties.
- Review, revise, and add policies and procedures consistent with the recommendations.
- Realign reporting process organizationally upon giving PDSO authority in its overall management of the schools/programs in Phoenix. This means that the Personnel Technician would directly report to the Principal of the school.
- Redesign the PPA form and place on-line in the computer system. This may require some cost to the school for the printing of the new forms. No computer software need be purchased.
- Transfer appropriate personnel files to PDSO.
- As a result of the redistribution of duties to the Personnel Technicians, the Personnel Director will be able to begin developing programs and guidelines for employee training. Some significant areas of in-service training are the grievance process, communication, recruitment process, health/safety, and the areas of concern addressed in this report which require change/improvement of the agency.
- List the employees affected by these recommendations and set times and dates for training.

## **STRENGTHEN DATA PROCESSING PLANNING AND ADMINISTRATION**

### **CURRENT SITUATION**

ASDB's data processing needs are served by a System 36. The System 36 is accessed through numerous individual terminals. Terminal availability is limited and some staff cannot access the system. Other information service demands are met through the use of individual or stand alone desk top computers.

ASDB has prepared a Long - Term Technology plan to meet information services demands. The plan identifies needs in three (3) major divisions, Administrative, Instructional, and Instructional Support.

Until recently the System 36 has been operated by two half-time positions.

### **IMPACT**

Some enrollment and other student records as well as many of the Individualized Education Programs (IEP) are handwritten and not integrated into the computer system.

The current EDP system does not appear to have kept pace with equipment needs, maintenance and support services. Many of the instructional and administrative employees expressed concern over the limited availability of EDP services.

Many individual users have brought privately owned computers to the work place for word processing, planning and scheduling and record keeping.

Handwritten records, requests, reports, and schedules create problems of legibility and redundancy. Attendance records are individually kept by transportation department, secretarial staff, teachers, deans and student health services and other programs with some duplication of effort. A computer program has recently been written, however, which is designed to assist in processing attendance records.

The IEP monitoring process could benefit from computerization of the IEP data. Non-electronic data handling often incurs the need to "walk" the paper through the system, thus impacting productivity.

Because of lack of immediate access to data, time is lost in correspondence preparation, distribution and response.

Routine records and reports could be more uniform and standardized and prevent possible conflict in data demands.

## **RECOMMENDATION**

We recommend that an internal quality initiative team be organized with the objective of providing the agency an EDP needs assessment of all sections, support programs and locations. This quality initiative team should then develop a total plan for EDP upgrading. The EDP plan should set an attainable implementation timetable and should take advantage of the information already available in the Long - Term Technology Plan.

## **SUGGESTED TOPICS FOR THE QUALITY INITIATIVE TEAM**

Some of the many topics the team should consider are:

System capacity requirements

Mainframe upgrade

Local Area Network needs and capabilities

Security

Software needs (databases, word processing, etc.).

Hardware requirements

Cost data

Financing alternatives and budgeting plan

Implementation schedule

Opportunities for interoffice communication with the Department of Education

Automated transmittals between ASDB campuses

## IMPROVE FOOD SERVICE PROCESS (TUCSON CAMPUS)

### CURRENT SITUATION

The ASDB (Tucson campus) is a residential school setting, requiring three meals be served daily including weekends. To handle this, the Food Service employs 15 FTEs, two of which are part time. The Food Service is closed for school breaks, holidays and summer vacation.

Two types of students are served—residential and day. All students are served breakfast and lunch meals; the residential students are served an additional dinner meal.

The meals are scheduled as follows:

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>
6:45A - 7:30A All Residential Students	11:30A Elementary Deaf High School Deaf DTEC	All Residential Students
7:30A - 8:00A All Day Students Preschool (CHIC) Delivered	12:15P Middle School Deaf Blind School	
8:15A - 8:45A Food Service employees		

The staff lunch is served from 11:00A through 1:00P daily. The Food Service employees have lunch 11:00A through 11:30A and 1:00P through 1:30P. The meal served to the staff/employees has additional selections and diversity in the menu in comparison to the student menu.

There are three (3) food service lines. One service line is for the school staff and two service lines are for the children. The kindergarten and ADTEC students are served "home style," in which the food service employees preset the tables with the food and utensils. The teachers and/or aides serve the students as well as clean the tables.

Breakfast for the preschool students, located off campus in central Tucson, is delivered daily by the Transportation Department. The morning crew in food service must begin the breakfast meal preparation immediately upon arrival to be ready to serve in the cafeteria at 6:45 AM. The cook's role is a vital step, in an obvious way, to this process. In addition to the meal preparation, the cook must set up a cart to go to the Transportation Department for delivery to the preschool. The cook walks

the cart over to the Transportation Department which interrupts the preparation process; in the meantime, the Cook II assists in the kitchen.

The Food Service employees are each assigned specific duties, however, each is cross-trained to assist as necessary. For example, the Dishwasher is called upon to unload the deliveries when they arrive. In the past, the warehouse and food storage were in separate buildings. This required that food service be responsible for the unloading and stocking of its deliveries. Currently the two storage spaces have become localized in one area--the basement of the cafeteria.

The lunch meal is the period of time with the most activity since all students and some staff are participating. To cover all areas, there is:

1. a dishwasher (Food Service Worker III) who is assisted by a Food Service Worker II or students in vocational training,
2. a cook (Cook III) who is assisted by a Cook II,
3. three (3) Food Service Worker II, one per service line,
4. a cashier for the staff line (Food Service Worker II), and
5. a person to count the type of meals provided to the students (Food Service Assistant).

The staff line is not open during the breakfast and dinner meals. The dinner meal is cooked and served by a second shift crew who work 10:30A through 7:00P; the crew consists of one cook, two servers, and one dishwasher.

The weekend staff consists of a cook, a server (Food Service Worker II), and a pot washer (Food service Worker II). The meals consist of lunch and dinner for the residential students on Saturday and Sunday; this schedule includes the Friday night dinner.

The positions are 10 month employees with the exception of the Manager, Food Service Assistant, and Food Service Supervisor who work an entire year.

## **IMPACT**

Some duties assigned to the day dishwasher are not consistent with the meal process. When a warehouse delivery occurs during the meal hours, this employee stops the

dish washing process and immediately goes to the warehouse in the basement of food service building to unload and store the items received. This requirement affects other areas of the kitchen since backup there is required.

The kitchen and dining room areas are governed by strict guidelines designated by the health department. It is essential that these areas meet all standards whenever inspected. The food service staff currently clean all equipment but find it a difficult task, with the number of FTEs, to thoroughly clean floors, sinks, tables, walls, and vents within the designated time frame. The time allowed for the meal preparation and set-up in an eight hour day is three (3) hours; the serving time is four hours. This leaves little time for cleaning tasks.

During the meal hour, assistance is required for cleaning tables, assisting the students in the service line, serving the "home style" tables, and replenishing the food wells for the servers. Efficient utilization of the Food Service staff is vital for the timely service to the students.

The use of one employee for meal counting purposes is not consistent with staffing the above areas. This employee could be utilized more productively by serving the students.

The Food Service Assistant has been delegated administrative tasks which are the responsibility of the manager and supervisor. As a result, the manager and supervisor positions are performing tasks which can be consolidated into one position. For example, the supervisor is responsible for the scheduling and oversight of the kitchen and dining room employees which includes their schedules; the assistant, however, has been delegated this duty.

The daily delivery of the preschool breakfast by the cook to the Transportation Department employees prevents the cook from smoothly and efficiently completing the meal preparation for the day. In addition, it takes another employee from his/her duties to backup the cook.

The work generated in the summer is not enough for three (3) administrative staff. During the summer months, the kitchen activity comes to a halt. The work which remains during this time is thorough cleaning of the kitchen, food ordering for the school year, and menu preparation. These duties can be, and should be, accomplished by the Manager.

There is little or no rationale for an extra, separate staff service line.

## **RECOMMENDATION**

1. Assign one employee or student as cashier/counter person. This task would entail the counting of the student meals or oversight of the computer system when implemented.
2. Implement a staff payment system for meals. In addition, implement a ticket or token service to visitors for their meals.
3. Reduce the work hours for the Food Service Assistant to 181 days, equivalent to a 10 month employee.
4. Utilize students in the Vocational Education program for duty assignments in the cafeteria. Tasks would include, for example, a student meal counter, busing tables, and setting up "Family Style" service for the students.
5. Utilize warehouse staff for unloading and stocking perishable and nonperishable foods. Another possibility is to include this requirement within the guidelines of the vendor contract.
6. Investigate the possibility of assigning one custodian to the Food Service section to report to the Food Service Manager. This employee would best be utilized in housekeeping duties for cleaning specific areas in the kitchen and dining room.
7. Utilize the drivers in the Transportation Department for the pick-up of the preschool breakfast from the cafeteria or any other similar requests.
8. Eliminate the staff service line.
9. Eliminate the Food Service Worker II position which oversees the staff line.

## **BENEFITS**

The employees in the food service are assigned specific duties in order for the meals to be completed and served efficiently to the students. There are no backup personnel in the assigned areas so the employees must be cross-trained to be available to assist each other. Assigning some of their current duties to other departments directly related to the task would eliminate the time Food Service staff is spending away from their section and the need for back-up. In addition, by utilizing the student meal counter in the kitchen or assisting the students in the service line, an employee would be available as back-up when necessary.

By placing the Assistant on a 181 day schedule, the school would achieve cost savings.

At present, when absences or extra duties not foreseen occur in the food service, additional help is called in on a substitution basis. Often times, it would benefit the school financially and academically to utilize the students for assistance. The students would be taught a work skill to coincide with their transition plan and ASDB would pay minimal dollars for the service.

It would benefit the food service program to relinquish the task of unloading the deliveries and stocking to the warehouse staff. This would prevent the need for substitutes and/or back up in the dish room area and the possibility of meal service interruption. Also, it may be worthwhile for the food service to determine the feasibility of the vendor performing this duty.

It would benefit the food service program to receive assistance of a full time employee from housekeeping. This would ensure that the ratings are kept at a high standard with the health department. The employees working in the kitchen and dining room would then be utilized in more efficient ways to serve the students.

It would prevent the risk of untimely breakfast service if the drivers from the Transportation Department picked up the cart from food service for the preschool and thereby allow the cook to continue with meal preparation.

The elimination of the Food Service Worker II position will result in cost savings to the agency.

Position salaries are calculated on the basis of entry level salaries for the affected position.

