

IMPLEMENTATION PLANS

Introduction:

As a result of the Consent Decree, 23 Implementation Plans were drafted to ensure the District's policies, practices and procedures are in compliance with IDEA, Section 504, and the ADA. A timeline was drafted in conjunction with these plans and four times a year the District provides reports regarding its performance of the Implementation Plans to the neutral expert, Dr. Barber, who then submits the District's report and his evaluation to us.

Implementation Plans are only one aspect of the Consent Decree; however, they are a very important aspect of the Consent Decree as they cover a wide range of topics. Listed below are the titles of 22 of the 23 plans and a link to information listing specific aspects of each plan. These links are intended to provide a general overview, so some specific details have been omitted from this summary. In addition, since the Consent Decree has been in effect since 2000 a number of these objectives have been completed, are routinized and ongoing or have a future projection date.

Click on one of the items below to go directly to that section of the document.

1. Board of Education
2. Administration-Superintendent's Office
3. Student Services
4. Parent Services
5. Personnel
6. Testing (District-wide, Standardized)
7. Transportation
8. General Curriculum
9. Title I
10. GATE (Gifted and Talented Education) PROGRAM
11. Athletics
12. Special Education (Under I.D.E.A.)
13. 504 Coordination
14. Site-Sponsored Activities-Elementary Schools (K-5)
15. Extra-Curricular Activities-Secondary Schools (6-12)
16. Water Environment Studies
17. Adult Education
18. Alternative Dispute Resolution
19. Transition From School To Work and Adult Life
20. Special Education Assistant Training Program
21. Communication
22. Assistive Technology

Administration-Superintendent's Office and Board of Education

- The Superintendent's Office will oversee the full integration of students with special needs and their families into district-wide education programs.
- Architectural access barriers at all 55 school sites will be eliminated.
- Policy barriers barring children with disabilities from all District programs (academic and extra-curricular) will be eliminated, and policies supporting integration of disabled students and other students with special needs into all District programs will be implemented.
- Delivery of Special Education services will be reorganized to improve communication with families, improve assessment of the needs of students, and improve implementation of special education services.
- A Parent Liaison position has been established to improve communication.
- A refined data system will be developed which includes program enrollment, students referrals, and request for service under Special Education and Section 504.
- A new student information system has to be obtained.
- Compliance with Title 5 of the California Education Code, federal Special Education regulations, and the mandates of the Consent Decree will be required among all central office and school site staff.
- Three District programs will be established, including a model augmentative program for children who need augmentative communication devices and/or assistive technology; a model assistant training program to train classroom assistants to assist children with disabilities; and a full-time, permanent Parent Liaison to assist parents of disabled children to navigate the Special Education system.

Student Services

- Student Services department will continue to provide accurate management of records related to students with special needs, including attendance information.
- Student Services Department will collaborate with the Special Education Department in conducting truancy prevention activities and will relate these activities and supports to the IEP process.
- Attendance data will be summarized and presented in report form for District staff and general public on a monthly basis.
- School staff will monitor student attendance and initiate appropriate interventions as needed.
- The Student Services Department will oversee and administer disciplinary actions to students with special needs.
- Student services and Special Education staff will maintain district-level interventions, including home visits, referral to support services, S.A.R.B. reviews, and court referrals when appropriate.
- Policies and procedures regarding student discipline will be developed, implemented and revised as needed. Procedural safeguards required by I.D.E.A. and Section 504 will be included.
- Student Services staff will collaborate with district Special Education and school staff

in responding to disciplinary issues of Special Education and Section 504 students, including developing appropriate interventions and Section 504/IEP plan components.

