

Hayward Unified School District
Consultant Review of Current Status and Future Needs
5/23/08

- I. IEP Process: To improve usefulness, compliance, and parent participation in the IEP process
 - A. Training for Staff
 1. Review training modules currently developed
 - a) Are all areas covered? (i.e., SST, Accommodations & Modifications, 504, Assessment, IEP Process, Assistive Technology, Administrative Designee [Principal and/or Chair Training], Behavior, Developing Working Relationships with IEP Teams, Transition Planning, etc.)
 - b) Is information presented up-to-date re: laws & regulations
 2. Have SPED teachers received training or have experience with differentiated instruction and scaffolding to address GED core curriculum or essential standards?
 3. Have GED teachers received training in making appropriate accommodations & modifications for diverse learners?
 4. Is SPED staff included in the core curriculum trainings (i.e., Math, ELA, Science, etc.)
 5. Review agenda and sign in sheets for district/school staff for all appropriate trainings to determine who has been trained (GED, SPED, Related Service Providers, Paras, Administrators)
 6. Are trainings voluntary or mandatory?
 7. How are procedural guidelines shared with all members of the IEP team (i.e., Scheduling, facilitating, organizing, timeline compliance & risk management, paper work distribution (before and after meeting), signature follow-up, confidentiality, GED teaming and input, conflict resolution, etc)?
 8. How are teams working together to develop collaborative IEPs?
 9. How is training for school site teams aligned with the LRE action plan?
 - B. Training for Parents
 1. Review training modules currently developed and offered to parents
 2. Are all areas covered? (i.e., SST, Accommodations & Modifications, 504, Assessment, IEP Process, Assistive Technology, Transition Planning, Developing Working Relationships with IEP Teams, etc.)
 3. Review agenda and sign in sheets for district/school parent IEP training
 4. How do parents give input to needs assessment for training?
 - C. CDE Self Review
 1. Read and review
 2. Interview Val and Principals to gather data on school sites and staff re: IEP compliance
 - a) Identify compliant and non-compliant schools/staff
 - b) Identify possible explanations for success or problems
 - c) Clarify with Val and Kris expectations for compliance: Who is responsible for what on the IEP teams, including supervision/evaluation?
 - D. Access to IEPs
 1. Is there a case manager who takes responsibility for IEP access/distribution?
 2. Where are IEPs stored? Is information clear regarding who has access and for what purpose?
 3. Is staff writing IEP summaries in user-friendly language for GED teachers and parents?
 4. Security of IEP and other pupil records (confidentiality)
 - E. Usefulness of IEPs

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1. Management Information System (CASEMIS)
 - a) What is the current system of data input?
 - b) What systems work well now and what systems are not working now?
 - c) How many IEPs meet timelines (Initial & Triennials)?
 - d) Does the CASEMIS capture all State Performance Plan (SPP) Indicators?
 2. IEP template/forms
 - a) Is there a template and if so, how is it used?
 - b) How do new teachers or long-term substitutes (LTS) receive training on IEP process & development?
 3. Design of forms
 4. Implementation
 - a) What type of data is collected to measure progress?
 - b) How is progress shared between teachers (GED/SPED) and related staff?
 - c) How is progress shared with parents?
 - d) Is there evidence that data is utilized to inform instruction?
- F. Participation by Parents
1. Are parents' needs considered (i.e., time of day, location, child-care, translation, etc.) for training and/or meetings?
 2. Do parents receive draft reports and goals and objectives before IEP meeting?
 3. Are goals presented in draft form and changed based on input at or before IEP meeting?
 4. How are teams including parents to develop collaborative IEPs?
 5. In what ways and how often do SPED teachers communicate with families?
 6. Ask Val how many unsigned IEPs are outstanding? Process to deal with unresolved issues?
- G. Participation by General Education
1. Do GED teachers receive draft reports and goals and objectives before IEP?
 2. Do SPED teachers meet with GED teachers before IEP or develop goals in collaboration?
 3. Are goals presented in draft form and changed based on input at or before IEP?
 4. How are teams working together to develop collaborative IEPs?
- H. IEP Behavior Plans
1. How is progress recorded?
 2. Are BSP plans reviewed on a regular basis?
 3. Is there evidence that data drives instructional decisions?
 4. Do BSP plans utilize positive strategies?
 5. How are teams (GED, SPED, including paras) working together to develop collaborative BSPs?
 6. How are staff and parents trained to support home/school collaboration in implementing the BSPs?
- I. IEP Accommodations and Modifications
1. Are roles and responsibilities for the development of accommodations and modifications clearly defined?
 2. Is there data to determine if the accommodations and modifications are working for the student?