**POSITIONS ELIMINATED**

<u>CURRENT DEPARTMENT</u>	<u>CLASSIFICATION</u>	<u>GRADE</u>	<u>FTE</u>	<u>ANNUAL SALARY</u>
Tucson Food Service ERE (.232)	Food Service Worker II	05	1.0	\$12,845.00 + 2,980.04
<b>TOTAL SAVINGS IN POSITIONS</b>				<b>\$15,825.04</b>

## REDUCTION IN HOURS

<u>CURRENT</u> <u>DEPARTMENT</u>	<u>CLASSIFICATION</u>	<u>GRADE</u>	<u>ANNUAL</u> <u>SALARY</u>	<u>SCH YR</u> <u>SALARY</u>	<u>DIFF.</u>
Tucson Foods	Food Service Assistant	12 F/T	\$17,511.00	\$12,998.94	\$ 4,512.06
TOTAL SAVINGS IN SALARY					<b>\$4,512.06</b>

**Total cost savings to ASDB is \$20,337.10.**

## IMPLEMENTATION

- Complete review of current duties of food service staff and revise consistent with the recommendations.
- Revise or add food service policies and procedures to be consistent with both campuses.
- Determine the feasibility of including unloading and/or stocking duties in the vendor contract.
- Meet with housekeeping, transportation, and warehouse managers to discuss opportunities for assistance from these departments.
- Revise and/or establish procedures to be followed by the employees in departments affected by the recommendation.
- Meet with the Vocational Educational Department for assistance in implementing student assistance with selected food service tasks.
- Design and implement a staff payment system for meals and a token collection system for visitors.
- Meet with appropriate administrative staff for the implementation of the staff/visitor meal system policy.
- Schedule in-service training for staff.

## IMPROVE FOOD SERVICE PROCESS (PHOENIX CAMPUS)

### CURRENT SITUATION

The Phoenix Day School for the Deaf (PDS) Food Service employs 8 FTEs. All employees work 22.5 hours per week with the exception of the Supervisor and the Cook III who work 35 hours per week.

The Food Service Manager in Tucson oversees the food service production work performed on this campus.

Unlike the Tucson campus facility, PDS is a day school and serves the deaf population and the multiply handicapped deaf student. Two meals, breakfast and lunch, are served. The food service area is closed weekends, holidays, breaks, and summer vacation.

The meals are scheduled as follows:

#### BREAKFAST

8:15A - 8:30A  
Kindergarten (delivered)  
Elementary (cafeteria)

8:10A - 8:23A  
Junior High (cafeteria)  
High School (delivered to Student Center)

9:00A  
Preschool (CHIC) (delivered)

#### LUNCH

11:00A - 11:25A  
Kindergarten (receives a box lunch)  
Preschool (served "home style")

11:00A - 11:34A  
Elementary

11:45A  
Junior High

12:24A  
High School

1:00P - 1:30P  
Food Service Employees

The school staff is served lunch from 11:00A - 12:55P. The meal served to the staff has additional food selections in comparison to the student menu.

There are two service lines: One for the students and one for the school staff and visitors. The kindergarten students are served "home style" in their classrooms. "Home style" means the food service employees preset the tables with the food and utensils. The teachers and/or aides serve the students as well as clean the tables in the dining room area.

The food service employees are each assigned specific duties; however, all are cross-trained to assist as necessary.

Breakfast is prepared by the Cook III. In addition, this employee prepares the carts for the meal delivery. Upon completion of the breakfast preparation, the cook serves breakfast to the elementary and junior high schools. The Cook III is assisted by the Cook I.

Preschool and kindergarten classes have breakfast delivered to the rooms by the Food Service Worker III. High School students eat breakfast in the Student Center; the breakfast is delivered by the Cook I.

There are two dishwashers, Food Service Worker II's, who begin their day by preparation of the dish room, cleaning the staff rest room, and washing the kitchen laundry.

Lunch is served in two shifts. The staff line remains open through both shifts. The staff line consists of one Food Service Worker II and a part time cashier. The student line consists of four (4) people: the three cooks and a Food Service Worker volunteer. At the beginning of the student line is a Food Service Worker III who oversees the automated student meal count. If the student service line requires more food, the Supervisor or Cook I will assist in filling the food wells.

The positions are 10 month employees with the exception of the Supervisor and the Cook III who work the entire year.

## **IMPACT**

The Tucson based management of PDS Food Service has resulted in duplication of work by the Supervisor, time delays in decisions, and segregates the site based contacts. It is not consistent with site-based management theory.

The use of a three (3) hour cashier in addition to an employee counting the student meals is not an efficient use of employee time. The cost to the school is unnecessary.

The current assignment of daily duties to the employees does not evenly distribute the task coverage to strategic areas during the meal service process. In addition, it does not allow for kitchen/dining room cleaning, food preparation, and food replenishment for the service line.

The service of the meal in a one tray type dish does not allow for pre-preparation or self-service of food.

The meals that are cooked do not require a lead cook and two assistants since the food is delivered pre-prepared and merely requires reheating.

There is little or no rationale for a separate staff service line.

## **RECOMMENDATIONS**

1. Relocate the overall management of the Food Service operation from the Tucson campus to the Phoenix campus. This recommendation is discussed in another area of this report as part of an agency realignment.
2. Eliminate the three (3) hour cashier position.
3. Implement a staff payment system for meals. In addition, implement a ticket or token service to visitors for their meals.
4. Reduce the number of servers in the student service line from four to one and eliminate the staff service line.
5. Purchase small serving dishes for pre-preparation of serving sizes and self-service by students and staff.
6. Eliminate the Cook I and the Food Service Worker II positions since these duties will not be required when the student service line is reduced and the staff service line is eliminated.
7. Initiate discussions with the Facilities Coordinator to determine the feasibility of assigning a custodian to Food Service to assist with cleaning tasks in the dining room and kitchen.
8. Assign the dishwasher the task of "breaking down" meal trays.
9. Utilize PDSB students to assist in the duties of the Food Service program as Vocational Education program training.

## BENEFITS

The elimination of the three (3) hour cashier, the Cook I and the Food Service Worker II positions will result in a cost savings to the agency.

The reduction of employees in the student service line from four or five servers to one server is providing the school the same quality of service but with the ability to place employees in other strategic areas. In addition, employees will be available to replenish food in the service lines, assist students, bus tables, clean the kitchen, and prepare for the next day.

The elimination of the staff service line will demonstrate efficiency in the service to the staff/students and preparation of meals.

Purchasing small serving dishes will assist the single employee in the serving lines to better accommodate students and staff.

The Food Service employees do not have sufficient time in a day to clean floors, bathrooms, carpeting, and tables. By assigning a custodian to the Food Service, the rating with Health Service inspections can be kept high. The utilization of housekeeping in those areas would eliminate these duties from the Food Service employees.

When the dish washer breaks down the food trays to prepare for washing, the action will greatly reduce the number of health risks to the food service employees and students/staff.

Cost savings for positions recommended to be eliminated are based on an entry level salary indicated on the 1993 salary schedule.

### POSITIONS ELIMINATED

<u>DEPARTMENT</u>	<u>CLASSIFICATION</u>	<u>GRADE</u>	<u>FTE</u>	<u>ANNUAL SALARY</u>
PDSD Food Service	Food Service Worker II	05	0.5	\$ 5,363.60
PDSD Food Service	Cook I	07	0.5	5,934.81
PDSD Food Service	Food Service Worker II/Temporary	05	0.5	<u>3,575.73</u>
Total				\$14,874.14
ERE (.233)				<u>+ 3,465.67</u>
<b>TOTAL SAVINGS IN POSITIONS</b>				<b>\$18,339.81</b>

Total cost savings to the PDSD will be \$18,339.81.

## **IMPLEMENTATION**

- **Complete review of current duties of food service staff and revise consistent with the recommendations.**
- **Revise or add food service policies and procedures to be consistent with both campuses.**
- **Meet with the facilities supervisor to discuss opportunities for assistance from the housekeeping department.**
- **Meet with the Vocational Educational Department for assistance in implementing student assistance with selected food service tasks.**
- **Schedule in-service training for staff.**

## PRIVATIZE CAMPUS SECURITY (TUCSON)

### CURRENT SITUATION

The ASDB Tucson campus provides both educational and residential services for some students. During the week the campus is home to approximately 125 residential students and approximately 60 students on weekends. The Tucson campus is also located in one of the metropolitan area's higher crime areas. The location makes the campus attractive to transients in search of food, water or shelter. The size of the campus (34 buildings, 50-plus acres) has added to the perception that one person cannot adequately provide the coverage necessary for a secure campus.

Additional vehicular intrusion onto the campus is also a safety and security concern. Some motorists mistakenly believe Grande Avenue runs north of Speedway, as well as south. However, the road north of Speedway leads directly through the main campus entrance. Parking lot security has also been a concern due to auto theft or content burglary.

The Tucson campus security consists of 3 F.T.E.s. Coverage is currently provided:

Monday - Sunday	2 p.m.- 10 p.m.	10 p.m.- 6 a.m.
Saturday	6 a.m.- 2 p.m.	

No coverage is provided on school days from 6 a.m.- 2 p.m., although Facilities Maintenance Section employees will respond to requests for assistance. The Mechanical Maintenance Unit employee who works the 6 a.m.- 2 p.m. Sunday shift responds to any security calls during that period (although staff has to know how to contact this employee on the mechanical maintenance beeper number - not the campus security beeper number). A private security firm provides substitute and vacation coverage, as needed, at an hourly rate of \$7.00.

Security staff carry a transportable phone which makes them more responsive and provides for backup support to be called promptly.

The Phoenix campus (PDSD) employed one full-time and one part-time (16 hours per week) person to handle security duties prior to July 1991. Budget cuts at that time prompted the school to reassess its needs and a request for proposal (RFP) was prepared to have security coverage provided by a contract security firm. The hours of coverage were 8 p.m. to 4 a.m. daily, but due to safety concerns for transportation employees who leave the premises between 6 p.m. and 8 p.m., the coverage hours were recently changed to 6 p.m. to 2 a.m.

The contract rate for PDSD security is currently \$7.62 an hour (\$10.61 on holidays). The security officer has no transportable phone.

The average security officer hourly wage on the Tucson campus is \$9.28, \$11.43 including employee related expenses (.232). The total salary cost for twelve months is \$58,098 plus employee related expenses of \$13,478.74, for an annual cost of \$71,576.74. In addition, ASDB must cover the cost of substitute security for the agency security officers' sick and vacation leave. The three officers annually accrue a total of 456 hours of vacation and 288 hours of sick leave. The cost to substitute (at the current \$7.00 per hour) for these 744 hours adds \$5208 to the annual cost of providing security. ASDB also purchases a minimum amount of clothing and equipment for their security personnel. Therefore, the annual personnel costs (without including clothing and equipment) of providing security on the Tucson campus amounts to \$76,784.74.

### **IMPACT**

The Tucson campus appears vulnerable to security problems on Sunday from 6 a.m.- 2 p.m. and in the evening hours when one person is not sufficient to monitor and patrol the entire campus. This problem could be especially acute due to the residential nature of the campus and the size of the campus. There is no central location for security to be contacted. Opportunities for trespass, theft and vandalism are increased when security patterns and coverage are known or predictable. The potential for liability over an incident involving students and staff is heightened when security is not adequate.

The Phoenix campus security coverage on weekends from 2 a.m. to 6 p.m. is deficient. Response time is lengthened by the inability to always readily access a phone to call for backup.