- School staff will monitor student discipline and initiate appropriate interventions as needed.
- Student Services and Special Education staff will maintain district-level interventions, including home visits, elementary case conferences, parent appeals, dispute resolution, and District Administrative Hearings when appropriate.
- The Student Services Department will oversee specialized healthcare services and procedures, including the activities of the school nurses, in support of students with special needs.
- Policies and procedures regarding specialized healthcare services and procedures will be developed, implemented, and revised as needed.
- Specialized healthcare plans will be developed for students receiving such services. Plans will be implemented.
- School nurses will monitor the provision of specialized healthcare services.
- The Student Services Department will continue to administer the Safe & Drug Free Schools and the Tobacco Use prevention Education (TUPE) programs, making all related activities accessible to students with special needs.
- An annual plan of program services will be developed in collaboration with the MDUSD Safe & Drug Free School Task Force.
- Each district and independent contractor who provides program services will produce assurances that all programs and services will be accessible to students with special needs.
- The Director of Student Services will review each program being provided to assure that all program activities are accessible to students with special needs.
- The Student Services Department will continue to develop and distribute the Parent Information Packet at the beginning of each school year.
- The Parent Information Packet will be provided in alternative formats, upon request.
- Parent communications and notices will be analyzed for readability and produced at reading levels appropriate for general distribution to parents.

Parent Services

- Policies will be developed which provide information, training and inclusion of parents of students with special needs in programs and activities of the District, especially the IEP process.
- A Parent Liaison will be identified and hired by the District to receive parent feedback and concerns, and to facilitate the coordination of parent trainings, with particular emphasis on parents of Special Education and disabled students.
- Methods of providing information to parents and staff will be developed and implemented.
- A guide to programs and services available to all students will be developed, and will include eligibility criteria, and a description of programs, placements, and services available to students.
- Parents and public volunteers will be trained regarding the rights and needs of disabled

student participants. Rights and needs of disabled students will be identified. Training will be developed and implemented with parent and other public volunteers.

- Procedural safeguards in Special Education will be provided to parents considering readability and primary language.
- A Parent Bulletin will be created and distributed to parents of Special Education Students three times a year.
- Parent education will be provided which includes characteristics of learning disabilities, information about parent support groups related to specific disabilities, homework strategies. Parent education will be developed in collaboration with Adult Education.
- Survey CAC and Resource Parents to identify areas of need. Present information to parents and the community through a variety of venues.
- Collaborate with Adult Education to develop and provide trainings/parent education classes.
- A Parent Resource Center will be established to make information available to parents, and may include video and print materials and a viewing room for use by parents and teachers.
- A location for the Parent Resource Center will be identified.
- The Parent Resource Center will be established and become functional.
- Staff development will be provided to teachers of students with special needs, to assist staff in communicating with parents. Identify area of need. Collect relevant materials. Develop and deliver in-service.
- Parents, staff, students and community members who have made excellent contributions to Special Education will be identified and celebrated i.e. success Conference, You Make a Difference Awards.
- Parents will participate in the education planning process in ways that contribute to them feeling welcome and valued.
- Staff development will be provided to teachers to assist in heightening sensitivity to parents' meaningful participation in education planning.
- Parents' concerns that the District Special Education is unresponsive to their needs will be addressed. Provide parents with a process for communication of parent concerns.
- A request form for the Parents Liaison will be designed. Parent Liaison's areas of assistance will be identified and explained on request form. A system to document requests for assistance will be developed.
- Recruitment strategies to increase CAC and Resource Parents membership will be devised.
- Criteria for eligibility for special education and designate instructional services will be clearly identified and communicated to parents. Parents will be clearly informed of the options available to students for services, programs and placements.
- Parent Liaison, in collaboration with Program Administrators of Special Education will develop/compile criteria as the basis for a guide to orient parents to Special Education and designated instructional services.
- Effective progress reporting will provide information to parents regarding their students' performance and in a timely way to prevent student failure.
- IEP progress reports will be sent out in compliance with I.D.E.A. When needed, more frequent progress reports will be utilized to inform parents of students' progress, i.e.

weekly progress reports.

Personnel

- District policies and practices will be put in place that result in the identification, hiring, training and retention of fully qualified teaching and support staff.