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3. Do accommodations and modifications have social validity and start in the LRE?
With the least intrusive strategies?
 4. How are teams working together to develop collaborative accommodations and modifications?
- II. Transition: To train staff to write IEPs for 17 year olds and older students to focus on a transition action plan (TAP)
- A. Review the development and implementation of Transition Action Plans for compliance of all necessary components, including Measurable Post-Secondary Outcomes
 - B. Review IEPs to determine that Transition Plans are included as one document
 - C. Are "Interest Inventories" used with students to gain input to the development of TAPs
 - D. Review the potential use of "Independence Facilitators" (new term in district for aides used for building student independence)
 - E. Review the degree of community based instruction (CBI) and campus based experiences for 18-22 year olds
 - F. Determine interagency participation and provision of transition services
 - G. Review current practices educating parents about parental responsibilities re: transition
- III. Special Education Teachers: To improve support of paraprofessionals, support of the Human Resources Department, and address other related issues
- A. Review training for teachers in supervision of paraprofessionals
 - B. Review training for principals in evaluation of paraprofessionals
 - C. Review training for paraprofessional in the supervision and evaluation process
 - D. Review the evaluation tool and supervision process
 - E. Review training for team building training for staff focusing on roles and responsibilities
 - F. Review the process used in the Human Resources Department
 1. Recruitment
 2. Selection
 3. Timeline
 4. Communication
 5. Pre-training
 6. Support activities
 7. Retention strategies
 8. Substitutes
 - G. Analyze Union and contract issues
 1. Class size and caseload standards
 2. Teacher staffing formulas for included pupils
 3. Psychologist salary schedule
 4. Program Specialist salary schedule
 5. Pay differential for working with a substitute and absence of substitute
- IV. Least Restrictive Environment (LRE) Initiative: To improve placement in the LRE and understanding of the requirements for service in the LRE
- A. Review the District tool as completed
 1. Review with Val and get a list of stakeholders who were involved?
 2. Debrief with people involved, as necessary
 - B. Review the administrative plan for implementation of the tool by each site

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1. Determine the need for a facilitated meeting for each school site with all stakeholders to prioritize implementation goals and work to align with district goals
2. Analyze if there is agreement on definition of terms or a need for district-wide definitions to be developed and shared
- C. Review the plan for responding to the outcomes of the tool
 1. Has each team designed an action plan for each school site
 2. How is information shared between district office and school sites re: district-wide goals and individual site action plans
- D. Review the plan for parent involvement in the LRE initiative process
 1. Are parents represented on each school site team?
 2. How were parents recruited or selected to represent the student population?
- E. Review service delivery models including staffing standards and caseload/workload practices
 1. Determine strengths and needs by school site
 2. Review program descriptions that include staffing standards
 3. Review caseload data by services and provider
 4. Determine if any changes in service delivery models are required to create more flexibility
 5. Determine amount of counseling services provided
 6. Determine amount of APE services provided
- F. Review specific use of Special Day Classes
 1. Review numbers, disability labels and staffing in SDC and RSP
 2. Review labels used
 3. Review class sizes
 4. Review number of students transitioned to a less restrictive environment
 5. Review graduation rate and state test scores by class
- G. Review use of placements in other districts/SELPA's
 1. Number
 2. Cost rate
 3. Total cost
- H. Review use of Non-Public Schools and Non-Public Agency providers
- V. Para Professionals: To improve support of paraprofessionals, support of the Human Resources Department and address other related issues
 - A. Review standards for Para Professional staffing for programs and services
 - B. Review procedures for 1-1 para provision and monitoring
 1. Duties
 2. Periodic review of service by IEP team
 3. Department notification of any change in service or provider
 - C. Review employment standards for paras
 1. Hours
 2. Classifications
 3. Performance standards
 - D. Review training for teachers in supervision of paraprofessionals
 1. Review agenda and sign in sheets for district/school staff paraprofessional training
 2. Review needs assessment for paras, gathering input from teachers, paras and parents