### **RECOMMENDATION**

We recommend that a RFP be put together for contracting out the Tucson campus security. If a bid were obtained similar the PDSO contract, the annual cost for 120 hours per week contracted out would be \$47,907.60 (assuming 7 holidays, 6 on days where two shifts are deployed and one holiday where three shifts are deployed).

ASDB should study campus security issues and cost out alternatives to improve coverage on both the Tucson and Phoenix campuses. In addition to contracting out, another option that should be explored is the feasibility of installing security cameras (some with scanning ability) in strategic locations with monitors in a central security office. Specific cameras could be wired to commercial time/date recorders.

ASDB should also explore the possibility of coordinating with the Vocational Education Department to provide work experience to students whose transition plan has documented an interest in this type of work. Students could be trained to monitor the video screens while the security person is on patrol. (We do not recommend students perform security tasks outside of the security office.)

Whether or not the security camera option is pursued, we also recommend that consideration be given to providing a central location for a security office on the ASDB Tucson campus. In addition, the provision of a transportable phone to the Phoenix (PDSD) security person would strengthen the ability to notify police for a timely response to incidents that occur when the security person is on rounds and has no close phone to access.

## **BENEFITS**

The net cost savings by contracting out could amount to as much as \$28,877.24. This could provide (if the RFP brought in a bid similar to PDSD) an additional 3789 hours of security coverage. This would be sufficient to supplement present coverage by adding an 8-hour shift (5 p.m. - 1 a.m.) seven days a week (56 hours) at the Tucson campus and an additional 8-hour shift on Saturday and Sunday at PDSD (16 hours), with enough additional savings to purchase a transportable phone for use by PDSD security personnel. This additional security coverage would be provided at the same cost as currently incurred.

Work experience for ASDB vocational students could be provided at a campus location.

Training, hiring, supervising, and procuring substitute security people on short notice would no longer be the responsibility of ASDB.

Video surveillance could be a cost-effective alternative to adding additional labor hours to the security effort. In addition, time/date recorders could document incidents at hours when no security is present, as well as assist in the identification, apprehension and prosecution of those responsible.

The purchase of a transportable phone for use by the PDSD security person will assist in reducing response time when an incident necessitates a call to the Phoenix Police Department or the Assistant Facilities Manager.

A central security office location would be beneficial to parents, visitors and staff. The impact would be especially advantageous in the evenings and on weekends, when

parents or visitors arrive on campus in need of directions or assistance. It would also provide a location to centralize any electronic monitoring that may be utilized in the future.

## **IMPLEMENTATION**

- Prepare an RFP to solicit bids to contract for the provision of security services for the Tucson campus of ASDB.
- Locate a space, preferably centrally located, that can be utilized exclusively as a security office for the Tucson campus.
- Study the campus security needs and consider the alternatives to strengthening the function (i.e., security video cameras, additional coverage, etc.).
- Implement redeployment policy as it applies to the security personnel positions.
- Examine contract proposals from vendors and select the most appropriate contractor. Set up the contract, obtain necessary insurance and bonding documentation and officially award the contract to the firm selected.
- Coordinate with the ASDB Vocational Education Department to explore the possibility of providing a meaningful work experience to students by assisting in the security office.
- On a continuing basis, security issues identified by ASDB should be examined to determine future needs and priorities of the overall security function.

## **MAXIMIZE USE OF ASDB FACILITIES**

### **CURRENT SITUATION**

ASDB has facilities on its Tucson and Phoenix campuses that are occasionally made available to groups for non-school events. The gymnasium and Performing Arts Center in Tucson and the Sports and Performing Arts Complex in Phoenix are the buildings used most often for that purpose.

The new 18,000 square foot Performing Arts Center in Tucson consists of a 500-seat auditorium, equipped with continental seating, orchestra pit and movable band shell. Seating is arranged with consideration to distance and line of sight to allow any member of the audience to read sign language. The entire seating area is equipped for induction loop capabilities and one area is equipped with descriptive audio features for use by visually impaired persons.

The first event staged in the facility was the June, 1992 graduation ceremonies.

The state-of-the-art features the facility offers would make it very attractive for non-school event usage. The lighting, sound and video systems require a trained person be available to assist any groups that wish to stage events at the Performing Arts Center. Due to the investment in technical equipment it would be imprudent not to ensure care is taken in the handling and use of such ancillary equipment, as well as care of the building in general.

The Sports and Performing Arts Complex in Phoenix consists of a gymnasium and a 330-seat theater. It also includes two extra large classrooms for programs in music, dance and drama. The theater also includes an electronically-controlled Grand Drape and a specialized curtain system for masking the wing spaces and for modifying the stage space.

The Sports and Performing Arts Complex also houses the gymnasium, locker and shower rooms and coaches' offices. This portion of the complex is commonly referred to as the PDSO Sportsdome. The Arizona College of the Bible currently has a rental agreement for use of the gym for the private college's basketball and volleyball games.

Public school districts' Chart of Accounts have Fund Code 700 - Special Revenue and Enterprise - authorized for their use. Included in the Special Revenue and Enterprise accounts is Fund Code 720 - Civic Center. This is an enterprise fund for accounting for monies received for use of school facilities (as authorized by the governing board) and expenditures associated with the use. The civic activities for which the governing board may permit the use of school facilities is defined in A.R.S. 15-1105.

## **IMPACT**

According to the Auditor General and the Department of Administration (DOA) Finance Department, under current law, the proceeds from the rental of facilities should revert to the state's general fund as a miscellaneous revenue. ASDB's buildings are fully funded for normal operating costs for the year in the appropriated general fund budget. ASDB can only retrieve rental proceeds if the agency can prove to DOA's satisfaction that the school could not pay such costs (DOA staff have indicated that would be done only in an emergency situation).

ASDB has proposed legislation for the 1993 session which would establish an Enterprise Fund to allow the agency to retain rental fees to pay for costs associated with the rental.

## **RECOMMENDATION**

We recommend an Enterprise Fund be established so that ASDB can cover expenses associated with the authorized community use of their facilities. ASDB has already proposed legislation to accomplish this during the current legislative session. The proposed legislation (to amend Section 15-323 by adding Part C) reads:

"The board shall maintain an Enterprise Fund in which shall be retained fees, rentals and other charges received for the use of schools facilities for non-school events. Monies in the Enterprise Fund may be used only to pay costs associated with operating facilities for the purpose for which monies were received."

## **BENEFITS**

ASDB will benefit by the establishment of an Enterprise Fund for the above purpose by enabling the agency to cover the extra costs involved in making their facilities available for community, non-school events without negatively impacting ASDB's services to sensory impaired children.

The community would benefit by having the facilities made available for various music, dance, drama and athletic activities that would otherwise not be accessible to them. The taxpayer financed structures would be more fully utilized, maximizing the benefits for all users of the facilities.

## **IMPLEMENTATION**

- Continue to support the proposed statute change during the legislative process.
- Develop policy to be approved by the board for the use of facilities by the community, including fees and agreements that should be utilized for that purpose.
- Establish accounts for segregating and accounting for all receipts and disbursements.
- Effective monitoring should be delineated to ensure the proper implementation and control is maintained over the policy, fees, and disbursements from the Enterprise Fund.

## **MAXIMIZE SUMMER CAMPUS USE**

### **CURRENT SITUATION**

Both campus locations (Phoenix and Tucson) of ASDB are utilized during a ten-month school year. Classes commence in late August and end in mid-June.

Limited use is made of the campus during the two-month summer recess. One use of the campus during this period is for day care services provided some ASDB students and siblings. With the exception of small working areas for a few employees within the education structure, a portion of the administration sector of the school is the only part of the school which is open. Transportation services, food services, the athletic buildings and field, classrooms, the swimming pool and the performing arts building are closed.

### **IMPACT**

Much of the physical plant and other resources of the agency lie idle during the two-month summer period, and thus the investment potential is not as fully utilized as it might be.

### **RECOMMENDATION**

We recommend that an internal quality initiative team be organized with the objective of exploring options for fuller use of the resources on each campus. Priority of use could be assigned to programs which benefit sensory-impaired children, but other uses should not be precluded. Assuming legislative authority---which has been requested---is granted, cost recovery options for program or event expenditures should be pursued in each case.

### **SUGGESTED TOPICS FOR THE QUALITY INITIATIVE TEAM**

#### **Use Options:**

- Student/parent seminars**
- Vocational training camps**
- Retreats**
- Sign language instruction**
- Arts and crafts classes**
- Swimming pool external use**

Dance and theater lessons  
Aerobics  
Facility rentals

Use Criteria

Use Agreement Form (including security and supervision requirements)

Use Charges

Transition Plan for Summer Campus Use

## **SECURE BEHAVIORAL HEALTH FUNDING COOPERATION**

### **CURRENT SITUATION**

A predominant issue at the Arizona School for the Deaf and Blind (ASDB) is the placement of the Emotional Disability (ED) child with sensory impairments.

A child classified as ED has behavioral problems that are a result of any one or more clinical diagnoses such as an attention deficit, chemical imbalance, or emotional problems due to a physical disability.

The placement of an ED child in a school setting such as that at ASDB requires the experience and training of a mental health official as well as the experience of an educator.

ASDB, Tucson and Phoenix campuses, does not have the staffing nor experienced personnel to accommodate the ED child. Because of ASDB's specialty in the deaf and blind population, the placement of the ED child has been a forced issue, that is, the school has had to defend its stance that ASDB is a moderately supervised residential program and/or day school with a focus on education and not mental health.

There are three known cases of ED children with a sensory impairment in Arizona. These children are being treated out-of-state.

The need for mental health treatment in conjunction with educational programs for the sensory impaired has become apparent to educational officials and mental health officials. It is the opinion of the professionals interviewed that although the number of children that have been diagnosed as ED and require a mental health/educational program is low, the numbers would increase if a program was implemented; for example, more children than currently identified need this service.

### **IMPACT**

The realization of the right to a free and appropriate education for the ED children is in question.

Current evaluation techniques do not identify whether the student's behavior problems are a result of the physical impairments or a primary diagnosis of mental illness.

There are no guidelines for placement of the ED child.

Children are being sent out of state for treatment and for educational services at considerable cost to the State of Arizona.

Guidelines are not in place designating the responsible agency for the care of the ED child. For instance, a question arises as to which agency should provide the financial resources for the ED child: the Department of Economic Security (DES) or the Department of Health Services.

Placement for a child that is ED is of concern since the programs currently provided by the State do not encompass the range of services required for the total treatment of the child.

### **RECOMMENDATION**

We recommend that an internal quality initiative team, consisting of representatives from DES, DHS, Arizona Health Care Cost Containment System (AHCCCS), ASDB, Community Organization for Drug Abuse, Mental Health and Alcoholism Services (CODAMA), Arizona Childrens' Clinical Management (ACCM), and a behavioral health clinic/hospital representative, with leadership from DHS and ASDB, be established to consider alternatives and develop recommendations for resolving this issue.