Testing

- Students with special needs will participate in District-wide and standardized tests to the maximum extent appropriate, as determined by the IEP, and in keeping with the A.D.A. and the I.D.E.A.
- Policies and practices will be developed and implemented which permit students with special needs access to district-wide and standardized testing, to the maximum extent allowed by the law, and with appropriate accommodations and modifications.
- Alternate formats of these tests will be provided in written materials, in keeping with the A.D.A. and the I.D.E.A., for students with disabilities.
- Directions provided with each standardized test will refer to the policy and require the use of alternate formats as allowed in commercially-utilized testing materials be made available to special needs students. The same option for alternate forms will be provided for all district-developed standardized tests as defined by the STAR testing program. These alternates will be made available upon request with a four-week advance notice.
- Information materials for testing will be prepared in Braille and other alternate formats for distribution upon request with a four-week notice.
- Annual notice accommodations, modifications and alternate assessment is to be included in the Parent Information Packet.
- Reasonable accommodations will be made for students with special needs, in keeping with the A.D.A. and the I.D.E.A. for all state tests. All accommodations as specified by the IEPs shall be recognized and provided.

Transportation

- Policies and practices will be implemented which result in a maximum travel time of 75 minutes on the bus for any student receiving transportation.
- Policies and practices will be implemented which result in consistent pick-up and drop-off times.
- Reasonable accommodations will be made for non-scheduled transportation of students for extra-curricular activities.
- The specialized needs of students with disabilities will be considered when purchasing equipment.
- Alternative sources of transportation will be investigated and implemented when appropriate; the use of cabs and vans, and other private sources for transportation.

General Curriculum

- Students with special needs will participate in the District's core curriculum before utilizing additional accommodations and/or modifications.
- Teachers will demonstrate competency in using content standards and differentiated instruction for curriculum planning and lesson planning.
- Pre-referral interventions will be used in the general curriculum and general education classroom, permitting students to be educated in the least restrictive environment.
- Supplemental aids and supports will be implemented in the general education classroom to insure student success.
- Core curriculum reading and instructional materials will be suitable for use by students with a variety of learning strengths.
- Students in Special Education classrooms will participate in the general curriculum.
- Students in Special Education classrooms will use general education textbooks and instructional materials, with appropriate modifications and accommodations, pursuant to their IEPs.
- All students will participate in meaningful assessment activities, including criterion-referenced activities, teacher-made tests. Appropriate accommodations and modifications will be made in assessment and grading for students with special needs.
- Students with special needs will be provided strategies to remediate and compensate for disabilities, which can apply in the general curriculum and general education classroom.
- Students with special needs will be included in general education and/or general curriculum tests and assignments, with appropriate modifications and accommodations, as determined by the IEP.

Title I

- Students receiving Title I support will participate in the District's core curriculum before utilizing additional accommodations and/or modifications.
- The District will maintain high expectations for student performance.

GATE(Gifted and Talented Education) PROGRAM

- The District will adopt a policy of full inclusion and barrier-free access to, the GATE Program for students with special needs.
- Criteria for participation in the GATE program will be evaluated and changed to accommodate students with special needs.
- Program policies will be developed for inclusion of Special Education/disabled students into regular education and enrichment programs, such as GATE, as appropriate.
- Identification criteria and procedures will include a comprehensive look at each referred student's abilities, and will result in the full participation of students from varying economic, cultural, and linguistic background, and learning profile.
- Invitations to all meetings will be written in primary languages of parents of GATE students.

- Sites request language translation of any materials for the parents of GATE students.

Athletics

- GPA (grade point average) review will be explained in detail to general education and students receiving Special Education services during the school year start-up activities.
- Publicize information about sign-up meetings, grade point requirements, and physical exams to general education students receiving Special Education services.
- Include language in existing Board approved guidelines to include eligibility for students receiving modified curriculum, who meet the eligibility criteria applicable to all students, i.e. 2.0 grade point average,
- Students with special needs will be provided appropriately differentiated participation, commensurate with their interests, strengths and special needs, and in keeping with the A.D.A. and I.D.E.A.
- Present announcement of all athletic opportunities school-wide, repeat seasonally.
- Explore need for additional intramural program by using interest inventory tools with students and parents.
- Explore “Special Olympic” type programs to involve students on campus using interest inventory tools with students and parents.

Special Education (Under I.D.E.A)

- The special education department will develop and implement policies and practices that facilitate student and parent access to all educational and related programs in the District.
- The Special Education Department will establish a District policy of open and honest communication to encourage and promote more positive attitudes and practices in providing services to Special Education students.
- The Special Education Department will continue to investigate alternative delivery of service models, and to implement cost-effective practices that promote achievement of students’ IEP goals and objectives in the least restrictive environment.
- The Special Education Department will develop an Accountability Plan to remediate past non-compliance, to monitor timelines and to ensure future compliance with IEP design and implementation.
- Students in Special Education classrooms will participate in the general curriculum.
- Special Educators will be trained in the use of specialized instructional strategies that will enhance the ability of students receiving Special Education services to improve their success in the general curriculum.