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3. Review current para/teacher training, include **coaching** for teachers
 4. Determine how contracted, current behavior group is utilized to provide consultation and para training
 - E. Review training for principals in evaluation of paraprofessionals
 1. Gather information about what is happening now at each school site
 2. Clearly defined roles and responsibilities?
 3. Clearly defined differences between supervision and evaluation?
 - F. Review training for paraprofessional in the supervision and evaluation process
 1. Clarify definitions and roles and responsibilities and provide staff development to principals, teachers, and paras
 2. Review training plan to determine if it includes union representation and input
 - G. Review the evaluation tool and supervision process for one consistent method across the district
 - H. Review the process used in the Human Resources Department
 1. Recruitment
 2. Selection
 3. Timeline
 4. Communication
 5. Pre-training
 - a) Student independence
 - b) Curriculum
 - c) Behavior
 - d) Job responsibilities
 6. Support activities
 7. Retention strategies
 8. Substitutes
 - I. Identify current Union and contract issues
 - J. Review recognition of best practices implemented by paraprofessionals, including:
 1. Ongoing meaningful staff development (needs assessment)
 2. Career ladder
 3. Full participation in classroom and team planning
 4. Stipend for "specific" extra work
 5. Opportunity to attend county trainings
 - K. Determine if a system of career opportunities for paraprofessionals exists, including:
 1. Career ladder within para category or on to teacher training
 2. Lead para at each site: Behavior, modifications and adaptations, building friendships, AAC
 3. Time to visit another classroom or school
- VI. Alternative Dispute Resolution: To expand options for parents and staff to resolve disputes, problems, and issues
- A. Determine intake and communication process
 - B. Determine formal dispute resolution and compliance issues, including:
 1. Complaints filed with CDE
 2. Hearings requested with OAH
 3. Uniform complaints brought to the district

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- C. Determine current training options, including:
 - 1. Facilitation Skills
 - 2. Local Mediation
 - 3. Solution Panels
- D. Review plan to implement Resource Parent training and program
- E. Review role and use of staff in communication and dispute resolution (administration, program specialist, principals, etc.)
- F. Assess use of debriefing meetings
- VII. Support Staff Personnel: To improve role clarification, team building, and efficiency of service (Administration, Program Specialists, Psychologists and other non-caseload support staff)
 - A. Identify and review job titles, roles and responsibilities for non-caseload support staff
 - 1. Identify who is district staff and who is contract staff
 - 2. Review the plan to decrease contract staff and increase district staff
 - B. Review responsibilities for Special Education Director, including:
 - 1. Budget authority
 - 2. Personnel control
 - 3. Relationship to Superintendent's Cabinet
 - 4. Determining if teachers have access to GED curriculum and teacher manuals for grade levels they are teaching; if not, is there administrative support for equal access to curriculum, materials & technology?
 - C. Review Support Staff service models including staffing standards and caseload/workload practices
 - 1. Gather data for district/department
 - 2. Assess responsiveness of staff to parent and provider concerns
 - D. Review training for team building training for staff focusing on roles and responsibilities
 - 1. Has in-service or professional development been conducted for team building?
 - 2. Is there any dedicated time for teaming/collaboration?
 - 3. How is teaming different at each school site and what are each sites strengths or needs?
 - 4. Are there differences in teaming with district staff and contract staff?
 - E. Assess the district's use of technology for communication and instruction
- VIII. Student Study Team and Child Find: To improve the uniformity and consistency of use of the Student Study Team process to meet the requirements for child find and Response To Intervention (Rtl)
 - A. Review current policy information, process structure, and practices
 - B. Review district training process for administration and staff
 - C. Assess implementation of general education responsibilities
 - D. Assess consistency of use including behavior plans
 - E. Assess efficiency of referral to special education
 - 1. Report on appropriate number of referrals to special ed. department
 - 2. Review data collection re: classroom interventions attempted and results
 - F. Review district's Rtl plan
 - G. Assess district's use of and process for Section 504 compliance
- IX. Update of Data Collected for Goldfinger Report
 - A. Percent of student served in special education

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- B. Percent of SLD eligibility for grades K-8 and grades 9-12
- C. Use of Non-Public School and Agency Services
- D. Use of Private Schools