### **SUGGESTED TOPICS FOR THE QUALITY INITIATIVE TEAM**

Developmental disability determination

Categorical confusions

Number of children to serve

Program location: clinic/hospital, university, community based

Staffing: nurses, behavioral health technicians, psychologist, teachers

Program development: inpatient or transitional

Funding sources: regional behavioral health agencies, state/federal grants, private pay

Contracted services

## **IMPROVE AHCCCS HEALTH COVERAGE FOR SELECTED ASDB STUDENTS**

### **CURRENT SITUATION**

ASDB, Tucson campus, is a residential school with approximately 250 students, 10 months a year, from all areas of the state. The grade levels and ages range from kindergarten through 12th grade and 5 to 22 years of age.

Students attending the Arizona School for the Deaf and Blind (ASDB) have special medical needs due to various physical complications. A Student Health Center was established on each campus to serve these needs.

The Health Center on the Tucson campus has 14 beds, including 2 isolation beds and 3 day beds, to accommodate the students when 24 hour clinical care is required. In addition, it is required by law, ARS 15-1327, that ASDB have on staff a Medical Officer. The clinic staffs 7 Registered Nurses on a 24 hour basis, 10 months a year.

The students' level of care ranges from treating simple viruses and administering daily medications to diabetes, respiratory needs, and various other congenital diseases requiring treatment and/or long-term care.

Health care issues are a concern of the students' parents and the school. Approximately 80 per cent of residential students are covered by public assistance programs through the Department of Economic Security (DES) and the Federal Social Security System (SSI) and health care provided by the State's Medicaid program, the Arizona Health Care Cost Containment System (AHCCCS).

AHCCCS has two types of coverage:

1. Acute care which is care requiring less than 90 days hospital stay and treatment of short term illnesses, and
2. Long Term Care (LTC) which is long term coverage for the physically handicapped, mentally retarded and elderly population.

Determination of eligibility is based on rules and policies governing the Acute or LTC coverage.

AHCCCS health plan coverage is based on the family's county of residence. This determines in which health plan the child will be enrolled and which providers will offer medical care. The child should receive all his/her care within that county for ensured coverage.

Because the students go to school in Pima county and do not really reside in their home county during the school year, emergency and routine health care is not readily available to them. Authorization for care and referral to a health practitioner must be obtained before care can be received. Often times the Medical Officer prescribes treatment, yet, the coverage is not realized since this doctor is not authorized under the child's health plan. When these issues occur, ASDB will bill the parents. If the parents are unable to pay for the services, then ASDB pays the cost.

## **IMPACT**

Immediate health care is not available to the student because the student is enrolled in another county.

Medications essential to the students' health are not readily available.

Medical equipment or devices essential to the student's daily living and learning process are not maintained expeditiously.

As a result of the foregoing, the school is using monies, budgeted for other educational needs, on medical necessities.

Some students enrolled in their home county are changed to Pima county enrollment which inhibits authorization for care when they visit home during school breaks and summer vacation.

## **RECOMMENDATION**

We recommend a quality initiative team be established with leadership from ASDB and membership consisting of medical staff from ASDB and eligibility staff from AHCCCS.

## **SUGGESTED TOPICS FOR THE QUALITY INITIATIVE TEAM**

Some of the actions which the Quality Initiative Team should pursue with further research are:

Communications with the AHCCCS Office of Managed Care when an issue arises with a Health Plan where the student is not receiving the proper care due to a county issue

Meetings with the AHCCCS Bureau of Financial Eligibility to determine eligibility for the Developmentally Disabled students (LTC coverage)

**Contacts with the Bureau of Medical Eligibility to determine coverage and eligibility for the Native American students**

**Assistance in establishing/revising policies which govern AHCCCS eligibility determinations to accommodate the uniqueness of the ASDB student**

**Developing a tracking system with AHCCCS in which the students are identified to AHCCCS for assurance of coverage**

## IMPLEMENT DEMONSTRATION COOPERATIVES

### CURRENT SITUATION

In 1987 the Legislature authorized (Chapter 363, P.L.1987) the establishment of a Regional Cooperative Program as a mechanism to provide educational services for Arizona's hearing handicapped and visually handicapped children. The law permitted local school districts, public and private agencies, and parents to work in conjunction with ASDB through the execution of intergovernmental agreements to determine local program and service needs for sensory impaired children and to develop the continuum of program placement options as required by the Education of the Handicapped Act (EHA) of 1975, P.L. 94-142.

The law stipulated that the State Board of Education, based upon the recommendation of the Sensory Impairment Advisory Committee<sup>1</sup>, establish the geographic areas for the proposed regional cooperatives. A pilot program was to be started in the North Central, Southeast and Southwest regions.

The North Central Region was funded beginning in FY89. This is the fifth school year the region has been operable. The North Central Region encompasses most of Yavapai and Coconino Counties and that part of Mohave County which lies north of the Grand Canyon.

The other two regions in the pilot program are the Southeast Region, comprised of Pima County (including the metropolitan Tucson area), Graham, Cochise, Santa Cruz and southern Greenlee County; and the Southwest Region, consisting of Yuma and southern La Paz County. Funding has been requested through ASDB Budget Requests to the Legislature but neither of these two regions (Southeast and Southwest) have had any monies appropriated by the Legislature.

The prevalence rates of significant sensory impairments across the general population are: hearing impairment, .18%; vision impairment, .07%; and multiply handicapped with severe sensory impairment, .03%. When compared with the actual numbers of children reported to the Arizona Department of Education (ADE) at program inception in 1987,

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<sup>1</sup>The Sensory Impairment Advisory Committee (SIAC) was established pursuant to Section 21, Chapter 363, P.L. 1987 as a committee of the State Board of Education, which appoints the committee members.

The committee is comprised of representatives of ASDB, ADE DES, DHS, RSA, university training programs, private providers, school districts, parents of sensory impaired students, and sensory impaired individuals.

The committee drafts proposals and recommendations and advises the State Board of Education, the Legislature, the Board of Regents and ASDB Board of Directors.

The SIAC has been instrumental in endorsing legislation allowing voucher funding for coop programs (Chapter 283, P.L.1990), the creation of a sensory impairment tuition fund (Chapter 348, P.L.1990), and the establishment of a loan forgiveness program at the University of Arizona to support programs training teachers of the deaf and blind (Chapter 346, P.L.1990). The committee is currently in the process of development of standards for educational programs and services for Arizona's sensory impaired children.

it would appear that a significant number of sensory impaired children are not being identified as such by local school districts. In 1987 under reporting was estimated to be 37% in the North Central Region, 22% in the Southeast Region and 32% in the Southwest Region. Based on the number of children classified as hearing impaired (HI), visually impaired (VI) and multiply handicapped with severe sensory impairments (MDSSI) in the North Central Region, it appears more sensory impaired students are being identified and are receiving services. The under reporting has improved to the following extent:

<u>FY</u>	<u>CHILDREN CLASSIFIED</u>	<u>UNDERREPORTED</u>
'90	93	34%
'91	104	19%
'92	114	5%
'93 (est.)	124	3%

ASDB's experience in the North Central Region has indicated that those children reported to ADE as sensory impaired and served in their district of residence were receiving little or no specialized sensory impaired teaching services. Most districts depend on staff with generic special education training to do what they can with the sensory impaired students.

There is a severe shortage in Arizona of qualified teachers of sensory impaired children. Due to the low prevalence rates (noted above) for sensory impaired children, most districts only need the services of a specialized teacher for a part-time period. Teaching needs change from school year to school year, therefore the lack of job security also hinders the recruitment and retention of qualified teachers specialized in sensory impairments.

The North Central Cooperative has enabled the districts to provide more specialized instruction as indicated by:

<u>SERVICE MEASUREMENT</u>	<u>FY90</u>	<u>FY91</u>	<u>FY92</u>	<u>FY93</u>
Number of children receiving itinerant services and/or equipment through Coop	14	43	68	82
Number of children receiving part-time special education programs through Coop	4	7	24	27
Number of instructional staff (FTEs) employed by the Coop	2.7	6.0	10.0	15.2

A void also exists in the availability of resources (both materials and equipment) to assist sensory impaired teachers, as well as a lack of peer support available in small and rural, remote rural districts.

## **IMPACT**

Evidence shows that children with sensory impairments are not correctly identified and classified as having sensory impairments. In addition, children may be in cross-categorical classrooms (a classroom which contains students evaluated as possessing differing handicapping conditions) with a teacher who only possesses generic special education training. Some districts are faced with no alternative other than to place the sensory impaired child in a full-time ASDB program in Tucson or Phoenix, both of which are very costly - especially when the program needed is residential.

A serious question exists as to whether the state is ensuring that all children have available to them a free appropriate public education which emphasizes special education and related services designed to meet their unique needs in the "least restrictive environment."<sup>2</sup>

The North Central Region has proven that a partnership between ASDB and school districts to develop programs for sensory impaired children can be accomplished in an effective and efficient manner. Recruitment of qualified staff is enhanced by the opportunity of fuller employment through the pooling of district needs and sharing of resources. Instruction to the child is improved, more specialized resources are available to the instructor and peer support is strengthened (all of which should assist in the retention of qualified personnel).

## **RECOMMENDATION**

We recommend that ASDB continue to seek funding for the Southeast and Southwest Regional Cooperative Programs, in addition to the North Central, for FY 1994. Statutory authority for operation of these cooperatives, except for funding, is already in place.

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<sup>2</sup>"Least restrictive environment" as defined by the Education of the Handicapped Act (EHA), P.L.94-142 (amended in 1990 by IDEA - Individuals with Disabilities Act - P.L.101-476), means that each state educational agency shall insure that each public agency establish and implement procedures that:

- (1) to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and
- (2) special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Authorizing legislation, however, is due to expire on June 30, 1994. We recommend that legislation be supported to extend the expiration date once again and, after the demonstrated success of the three demonstration cooperative regions, the authorizing legislation be amended to permanently vest in ASDB the responsibility of providing cooperative services. If current success rates continue, the legislature may want to consider funding the remaining five regional cooperative areas to provide statewide coverage.

Funding requirements for FY 1994 are estimated to be \$279,000 and entails the addition of 5.5 FTEs (2 regional coordinators, 2 regional secretaries, 1 accounting technician, and .5 FTE administrative secretary). This amount includes \$11,500 for professional and office setups, printers, modems and software. Also included are \$46,800 for the purchase of two automobiles and necessary office equipment.

## **BENEFITS**

Establishment of the demonstration cooperatives would:

Maximize the strengths and abilities of the program's director to assess program needs of sensory impaired children in affected local school districts; communicate with local boards, parents and administrators; begin advisory boards; develop program plans; prioritize phases of implementation; determine resource needs; and recruit and train quality personnel to coordinate and develop the specific regional programming.

The children in the Coop regions who have been identified as sensory impaired would have the opportunity for instructional services to be provided by a specialist trained in the area of the students' impairment. (The Education of the Handicapped Act (EHA) of 1975 assures that all children have available to them, within a specified time period, a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, and to assist states and localities to provide for education of all handicapped children).

The children in the Coop regions who previously had not been classified as sensory impaired will be identified and served, meeting the mandates for a free appropriate education in the "least restrictive environment."