504 Coordination

- Section 504 handbooks providing guidelines for school staff and parents will be developed and updated as needed.
- The Section 504 Coordinator will provide informational presentations to school and District parents organizations on Section 504 and related issues.

- Implement policies and practices which ensure due process to students with special needs, in keeping with Section 504.
- The MDUSD Parent Information Packet (PIP) will provide parents with annual notice and information on Section 504 and availability of Section 504 Handbook for parents.
- A dispute resolution process will be implemented when requested by parents.
- For Section 504 annual reviews, develop and encourage the use of informal assessment, and provide reports in a timely manner readily understood by parents.
- Students will be encouraged to participate in the STAR and other testing activities with knowledge that appropriate accommodations will be made.

Site-Sponsored Activities – Elementary Schools (K-5)

- The District acknowledges that all students are deemed eligible to participate in extra-curricular activities and will adopt a policy of full inclusion in, and barrier-free access to, extra-curricular activities for students with special needs.
- Program policies for inclusion of Special Education, disabled students, and other students at risk, into extra-curricular programs.
- Policies for outreach to students receiving Special Education services and their parents will be developed and implemented at all schools, to foster increased participation in extra-curricular activities.
- Announcements for extra-curricular activities will include language indicating that accessibility is ensured.
- Site administrators will review student IEPs to determine specific supports required for student participation in extra-curricular activities. A school plan will be developed and implemented based on the specific supports needed at each school site.

Extra-Curricular Activities-Secondary Schools (6-12)

- The District acknowledges that all students are deemed eligible to participate in extra-curricular activities and will adopt a policy of full inclusion in, and barrier-free access to, extra-curricular activities for students with special needs.
- Create program policies for inclusion of Special Education, disabled students, and other students at risk, into extra-curricular programs.
- Update District policies to facilitate inclusion of all students.
- Review and communicate annually to students, staff and parents.
- Policies for outreach to students with special needs and their parents will be developed and implemented at schools, to foster increased participation of curricular activities.
- Develop outreach for these policies. Communicate policy to staff, students, parents.
- Implement policy.

Water Environment Studies

- The District will adopt a policy of full inclusion in, and barrier-free access to, the water environment studies conducted on the Robert G. Brownlee for fifth grade students with special needs.

- Students with special needs will participate in all activities associated with the Water Environment Studies science unit available to 5th grade students.
- Fifth-grade students with special needs will participate with their non-handicapped peers in pre-Robert G Brownlee activities.
- General education and Special Education teachers will collaborate in delivering the pre-Robert G. Brownlee activities, for students with special needs, pursuant to their IEPs.
- Fifth-grade students with special needs will participate with their non-handicapped peers in all activities of the Water Environment Studies science unit while on the Robert G. Brownlee.
- Accessible stations are available for students with special needs.
- Fifth-grade students with special needs will participate with their non-handicapped peers in all follow-up activities associated with the Water Environment Studies science unit.
- General education and special teachers will collaborate in delivering post-Robert G. Brownlee activities, with modifications and accommodations, for students with special needs, pursuant to their IEPs.
- The District will make the fifth-grade Water Environment Studies science unit accessible to all students with special needs.
- Safety procedures for disabled participants will be prepared.
- Safety needs will be assessed, and safety procedures enhanced, if necessary, to accommodate students with special needs.
- Staff supervising the Robert G. Brownlee science unit will be trained in safety procedures necessary for students with special needs.
- Reasonable accommodations, in keeping with the A.D.A. and I.D.E.A., will be made for the full inclusion of students with special needs. 1) Portable wheelchairs will be provided without charge to all ambulatory-impaired students. 2) Policies will be developed which will permit inclusion for visually impaired students, including the blind. 3) Policies will be developed which will permit inclusion for students with auditory impairments.