Specialized support and learning resource materials will be available through ASDB to the sensory impaired Coop teachers and aides, helping to fulfill ASDB's obligation to be a statewide resource center, as designated by Section 21, Chapter 283, P.L.1990.

A cooperative provides the means by which participating districts have available for sensory impaired children the full continuum of program placement options required by state and federal law. Where appropriate, students can receive necessary special education programs and services in their district of residence rather than at a costly residential school. The separation of the sensory impaired child from the home environment to attend a residential school is also psychologically very difficult for families.

Potential family stress will be diminished by the availability of staff and resources that are effective in helping to educate parents in understanding assessments, screenings, resources, strategies and options.

Recruitment and retention of specialized teachers will be enhanced by the pooling of needs and sharing of personnel by districts. There will be interaction among peers with the same specialty training interest that will reduce the peer isolation which would otherwise occur.

Cooperatives can help to avoid possible litigation to challenge whether Arizona is meeting federal mandates of providing a free and appropriate public education, in the least restrictive environment, to sensory impaired students. The costs could include not only legal costs associated with the due process and/or litigation (including the parent's) but also the expense of providing a level of service mandated by the hearing officer or judge. In many cases the state may be required to provide a level of service that is significantly more costly than what would have been otherwise required.

The current eligible base would increase from 40,000 students to 255,000 students. Eligibility is extended from 31 districts in two counties to an additional 71 districts in seven counties.

A cooperative mechanism provides for greater equity among programs for sensory impaired children on a statewide basis.

Administrative costs are spread over a larger student base, decreasing the per unit costs of providing this service delivery option to participating school districts.

## **IMPLEMENTATION**

- Continue to pursue Legislative funding of the Southeast and Southwest Regional Cooperative Programs, in addition to seeking an extension of the expiration date of the legislation authorizing the demonstration cooperatives.

- Upon securing funding, work with ASDB Personnel to determine if any of the additional FTEs can be filled by ASDB employees affected by the agency's realignment.
- Prepare job announcements and circulate. Place "help wanted" advertising in appropriate periodicals (nationwide recruiting for the coordinator positions). Recruit and train quality individuals to staff the cooperatives.
- Provide ASDB Purchasing Section with sufficient detail to begin the procurement process for equipment and supplies.
- Identify the professionals practicing in the new regions who can provide services that may be needed on a contractual basis.
- Develop lines of communication with local districts (school boards, administrators and parents). Perform preliminary work to start Advisory Boards in each new region.
- Assess unique district and region needs and begin development of program and resource plans; determine priorities and program implementation phases.
- Locate a suitable site for establishment of the Southwest Region cooperative office and execute lease.
- Develop strategies for the development of the other five regions of the state. Develop plans and determine the best timing for bringing the other regions "on-line".

## **ESTABLISH "BUSINESS AND OFFICE EDUCATION LAB" (TUCSON)**

### **CURRENT SITUATION**

ASDB is mandated by State law (ARS 15-1302) to provide for the education of sensory impaired persons, so that they may become self-sustaining and useful citizens.

Training and experience in data processing skills can open the door to opportunities to persons that are hearing impaired, visually impaired, and multi-handicapped sensory impaired. A properly trained and experienced office technologist can look forward to opportunities for careers in government, business, service industries and manufacturing. Computer literacy and competency is a prerequisite for success in such a work environment.

The passage of the Americans with Disabilities Act has opened even more opportunities for vision, hearing, and multi-handicapped sensory impaired persons. In today's work place qualifications to perform the work, not physical limitation, is the key factor in obtaining suitable employment.

The current ASDB computer lab, used for teaching students these important work skills, is stocked with outmoded hardware and software and has very limited creative possibilities.

### **IMPACT**

Students are likely to be unable to effectively compete in the business and office work place because of inadequate software and hardware operation skills.

Lack of voice synthesizers and magnified screens prevent low vision and blind students from actively participating in a real-time model office environment.

The opportunity for students to develop work habits, character traits and employment skills is limited.

### **RECOMMENDATION**

We recommend that a model BOEL (Business and Office Education Lab) be established consisting of equipment which would provide the learning environment that would prepare graduates for entry into the modern business and office work place. The agency has developed a conceptual plan and preliminary cost data for such a project.

The one-time cost of equipment needed to establish BOEL is as follows:

**1. Low Vision Workstation:**

Includes magnification program, monitor, and voice supplement . . . . . \$9885

**2. Braille Production Workstation . . . . . \$1790**

Includes zoom text, speech synthesizer, braille embosser and translation program

**3. Optical Character Recognition System (OCR) with Braille translator . . . . \$2500**

**4. Navigator System (refreshable braille) . . . . . \$12,995**

**5. Additional Low Vision work stations with monitors . . . . . \$1085**

**6. Laser Printer . . . . . \$2000**

**7. Computers (Nine) . . . . . \$15,300**

**8. Software (lab packs) . . . . . \$2550**

**9. Speech Synthesizers & screen modification upgrades . . . . . \$500**

**TOTAL ESTIMATED COST . . . . . \$54,005**

**BENEFITS**

Establishment of a state-of-the-art BOEL will help ASDB to comply with the mandates and intent of The Individuals With Disabilities Act (IDEA).

The Business and Office Education Lab (BOEL) can:

1. Be a fully functioning, properly equipped, modern office model maintained by students who are hearing impaired, visually impaired, and multi-handicapped
2. Provide clerical aid to ASDB offices.
3. Be a resource for ASDB faculty and staff and Arizona state businesses.
4. Be a training site during the summer for mainstreamed sensory impaired students.

5. Be a training site for Hearing and Visually Impaired adults in the community.
6. Provide a learning experience for sensory impaired students to develop mature work habits, solid personality and character traits, and skills for productively entering the work place.

The Business and Office Education Lab could include some very constructive projects that provide realistic training scenarios and experience and at the same time result in modest operating cost reductions for the agency. The primary focus of the project, however, should be on the educational value to the student, not on replacing agency employees with students.

The methodology used to conduct the training could include meeting administrative support needs and additional off-campus projects, including mass mailings, surveys and community relations activities. By working closely with the Work Education program, the potential also exists for placement of the students in an income producing situation. This placement can develop a positive sense of self esteem and build self confidence.

Braille translation services for the School For the Blind could be augmented by participation in the BOEL program and library services could benefit from students performing data input and producing braille output.

Creation of a technologically correct office environment would afford the students an opportunity to prepare for a business and/or office career in a practical manner. These skills can then be applied using equipment commonly found in the modern business, legal, medical, and government office.

Provisions of the Americans With Disabilities Act (ADA) will likely directly affect businesses, both large and small, and will create opportunities for properly trained and prepared students.

## **IMPLEMENTATION**

Implementation of the recommendation will require:

- Funding approval
- Preparation of purchase requisition
- Finalized operational plans
- Installation of equipment

- **Coordination of agency student work opportunities**
- **Student assignments**

## **STREAMLINE INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS**

### **CURRENT SITUATION**

The "individualized education program" (IEP) is a written plan required to be developed for all handicapped children prior to their placement in a special education program. The regulations governing IEPs are codified in the Code of Federal Regulations (CFR), Arizona Revised Statute (ARS), and the Arizona Administrative Code (AAC).

The plan is developed at a meeting (held at least annually) involving all participants specified in the law. The plan must be regarded by both parents and agency personnel as appropriate in terms of the child's needs, specified goals and objectives, and the services to be provided.

Arizona Administrative Code (AAC) R7-2-401 stipulates that participants in the IEP meeting consist of an agency special education representative, the child's teacher, one or both of the parents, the child (where appropriate) and other individuals, at the discretion of the parent or agency.

AAC R7-2-401 also delineates that all IEPs must include a statement of the child's present levels of educational performance; a statement of annual goals, including short term instructional objectives; a statement of the specific special education related services to be provided, the extent the child may be able to participate in regular instructional programs and the extent of participation with non-handicapped students in nonacademic and extracurricular activities; the projected dates of service; appropriate criteria and evaluation procedures for determining objectives achievement; a statement whether the child will be educated in the school he would attend if not handicapped (or reasons why); for those students who are limited in English proficiency, the language of instruction is specified; and written information must be provided to handicapped students and their parents concerning opportunities in the areas of prevocational, work experience, vocational education and related career development programs no later than the ninth grade.

In addition, Arizona Revised Statute (ARS) 15-881 (effective June 20, 1990) requires that an IEP document the necessity of an extended school year (ESY) program.

The law requires each school district to make an extended school year available to all handicapped pupils for whom such a program is necessary to: (1) prevent irreparable harm to the pupil's ability to maintain identified skills or behavior; or (2) accommodate critical learning periods for pupils who are unlikely to receive another opportunity to learn or generalize targeted skills or behavior.

A new federal requirement (CFR 300.346(b)), proposed September 29, 1992 and effective 45 days later, has been added and incorporated into the ADE Special Education Section State Plan under Part B of the Individuals with Disabilities Act (IDEA) for FY 1993-1995 relating to transition services. IEPs must contain a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities, or linkages (or both) before the student leaves the school setting.

The procedures for tracking and completing IEPs (and who attends the conference) differ on the Tucson and Phoenix (PDSD) campuses. Each campus has also developed its own IEP form.

On the Tucson campus the Educational Diagnostician in the Department of Instructional Support Services tracks the dates by which IEPs, MDCs or Re-evaluations are required to be completed and provides the applicable school principal a listing of student names and month of required review. Teachers are primarily responsible for five to six students' evaluations and ensure that all applicable teachers and evaluators have contributed their written remarks to the process (generally, at the elementary level the student has one classroom teacher). The teacher, in conjunction with the principal, schedules the date and time of the conference and contacts all parties who will be participating. The principal generally attends the IEP conference as the school's representative. (Other scheduling concerns are also taken into consideration, such as school districts that must travel long distances may have several students whose evaluations are scheduled consecutively to ease the school district's travel burden.)

On the Phoenix campus the Supervisor of Evaluation Services tracks and schedules the dates of IEPs, MDCs or Re-evaluations. Teachers are also primarily responsible for five to six student evaluations (plus possible contributions to other IEPs for students in their classes throughout the day). The teacher writes his/her remarks, gathers the remarks of other applicable teachers and specialists, then copies all of those remarks onto the IEP form and sends the package back to Evaluation Services, all prior to convening the IEP conference. The principal reviews the IEP but generally does not attend the conference. An employee of Evaluation Services is present as the school's representative.

## **IMPACT**

The process of documenting evaluation and present level of performance results is cumbersome and time-consuming for the teachers and other specialists (for the multidisciplinary conference, re-evaluation or IEP). In many instances the teachers indicated that their planning periods were consumed by documenting performance

and evaluation details and in some cases the timely completion necessitated that the documentation be done at home in the evening hours.

Principals on the Tucson campus spend a considerable amount of time involved in the IEP process, including attending the conference. Teachers on the Tucson campus also expend time to coordinate the conference date and participants attending. It is inefficient for PDSB teachers who gather other teacher/specialist comments to rewrite them on the IEP form. IEP forms are not standardized between the two campuses, which can lead to unnecessary uncertainty when teachers or students transfer between the two campuses.

### **RECOMMENDATION**

We recommend that teacher and evaluation personnel from both campuses meet to develop a standardized IEP form for agency use.

We also recommend that the school's representative at IEP conferences on the Tucson campus be the Educational Diagnostician from Instructional Support Services, not the principal. On the PDSB campus the Supervisor of Evaluation Services should continue to be the school representative at IEP conferences conducted in Phoenix. The principals should review all IEP's, however. (The Superintendent may designate evaluation personnel as the school's representative, with authority to commit resources.)

All coordination (in consultation with the teacher) of dates, times and participants for IEP conferences should be done by Instructional Support areas on both campuses. The teacher(s) will be responsible for providing their own comments to Instructional Support.

For the long-term, we recommend the development of a computer system Local Area Network (LAN) for instructional use. This should be a high priority for phasing in data processing system improvements. Determination should be made of all needs relating to instruction and instruction support.

### **BENEFITS**

Standardization of the IEP form for agency-wide use would be more efficient, particularly when students may go from one campus to the other or when teachers or specialists may transfer from one campus to the other.

In most cases it is unnecessary for the school principal to attend student IEP conferences. The principal's time can be used more productively, especially when

considering the new roles of the principal under the agency realignment.

The recommended process will be less cumbersome and time consuming to the teacher. The teacher's planning period will be infringed upon less for IEP documentation work. More time can be devoted for direct instruction.

Procedures followed regarding IEPs on both campuses will be more comparable.

The primary responsibility for IEP development would shift from the instructional level (teachers, principals) to the evaluation level (ISS and Evaluation Services), with input from the instructional level. The responsibility shift fits better functionally with the evaluation areas.

Development of a Local Area Network (LAN) for the instructional area would assist in further streamlining the IEP process, as well as other processes (attendance reporting, report cards, class instruction, etc.). Teacher and specialist comments could be input on-line for a student based on the student's special education census number. (Care must be exercised to control access in order to comply with strict confidentiality regulations.) Considerable lag time and paper shuffling could be eliminated. Rewriting would be unnecessary. Communication capabilities could be enhanced through Electronic Mail (E Mail), enabling messages and memos to be transmitted among evaluation, teaching, residential and administration staff.

A method would need to be provided to allow information changes on the form at the IEP conference.

#### **IMPLEMENTATION**

- Develop a standardized Individualized Education Program (IEP) form for use by all of ASDB.
- Instructional Support Service areas on both campuses must review the IEPs requiring development, determine dates they must be completed by, and distribute the workload. Amend job descriptions as necessary.
- Provide a mechanism for determining the needs of the instructional area regarding computer equipment.
- Prioritize the needs of the teachers and instructional support personnel at the top of the list of areas requiring computer enhancements.
- Based upon feedback, determine the Local Area Network configuration required, including hardware and software needs, work stations, printers, etc. Future expansion needs should also be considered.

- **Work with the ASDB Purchasing Section to determine what items needed for the LAN are on state contract.**
- **Study the alternatives and choose a system best suited for ASDB's needs.**
- **Incorporate the request and rationale into the agency's overall data processing plan to be approved by the Department of Administration.**

## **IMPROVE LOW VISION SERVICES**

### **CURRENT SITUATION**

Arizona State School for the Deaf and the Blind serves a Visually Impaired student population of approximately eighty (80) students. These students have vision impairments ranging from low vision to profoundly blind. In addition to residential and day students directly served on campus, the school also impacts an outreach and preschool student population.

Residential students comprise approximately sixty-nine (69%), or 56 students, and the Day students number twenty-four (24). Considering the total number of students from the four elements that would benefit from low vision services is approximately two hundred (200).

A Visual Handicap (VH) as defined by Federal and State statutes is: "a visual impairment, which, even with correction, adversely affects a students' performance. The term includes both partially seeing and profoundly blind students. "

Low Vision services, as required by Federal law PL94-142, and amended by Public Law 101-476 (Individuals With Disabilities Education Act (IDEA), and State Statute, ARS 15-1302 includes both Functional Vision Assessment and Low Vision Evaluation and supplemental related services.

ASDB's recent budget requests have included funding for meeting this low vision requirement, but funding authorization has yet to be realized.

### **IMPACT**

ASDB has been cited by three different external evaluations for not meeting the standard for providing low vision services to visually impaired students. Public Law 94-142 mandates that all required vision evaluations and assessment services be provided to the student.

If low vision services are included in a student's Individualized Educational Program (IEP), then that service must be provided to the student or all Federal funding to the school is at risk of suspension.

According to agency policy statements, approximately 48 of the 80 students enrolled in the School for the Blind could benefit from low vision services. A number of ADTEC students are also in need of these services.

Low Vision evaluations of students in the agency's preschool and cooperative programs and clinics are often not able to be done because of the lack of an available specialist.

The Individuals With Disabilities Education Act, which requires low vision services to qualified students, also provides for procedural safeguards to the parents and guardians of special education students. Failure to provide services identified on a student's IEP could result in the parent exercising due process rights, with the state potentially required to pay the parent's attorney fees as well as damages.

Non-compliance could result in the withholding of all Federal assistance that flows to the agency. All federal funds could be in jeopardy, with the potential loss of funds exceeding \$600,000 if the low vision service was a part of the students' Individual Education Plan but not provided.

### **RECOMMENDATION**

We recommend that ASDB continue to seek approval of the establishment of a Low Vision Specialist, and the required inventory of low vision aids and follow - up evaluations.

Anticipated cost to fund the Low Vision Specialist and provide supplies, ancillary equipment and space is approximately \$49,006.00; additionally there would be an inventory maintenance cost of approximately \$500 per year.

### **BENEFITS**

The staffing of a full-time Low Vision Specialist will provide the resources necessary to optimize the use of whatever vision level a child has remaining.

It is necessary to begin an active and vigorous program of building the child's comfort level and acceptance of the use of low vision devices early in the child's educational and social development. Low vision aids permit the children to function with fewer specially produced printed materials such as large print books, and pictures.

On-site low vision services will allow the Teachers, Counselors, and Low Vision Specialist to react to student's responses in both a classroom and residential environment, thus further optimizing the opportunity to provide the best possible solutions for the student.

Accreditation standards and compliance with the provisions of PL94-142 would no longer be jeopardized.

The Low Vision specialist could assist in outreach programs like ASDB's Preschool and COOP programs in addition to special clinics.

#### **IMPLEMENTATION**

- Obtain Budget approval for the Low Vision Specialist position.
- Develop a detailed job classification description.
- Recruit and hire a qualified person to fill the position.
- Purchase Low Vision Aids.

## LIST OF INTERVIEWS

Name	Title	Date	Location
Ken Rislov	Associate Superintendent for Curriculum & Instruction	9/21	Tucson
Don Welch	Director, Arizona Diagnostic Testing & Education Center	9/21	Tucson
Ken Proksa	Associate Superintendent for Business & Finance	9/21	Tucson
Ralph Bartley	Superintendent, ASDB	9/21	Tucson
Jeff Jeffers	Facility Manager	9/21	Tucson
Dennis Russell	Director, Cooperative Programs	9/23	Tucson
Barb Kilani	Director, Instructional Support Services	9/23	Tucson
Virginia Klinger	Personnel Director	9/23	Tucson
Don Powers	Transportation Manager	9/23	Tucson
Noel Stephens	Director, Arizona School for the Blind	9/23	Tucson
Joni Kiser	Director, Regional Services Program	9/25	Tucson
Kim Creviston	Food Service Manager	9/25	Tucson
Jim Keller	Director, Arizona School for the Deaf	9/25	Tucson
Jerry Maddock	Grants/Compliance/EDP Coordinator	9/25	Tucson
Maude Shingler	Administrative Services Officer	9/25	Tucson
Alan Molmod	Acting Director, Phoenix Day School for the Deaf	9/28	Tucson
Ralph Bartley	Superintendent, ASDB	9/30	Tucson
Ken Proksa	Associate Superintendent for Business & Finance	9/30	Tucson
Don Welch	Director, Arizona Diagnostic Testing & Education Center	9/30	Tucson
Roni Bramwell	Reading/Language Teacher, Middle School (SFD)	10/5	Tucson
Carol Buuck	Emotionally Handicapped Teacher, Middle School (SFD)	10/5	Tucson
Pat McAnally	Elementary Principal, (SFD)	10/5	Tucson
Laurel Thomasson	MHSSI Teacher, Middle School (SFD)	10/5	Tucson
Terry Frost	Elementary Teacher (SFD)	10/5	Tucson
Carolyn Wuertz	ASDB Athletic Director	10/5	Tucson
Ed Averitt	Counselor for Vision Impaired (SFB)	10/5	Tucson
Lynne Albright	School for the Blind Principal	10/5	Tucson
Lenny Murillo	Social Studies/Special Equip. Teacher, H.S. (SFB)	10/5	Tucson
Kathie Mislinski	Elementary Teacher (SFB)	10/5	Tucson
Kay Lund	Director, Special Education Section, ADE	10/6	Tucson
Julie Williams	ADE Special Education, Director of Fed/State Prog.	10/6	Tucson
Judy May	High School Principal (SFD)	10/7	Tucson
Sue Hunter	Elementary Residential Dean (SFD)	10/7	Tucson
Lynne Jaffe	Learning Disabled Specialist (SFD)	10/7	Tucson
Ava Crowell	Master Teaching Parent, Middle School—H.S. (SFD)	10/7	Tucson
Gigi Jabbour	Teaching Parent, Middle School/ Live-in, H.S. (SFD)	10/7	Tucson
Frank Vargas	Residential Dean (SFB)	10/7	Tucson
Lana Rich	Orientation/Mobility Teacher (SFB)	10/7	Tucson
Cyndi Puglisi	Administrative Support Supervisor (SFB)	10/7	Tucson
Ken Chiaro	Board of Directors Member	10/7	Tucson
Sandy DuCharme	Middle School Principal (SFD)	10/8	Tucson
Noel Stephens/	Director, Arizona School for the Blind	10/8	Tucson