Adult Education (AE)

- The District will ensure access, parity, and support to those special needs students who have been deemed appropriate through the IEP process to make up credit through adult education's high school diploma class.
- Locally develop and implement a site inclusion plan at each school, which emphasizes inclusion of special needs students in all aspects of school life.
- **Note: The following activities pertain to special needs students who attend adult education high school classes, outside of their regular instructional day on a high school campus, to make up credit in a particular subject area. Activities which need to take place regarding student success in this alternative adult setting are:**
- Home school will communicate with AE showing IEP team has deemed AE appropriate placement for making up credentials.
- Students with disabilities will participate in the District's core curriculum before utilizing additional accommodations and/or modifications.

- AE will engage in tracking and analyzing the success rate of special needs students/ Appropriate support systems will be put in place which may increase student achievement.
- AE will provide sites with detailed information on how AE high school classes are organized so that parents, students and school personnel can make informed choices regarding referral to the program.
- Provide access to the general education curriculum and reforms, in the least restrictive environment. To the maximum extent appropriate, students with disabilities will be held to the same standards as general education students, as established by the District's content and performance standards. Through joint special and general education staff development, prepare all teachers to implement modifications and accommodations that promote all students' successful achievement of Board approved performance standards.
- Review AE course outlines to align to standards. Contact home school Special Education teachers for suggestions or modifications and accommodations which promote student success.
- All students will participate in meaningful assessment activities, including criterion-referenced activities teacher-made tests, and standardized testing. Appropriate accommodations and modifications will be made in assessment and grading for students with special needs.
- Include students with special needs in classroom assignments and tests, with appropriate modifications and accommodations.
- Provide ongoing teacher training in verifying, documenting and reporting student progress, using both standard and non-standard measures effectively.
- Review documents used to report student progress back to high schools and to individual students.

Alternative Dispute Resolution

- Policies and practices will be developed and implemented which provide the District and the families of students with special needs opportunities to resolve complaints and parent disagreements within the IEP process through local resolutions, prior to reliance on complaints to the California Department of Education-Special Education Complaints Division and due process hearings.
- A variety of programs will be developed that focus on resolving issues at the local level, before they rise to the level of mediation and fair hearing or result in formal compliance complaints.
- Implement the Alternative Dispute Resolution Project Plan developed in conjunction with West Contra Costa Unified School District and Contra Costa SELPA.
- The District will develop a local complaint resolution process which parallels the State Department procedures.
- Parents/guardians will have an opportunity to resolve disagreements with the recommendation of the IEP team through local resolutions, including mediations with the Program Director for ADR and Solutions Panels in collaboration with neighboring SELPAs.
- ADR office will provide staff, students, parents, advocates, mediators, attorneys and

other interested community members with single point of entry for resolving disagreements related to compliance with the IEP process, federal and state laws and regulations concerning Special Education.

- Activities will be implemented among site administrators, school staff, and parents which build understanding and support for the use of alternative dispute resolution services.
- The ADR office, in conjunction with the Special Education Department activities, will provide information, techniques, and best practices utilized to successfully negotiate and resolve conflicts through the collateral material, orientation, staff development, in-service training, and community forums using staff and parent participation.
- Parents, staff and others will be recruited and trained to participate in solutions panels.
- Review existing list of trained staff and parents, determine continued interest and availability and recruits and train new members as needed. In conjunction with WCCUSD and CC SELPA, determine the ongoing use and usefulness of this intervention. Complete retrospective audit of previous MDUSD cases to determine effectiveness and outcomes.
- A network of parent volunteers, called Resource Parents, will be trained to answer questions and provide information to parents of students with disabilities.
- Establish consistent calendar dates, location and time Resource Parents meetings with designated Special Education support, minutes and communication plan. Recruit and train additional Resource Parents and expand the areas of expertise and help available to other parents.
- Develop MDUSD's capability to train its own Resource Parents by attending "Train the Trainer Program" offered at CC SELPA and gaining skills necessary to provide the training in-house.
- Improve the communication and working relationship between CAC and Resource Parents using special projects mutually important to the goals of both groups.
- Parent concerns and complaints will be tracked.
- Standard intake form will be developed and used to record parents concerns and complaints.
- Assistance will be provided to staff and parents who are addressing complicated or challenging concerns.
- Organize, schedule and coordinate special briefing and strategy sessions to help both parents and school staff resolve their concerns. At times, special mediation activities will be provided, as well as prescribed interventions designed to assist all parties.
- Prevention activities will be developed and implemented that will improve the quality of school-to-home communication in an effort to reduce the number of disagreements and disputes.
- The Family Resource Center and Parent Resource Library will be developed and operated in Special Education Annex. Promote pro-active communication with staff and parents through tip sheets, newsletters, Consent Decree Bulletin, site staff development, back to school nights, open houses and special parent-related activities through CAC, PTA, etc.