## LIST OF INTERVIEWS

		DATE	LOCATION
Jim Keller/	Director, Arizona School for the Deaf		
Ken Rislov	Associate Superintendent for Curriculum & Instruction		
Paula Hensley	Middle School/High School Residential Dean (SFD)	10/8	Tucson
Lea McCully	Secretary for High School Hearing Impaired	10/8	Tucson
Bruce Gardner	Board of Directors Member	10/13	Phoenix
Betty Borland	Board of Directors President	10/13	Phoenix
Ed Berger	Board of Directors Member	10/15	Tucson
Tony Sherk	Board of Directors Member	10/15	Phoenix
Michelle Fusak	JLBC Analyst	10/16	Phoenix
Maureen Mazza	ASL/Soc Studies Teacher, H.S. (SFD) (Obser)	10/19	Tucson
David Funckes	Science/Pre-Algebra Teacher, High School (SFD)	10/19	Tucson
Mary Johns	Math Teacher, High School (SFD)	10/19	Tucson
Maureen Mazza/	ASL Class (SFD)	10/19	Tucson
Julie Trotter	ASL Class (SFD)		
Kathy Stepanski	Public School Support Teacher	10/19	Tucson
Bianca Zeiger	Study Hall Monitor/Instructional Aide (SFB)	10/19	Tucson
John Milford	Physical Education Teacher/Coach	10/19	Tucson
Sammy Thompson	Supervisor Russell Student Center/FB Coach	10/19	Tucson
Janet Zeger	Music Teacher (SFB)	10/21	Tucson
Eileen Siffermann	Diagnostic Orientation & Mobility Specialist (SFB)	10/21	Tucson
Various	Residence Hall Students (SFB) (Obser)	10/21	Tucson
Sonya Jackson	Teaching Parent (SFB)	10/21	Tucson
Julie Tyler	Teaching Parent (SFB)	10/21	Tucson
David Valenzuela	Master Teaching Parent (SFB)	10/21	Tucson
Pat Hunker	Night Supervisor – Saguaro (SFB)	10/21	Tucson
Frank Vargas	Residential Dean (SFB)	10/21	Tucson
Cyndi Puglisi	Administrative Support Supervisor (SFB)	10/21	Tucson
Ralph Bartley	Superintendent, ASDB	10/21	Tucson
Tom Loveday	MHSSI Teacher, High School (SFD)	10/21	Tucson
Blanca Gallego	Secretary (SFB)	10/21	Tucson
Jeanine Esch	Reading/Language Teacher, High School (SFD)	10/21	Tucson
Paula Hensley	Middle School/High School Residential Dean (SFD)	10/21	Tucson
Maureen Mazza	ASL/Social Studies Teacher, High School (SFD)	10/21	Tucson
Julie Trotter	High School English Class (SFD) (Obser)	10/22	Tucson
Jeanine Esch	High School Reading Class (SFD) (Obser)	10/22	Tucson
David Funckes	High School Biology Class (SFD) (Obser)	10/22	Tucson
Mary Johns	H. S. Commun./Geometry Class (SFD) (Obser)	10/22	Tucson
Polly Brady	High School Daily Living Skills Class (SFD) (Obser)	10/22	Tucson
Rebecca Hover	H. S. Drama/Public Speaking Class (SFD) (Obser)	10/22	Tucson
Tom Loveday	High School Daily Living Skills Class (SFD) (Obser)	10/22	Tucson
Jim Revell	Middle School Math Class (SFD) (Obser)	10/22	Tucson
Laurel Thomasson	Middle School MHSSI Class (SFD) (Obser)	10/22	Tucson
Jeanie Hoberg	Middle School Soc. Stud. Class (SFD) (Obser)	10/22	Tucson

## LIST OF INTERVIEWS

		DATE	LOCATION
Buuck/Bryans	Middle School Emot. Handi. Class (SFD) (Obser)	10/22	Tucson
Jerry Meyerowitz	Elementary Class (SFD) (Obser)	10/22	Tucson
Terry Frost	Elementary Class (SFD) (Obser)	10/22	Tucson
Lou Gelt	Elementary Class (SFD) (Obser)	10/22	Tucson
John Milford	Elementary Physical Ed Class (SFD) (Obser)	10/22	Tucson
Students	Elementary Dining Room (SFD) (Obser)	10/22	Tucson
Houtz/Murashige	Elementary Class (SFD) (Obser)	10/22	Tucson
Soto/Fancher	Elementary Class (SFD) (Obser)	10/22	Tucson
Lenny Murillo	H.S. Spec. Equipment Class (SFB) (Obser)	10/22	Tucson
Joann Gatley	High School Mathematics Class (SFB) (Obser)	10/22	Tucson
Kathie Mislinski	Elementary Math Class (SFB) (Obser)	10/22	Tucson
Sheryl Katzen	Elementary Math Class (SFB) (Obser)	10/22	Tucson
Janet Zeger	Music Class (SFB) (Obser)	10/22	Tucson
Ken Ball	Middle School Math Class (SFB) (Obser)	10/22	Tucson
Karen Digges	Middle School Teacher (SFD)	10/22	Tucson
David Sorenson	Counselor (SFD)	10/28	Tucson
Ken Rislov	Associate Superintendent for Curriculum & Instruction	10/28	Tucson
Betsy Bounds	Special Education Director, Tucson Unified School Dist.	10/28	Tucson
Jim Revell	Middle School Math Teacher (SFD)	10/29	Tucson
Sue Hunter	Elementary Residential Dean (SFD)	10/29	Tucson
Paula Hensley	Middle School/High School Residential Dean (SFD)	10/29	Tucson
Joann Gatley	High School Mathematics Teacher	10/29	Tucson
Tom Loveday	MHSSI Teacher, High School (SFD)	10/29	Tucson
Ken Ball	Middle School Teacher (SFB)	10/29	Tucson
Jan Miracle	Elementary Principal (PDSO)	11/2	Phoenix
Mary Hanlon	Middle School/High School Principal (PDSO)	11/2	Phoenix
Peg Marko-Sprague	Elementary Teacher (PDSO)	11/2	Phoenix
Jeffery Sears	High School Science Teacher (PDSO)	11/2	Phoenix
Maria White	Elementary Teacher (PDSO)	11/2	Phoenix
Kathy Sins	Middle School/High School Art Teacher (PDSO)	11/2	Phoenix
Gina Doan	Residential Dean (ADTEC)	11/2	Tucson
Jan Smith	Vocational Principal (ADTEC)	11/2	Tucson
Dave Petrovay	Career Development Counselor	11/4	Tucson
Matt Frantz	Transition Specialist	11/4	Tucson
Ann Liggins	DLS/Home Economics for Visually Handicapped	11/4	Tucson
Ken Schlitz	Manager, Work Education Program	11/4	Tucson
Tim Polito	Live-In, Independent Living Program Apt. Manager	11/4	Tucson
Ed Gervasoni	Independent Living Program Instructor	11/4	Tucson
Carlton Wiens	Project Skills/Tech Instructor	11/4	Tucson
Glenn Green	Tech Aide/STEP	11/5	Tucson
Kathy Rowles	Career Development Counselor	11/5	Tucson
Sue Kelly	Home Economics/Project Skills Instructor	11/5	Tucson
Cindy Zaccagnini	STEP Coordinator	11/5	Tucson

## LIST OF INTERVIEWS

		DATE	LOCATION
Linda Kadrich	DLS/Home Economics for Visually Handicapped	11/5	Tucson
Dick Upton	Vocational Education	11/5	Tucson
Susan Kramer	Technical Aide	11/5	Tucson
Dan Acunto	Vocational Education	11/5	Tucson
Ralph Bartley	Superintendent, ASDB	11/4	Tucson
Kathee Keller	Principal (ADTEC)	11/4	Tucson
Vicki Waller	Master Teaching Parent (ADTEC)	11/4	Tucson
Milo Borich	Master Teaching Parent (ADTEC)	11/4	Tucson
Marion Murillo	Teaching Parent (ADTEC)	11/4	Tucson
Melanie Derksen	Teaching Parent (ADTEC)	11/4	Tucson
Delores Mannino	Night Supervisor (ADTEC)	11/4	Tucson
Judy Robbins	Elementary Teacher (PDSO)	11/4	Phoenix
Don Kitson	Middle School Teacher (PDSO)	11/4	Phoenix
Laura Edwards	Physical Education Teacher (PDSO)	11/4	Phoenix
Eileen Morgan	Music Teacher (PDSO)	11/4	Phoenix
George Olson	Industrial Arts/Woodshop Teacher (PDSO)	11/4	Phoenix
Elizabeth Gruber	Home Economics Teacher (PDSO)	11/4	Phoenix
Jennifer Castillo	Coordinator/Case Manager – CBI Program	11/4	Phoenix
Jennifer Tweedle	Counselor (PDSO)	11/4	Phoenix
Gaby Sorenson	Curriculum Coordinator (PDSO)	11/4	Phoenix
Cathy Devers	Learning Disabled Specialist	11/4	Phoenix
Frank Amann	High School Teacher (PDSO)	11/4	Phoenix
Lonna Anderson	Vocational Services Specialist	11/4	Phoenix
Marjorie Timms	Communication Coordinator (PDSO)	11/4	Phoenix
Mona Kitson	Elementary Teacher (PDSO)	11/4	Phoenix
Ed Gervasoni	Independent Living Program Class	11/4	Tucson
Graduating Senior	Independent Living Program/Academics	11/4	Tucson
Susie Magrabi	Vocational Instructor	11/5	Tucson
Debbie Hanson	Instructional Aide Supervisor (ADTEC)	11/5	Tucson
Doris Woltman	Case Manager (ADTEC)	11/5	Tucson
Pat Geraghty	Drivers Education Teacher (PDSO)	11/5	Phoenix
Cati Moreno	Middle School Teacher (PDSO)	11/5	Phoenix
Sue Jeffay – Jonas	CBI Teacher (PDSO)	11/5	Phoenix
Maureen Gallucci	Elementary Teacher (PDSO)	11/5	Phoenix
Jennifer Castillo	Phoenix Day School for the Deaf	11/5	Phoenix
Tenna Payne	Diagnostic Teacher (ADTEC)	11/9	Tucson
Tenna Payne	Diagnostic Class (ADTEC) (Obser)	11/9	Tucson
Various Students	Recycling Center (Obser)	11/9	Tucson
Eilene Hughes	Diagnostic Class (Obser)	11/9	Tucson
Donna Martin	Work Education Instructor (Obser)	11/9	Tucson
Julie Osselaer	Elementary (Grade 1) Class (PDSO) (Obser)	11/9	Phoenix
Seiders et al	Elementary (Kindergarten) Class (PDSO) (Obser)	11/9	Phoenix
Simon Guteng	MHSSI Class (PDSO) (Obser)	11/9	Phoenix