Transition From School to Work and Adult Life

- The District will implement policies and practices which provide a variety of options for activities leading to work and adult life for students 14 to 22 years old receiving Special Education.
- Students with disabilities will successfully participate in preparation for the workplace and living independently.
- The District will strengthen the Transition Services Plan for students with special needs by providing vocational and transition support services through the development of a District-wide Vocational Services program, i.e. WORKABILITY I.
- Workability I Portfolios will be completed for Workability students.
- An increasing number of students will be placed in volunteer and paid jobs.
- A Transition Portfolio will be filled out by Special Education students 14-22 years old.
- An in-service on Adult Service Providers will be presented to parents.
- The District will work to enhance the BRIDGE program.
- Develop a program description for students 18-22 years old. Develop program-related policies and procedures regarding search and serve, discipline, community access.
- Survey parents, staff and students on interests/program needs. a. Compile information b. Develop plan for meeting
- Expand existing Bridge program to include intensive independent daily living skills through participation in a simulated apartment setting located at the Bridge site.
- Bridge teachers will demonstrate competencies in developing standards-based IEPs and curriculum.
- The District will identify and promote service linkages for students with specific learning disabilities, as well as for those with developmental disabilities.
- A needs assessment will be sent to parents to determine what service linkages are of interest to them and how we can best provide them this information.
- On-going training on transition issues will be provided to assist parents in making decisions with their students as they progress from school to post-school activities.
- Develop on-going parent training in transition issues.
- The Parent Transition Handbook will be given to parents when first transition plan is written beginning at age 14.

Special-Education Assistant Training Program

- To the maximum extent possible, students with disabilities will be served or taught by fully qualified personnel.
- The current Special Education assistant training program will be examined to assess its strengths and weaknesses. (check on this because the activity seems completed)
- Send out survey to Special Education instructional assistants, teachers and parents.
- The individualized needs of children who require one-to-one assistance will be examined.

Communication

- The District will implement policies and practices that will effectively communicate information to parents and staff. The District will provide tools to parents and staff for obtaining information.
- Tools will be provided for accessing information.
- The District will establish a Parent Liaison who will work with parents to develop resources and acceptable program and services alternatives, and who will facilitate parent-District communication.
- The Parent Help-Line will be reviewed and updated for content and easy access, its availability will be widely publicized, i.e. in the newsletter, website, and at school sites and IEP meetings.
- The progress reporting process will be refined to provide accurate information to parents regarding their students' performance, and in a timely way to prevent student failure.
- Staff development for improved school-to-home and District office-to-home communication will be provided.
- District-wide communication tools will be developed, including a newsletter, website, and staff tip sheet.
- Information will be communicated to parents, staff, and school community.
- Create and develop newsletter to inform parents and staff about upcoming events and current issues.
- Consent Decree Bulletin will be developed to keep parents and staff current on what they need to know about the mandates of the Consent Decree.
- News releases will be provided to the media.
- Event announcements and flyers will be disseminated to the parents, staff and school community.
- Staff will support and assist the Community Advisory Committee and disseminate information at meetings and special events.
- Community radio will be utilized to communicate special events.
- A website will be developed and updated to assist parents and staff in obtaining current information.

Assistive Technology

- The District will enhance its current assistive technology resources to better support students with special needs in the classroom, with an emphasis on improving access to the general curriculum.
- The District will develop assessment tools and activities to determine a student's assistive technology needs.
- The District will provide assistive technology devices and computer hardware and software to support students with special needs in the general curriculum.
- The District will continue to develop its website with a goal of improved communication.
- District staff will continue to update, monitor and support the website.