## LIST OF INTERVIEWS

Jane Kovarik	Elementary (Grade 2) Class (PDS) (Obser)	11/9	Phoenix
Maureen Gallucci	Elementary (Grade 3-4) Class (PDS) (Obser)	11/9	Phoenix
Freeman Harper	Elementary (Grade 3-4) Class (PDS) (Obser)	11/9	Phoenix
Belinda Bendik	Elementary (Grade 4-5) Class (PDS) (Obser)	11/9	Phoenix
Pat Geraghty	Elementary (Grade 6) Class (PDS) (Obser)	11/9	Phoenix
Judy Robbins	Elementary Resource Class (PDS) (Obser)	11/9	Phoenix
Brenda Cox	Reading Class (PDS) (Obser)	11/9	Phoenix
Don Kitson	Social Studies Class (PDS) (Obser)	11/9	Phoenix
Kathy Sins	Art Class (PDS) (Obser)	11/9	Phoenix
George Olson	Woodshop Class (PDS) (Obser)	11/9	Phoenix
Bob Manchee	Social Studies Class (PDS) (Obser)	11/9	Phoenix
Beth Rittman	Reading Class (PDS) (Obser)	11/9	Phoenix
Jeff Sears	Biology Class (PDS) (Obser)	11/9	Phoenix
Patti Smolko	Language/Reading Class (PDS) (Obser)	11/9	Phoenix
Lisa Pennington	Community Based Instruction Class (PDS) (Obser)	11/9	Phoenix
Chris Tompkins	Foundation for Blind Children (FBC)	11/10	Tucson
Public Meeting	PDS	11/10	Phoenix
Jennifer Wolfe	Education Teacher (ADTEC)	11/12	Tucson
Jennifer Wolfe	Class (obser)	11/12	Tucson
Stephen Quigley	Teaching Parent (ADTEC)	11/12	Tucson
Lauri Murrell	Teaching Parent (ADTEC)	11/12	Tucson
Jeff Hyde	Teaching Parent (ADTEC)	11/12	Tucson
Sylvia Guerrero	Teaching Parent (ADTEC)	11/12	Tucson
Gayle Lancaster	Administrative Secretary I, Central RSP	11/12	Phoenix
Nancy Pakula	Secretary, Phoenix Evaluation Center	11/12	Phoenix
Pat Rochin	Secretary, PDS Elementary	11/12	Phoenix
Pam Steiner	PDS Receptionist	11/12	Phoenix
Roxanne Ide	Secretary, PDS Administration	11/12	Phoenix
Karen Christianson	Communications Specialist (ADTEC)	11/12	Tucson
Sharon DeSmet	Instructional Aide (ADTEC)	11/13	Tucson
Phyllis Brodsky	Education Teacher (ADTEC) - Catalina H. S.	11/13	Tucson
Phyllis Brodsky	Class (Obser)	11/13	Tucson
Vicki Noseck	Psychologist (ADTEC)	11/13	Tucson
Nancy Armes	Supervising Nurse, ASDB Clinic	11/16	Tucson
Sandra Hamm	Psychologist (DISS)	11/16	Tucson
Edith Kleiss	Clerical Assistant, ASDB Clinic	11/16	Tucson
Jonie Dorough	Instructional Aide (DISS)	11/16	Tucson
Joni Kiser	Director, Regional Services Program	11/16	Tucson
Kelly Marts	Regional Services Supervisor, Southern (RSP)	11/16	Tucson
Emma Wiseley	Deaf-Blind Grant Supervisor (RSP)	11/16	Phoenix
Sherri Ellefson	Occupational Therapist, Phoenix Evaluation Center	11/16	Phoenix
Bev Anderson	Audiologist, Phoenix Evaluation Center	11/16	Phoenix
Lynn Nash	Educational Diagnostician, Phoenix Evaluation Center	11/16	Phoenix

## LIST OF INTERVIEWS

Christine Staples	Registered Nurse, PDS Health Center	11/16	Phoenix
Lori Elliott	Media Coordinator, PDS Library/Media	11/16	Phoenix
Donna Farman	Librarian, PDS Library/Media	11/16	Phoenix
Alan Myklebust	Supervisor, Library/Media (DISS)	11/18	Tucson
Pat Furman	Artist, Library/Media (DISS)	11/18	Tucson
Sam Garcia	Tech Aide I (Video), Library/Media (DISS)	11/18	Tucson
Kathy Barry	Transcriber/Media Aide (Braille), Library/Media (DISS)	11/18	Tucson
Bob Fitzsimmons	Communications Teacher, Communications (DISS)	11/19	Tucson
Peg McCullough	Librarian, Library/Media (DISS)	11/19	Tucson
Paula Bloker	Communications Coordinator (DISS)	11/19	Tucson
Creagh Day	Supervisor, Curriculum and Language Services (DISS)	11/19	Tucson
Ellen Goldman	Southern Region Audiologist (RSP)	11/18	Tucson
Catherine Creamer	Acting Tucson CHIC Coordinator (RSP)	11/18	Tucson
Public Meeting	ASDB	11/18	Tucson
Public Meeting	ASDB	11/18	Tucson
Nancy Lines	Purchasing Agent	11/20	Tucson
Sherry Teague	PDS Parent	11/20	Phoenix
Delores Hinz	Secretary (RSP)	11/23	Tucson
Cindy McIntyre	Secretary (Cooperative Program)	11/24	Tucson
Paul Lansing	Professor (NAU) (Phone Interview)	11/24	Phoenix
Mabrey/Tucker	Governor's Strategic Budget (Briefing)	11/25	Phoenix
Marge Chernovetz	Food Service Worker	11/30	Phoenix
Beverly Lewis	Food Service Worker	11/30	Phoenix
Shoko Hemming	Cook	11/30	Phoenix
Cafeteria	Observation	11/30	Phoenix
Peggy Kile	Supervisor, West Bldg. Office (RSP)	11/23	Phoenix
Jan Goetz	Preschool Coordinator (RSP)	11/23	Phoenix
Debbie Pollicove	Outreach Coordinator, West Bldg. Office (RSP)	11/23	Phoenix
Sara Briggs	Preschool Teacher	11/23	Phoenix
Lee Ann Frade	Preschool Teacher	11/23	Phoenix
Jolie Thomas	MHSSI (Obser)	11/23	Phoenix
Lee Ann Frade	Typical Mainstream (Obser)	11/23	Phoenix
Melissa Long	High School Spanish (Obser)	11/23	Phoenix
Barbara Schrag	Southern Rural Coordinator (RSP) (Obser Audio. Test.)	11/24	Tucson
Barbara Schrag	Southern Rural Coordinator (RSP)	11/24	Tucson
Earlene Dykes	RSP Assistant Director	11/24	Tucson
Linda Meiners	Regional Services Supv. (NorthCentral)	12/01	Flagstaff
Brenda Jobe	Northern Rural Audiologist	12/01	Flagstaff
Jane Krahe	Supv., North Central Region. Coop.	12/02	Flagstaff
Lisa Ring	Teacher (Coop)	12/02	Flagstaff
Deb Epperson	Parent	12/02	Flagstaff
Kathy Luksich	Interpreter/Tutor	12/02	C. Verde
Tippi Hoff	Teacher	12/02	C. Verde

## LIST OF INTERVIEWS

David Yentzer	VI Teacher	12/03	Prescott
Bonnie Simmons	VI Teacher	12/03	Prescott
Helen McDowell	HI Teacher	12/03	Chino Vall.
Marshall Kane	Spec Ed Director	12/03	Humboldt
Luanna Powell	HI Teacher	12/03	Humboldt
Christie Lawrence	Parent Adviser	12/03	Flagstaff
Linda Reed	Grants Coordinator	12/04	Flagstaff
Edith Kleiss	Clerical Asst.	11/18	Tucson
Gail Rochlin	Supervisor and Audiologist	11/18	Tucson
GeeGee Larrington	Occupational Therapist	11/19	Tucson
Pam Parham	Supervisor, Instructional Aides	11/19	Tucson
Eva Prince	Educational Diagnostician	11/19	Tucson
Dani McKellum	Instructional Aide	11/19	Tucson
Janis Jenks	Educational Diagnostician	11/19	Tucson
Stuart Draper	Physical Therapist	11/18	Tucson
Lisa Furr	Instructional Aide	11/19	Tucson
Ralph Bartley	Briefing	11/19	Tucson
Jeff Jeffers	Facilities Mgr.	12/8	Tucson
Ken Golembieski	Asst. Facilities Mgr.	12/8	Tucson
Ray Ramirez	Act. Supv., Mechanical Maint.	12/8	Tucson
Karen Cartwright	Supv., Grounds Unit	12/8	Tucson
Jessie Felix	Supv., Housekeeping Unit	12/8	Tucson
Harvey McPheron	Carpenter, Painter	12/9	Tucson
George Tomlinson	Mech. Maint. Unit	12/9	Tucson
John Steele	Grounds/Mech. Maint.	12/9	Tucson
Gerald Black	Security Unit	12/9	Tucson
Henry Garcia	Former Student	12/9	Tucson
CHIC Parent Advisor Meeting		12/9	Tucson
Cindy Drye	Parent Advisor	12/9	Tucson
	Work Crew Observations	12/10	Tucson
Maria Bukes	Housekeeping	12/10	Tucson
Dan Wertz	Grounds	12/10	Tucson
Les Laszakouits	Security	12/10	Tucson
Jacque Muske	Acct. Supv.	12/9	Tucson
Martha Lepo	Acct. Tech.	12/9	Tucson
Anna Smith	Acct. Tech.	12/9	Tucson
	Issues Committee Meeting (ASDB Mgt. Representatives)	12/9	Tucson
Marla Pesqueira	Payroll Tech.	12/9	Tucson
Nancy Lines	Purchasing /Warehouse Supv.	12/10	Tucson
Larry Whalen	Storekeeper	12/10	Tucson
Ralph Bartley	Superintendent, ASDB	12/10	Tucson
Terry Pritchard	Fiscal Services Spec. (PDSD)	12/11	Phoenix
Lon Mackey	Asst. Facil Mgr. (PDSD)	12/11	Phoenix

## LIST OF INTERVIEWS

Rick Owens	Mech. Maintenance	12/11	Phoenix
Ralph Voris	Structural Maintenance	12/11	Phoenix
Larry Ingersoll	Grounds	12/11	Phoenix
Bob Kwiatkowski	Housekeeping	12/11	Phoenix
Dan Murdock	Security Guard (Private Company)	12/11	Phoenix
Marilyn Jaitty	Superintendent, Colorado School for Deaf/Blind	12/10	Out-of-St
Carole Madden	Low Vision Specialist, Wisconsin School for the Blind	12/10	Out-of-St
Don Powers	Manager, Transportation Services	12/14	Tucson
Roy Rexroad	Mechanic	12/14	Tucson
	Ride-Along Route Observations	12/15	Tucson
Various Employees	Drivers	12/15	Tucson
Jerry Maddock	Grants/EDP Coordinator	12/15	Tucson
	Fleet Operations and Maintenance Observations	12/16	Tucson
Donna Allen	Transportation Coordinator	12/17	Phoenix
Elaine Grubbs	Driver	12/17	Phoenix
Nancy Eads	Driver	12/17	Phoenix
Rosemary Avina	Dispatcher	12/17	Phoenix
Mary Newsome	Trainer	12/17	Phoenix
Al Cochran	Driver	12/17	Phoenix
Various Staff	Observations	12/17	Phoenix
Students	Observations of Home-going Loading	12/18	Tucson
Cathy Kapetanakis	Personnel Technician	12/7	Tucson
Tonya Stofka	Personnel Technician	12/9	Tucson
Barbara Graczyk	Administrative Secretary	12/9	Tucson
Virginia Klinger	Personnel Manager	12/9	Tucson
Vola Carriere	Receptionist/Secretary	12/10	Tucson
Mary Fult	Clerk Typist	12/10	Tucson
Debbie Oberin	Administrative Secretary	12/10	Tucson