

**Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION**

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include 1) Referral for Assessment, 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP) and 4) the IEP Review. 42nd Street Academy will adhere to the LAUSD Special Education Policies and Procedures Manual.</p> <p>Furthermore, 42nd Street Academy Will distribute the <i>Are You Puzzled by our Child's Special Needs?</i> Brochure to very student to take home at the beginning of each school year. Students with disabilities, requiring special services, enrolling in the school will be identified promptly and provided the appropriate services. All staff members will understand the process established by 42nd Street Academy for referring students who may require special services. The request for Special Education Assessment Forms will be readily available in the main office. The Parent Resource Network poster provided through the Special Education Support Unit will be prominently displayed in the main office and <i>Student Information Questionnaire for Parents and Guardians</i> and <i>A Guide to Special Education Services</i> will be readily available in the main office as well.</p> <ol style="list-style-type: none"> 1. At the beginning of the school year during the first week of school, 42nd Street Academy will distribute the publication, "Are You Troubled by Your Child's Special Needs?", "Section 504 and Students with Disabilities" brochure to all of the students. 2. 42nd Street Academy will also have the following publications available in the school's office for parents and staff members: Student Enrollment Form, Request for Special Education Assessment Form, Student Information Questionnaire for Parents and Guardians, and A Parent's Guide to Special Education Services. The school will display the Parent Resource Network poster and the monthly "Special Education Parent Training Calendar" in an area that is accessible to the public. 3. As soon as students officially enroll and are identified, their records will be requested from their previous schools. Upon enrollment or with initial referral for special education, 42nd Street Academy will provide the parent with "A Request for Reasonable Accommodation" Form. A completed copy will be placed in the student's special education folder. With the assessment plan, 42nd Street Academy will provide the parent with "A Parent's Guide to Special Education Services". At least 10 school days (two weeks) prior to the IEP, 42nd Street Academy will provide parents with a "Notification to Participate in Individualized Education Program Meeting", and the "IEP and You" booklet. At the IEP meeting, the parents will

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		<p>receive an explanation of the information in “A Parent’s Guide to Special Education”, “Least Restrictive Environment” brochure and the “Parent Input Survey”.</p> <ol style="list-style-type: none"> 4. Staff receives training during summer Training Academy. Anthony Jackson, who has been trained in LAUSD’s special education administrator training program for Assistant Principals and the RSP teacher delivers this training. Staff receives instruction on how to request assessment for students they believe have or may have a disability and requires special education services. 5. When teachers suspect a student of having a disability and requiring special education services, they first go through an intervention process that lasts three to four weeks. This process requires that the teacher complete an intervention form and keep an active record of all interventions attempted. After trying difference intervention methods, the student is referred to the Student Success Coordinator who presents the information to the RSP teacher. The RSP teacher then goes through the necessary steps of contacting the parents and completing the necessary paperwork to get the process started. The first step is to enter the pertinent information on the <i>Request for a Special Education Assessment</i> form. The necessary providers are scheduled; a nurse for a physical and any other support persons needed depending on the disability e.g. speech, hearing, psychologist. The RSP teacher does the Woodcrock-Johnson testing and when all it completed, schedules an appointment with the student’s parent(s) to share the findings during the IEP meeting. 6. All publications that are available are kept on campus including pamphlets that are sent to all families at the beginning of the school year telling them of their rights and the rights of their child(ren) with disabilities. 7. Parent Support information is available in the main office. The RSP teacher is also available to answer any questions the parent(s) might have.
Outcome 2	Intervention Programs	<p>MULTI-TIERED FRAMEWORK TO INSTRUCTION AND INTERVENTION. PURSUANT TO LAUSD BULLETIN 4827.1 <i>Multi-Tiered Framework for Instruction, Intervention and Support</i>, in a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status,</p>

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		<p>ethnicity, background, or disabilities.</p> <p>Four instructional methodologies and strategies have been identified. These strategies offer universal access to core instruction. The research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers and targeted academic language development.</p> <ol style="list-style-type: none"> 1. 42nd Street Academy teachers are responsible for differentiating lessons to accommodate learning. For students who are not meeting the grade level standards, there is other support available. If a student scores below basic and far below basic on the English Language Arts and/or Math CSTs, they are referred for after-school intervention. 2. Students will take the SRI (Scholastic Reading Inventory) and the SMi (Scholastic Math Inventory) four times a year. This will help us see how students are advancing. The goals that are set for students during their IEP meeting are closely monitored by the RSP teacher. Parents will receive quarterly reports from the RSP teacher along with the student's progress report and/or grades. 3. Intervention is provided by the RSP teacher as well as other teachers during after school intervention. There will also be periods of intervention during the regular school day as needed. 4. Reading Counts, Study Island and other technology will be used depending on the intervention needed. All such programs have an assessment component which can be used to provide immediate feedback.
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>42nd Street believes that every student has the right to be educated in a safe, respectful and welcoming environment. Every teacher has the right to teach in an atmosphere free from disruption and obstacles that impede learning. At 42nd Street Academy, this will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan. Our discipline plan will be consistent with the District's <i>Culture of Discipline: Guiding Principles for the School Community</i> (BUL-3638.0) and <i>Culture of Discipline: Student Expectation</i> (BUL-3638.0). Our discipline plan identifies the roles of all stakeholders: Administrators, Teachers, Other School Staff, Students, and Parents. It outlines the plan to address safety and discipline issues and establishes a model of progressive student discipline that first seeks to educate and then to seek discipline that is appropriate to a student's infraction.</p>

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		<p>Prevention: At the beginning of the year during parent orientation, 42nd Street will provide all students (both general education and special education) with a Parent-Student Handbook. During the parent orientation, the parts of the handbook that specifically address the school-wide expectation will be highlighted.</p> <p>42nd Street Academy will put into place established school-site procedures to set the foundation for a school-wide behavior policy. "Scholar Lessons" will be taught at the beginning of each school year and displayed in areas visible to all students for daily reinforcement. The lessons will be continually visited throughout the year in all areas of school life. All classroom rules and expectation are writing with these norms in mind:</p> <ul style="list-style-type: none"> • Follow directions at all times • Keep your hands, feet and objects to yourself • Use appropriate school language <p>Intervention At the start of the school year, expected behaviours will be reiterated and modeled in all classes and throughout the school day. A school-wide plan of consequences will also be established. It is expected that all adults will hold to this plan that students are not confused by what will happen if a rule or policy is violated. Teachers are the keepers of their classroom discipline. The school-wide consequences will help true for each classroom as well. Students who are in need of academic support will find extra support in school through the Resource Specialist. There will be after school intervention as well. After school intervention will be help for 60 minutes after school three days per week. For students who are in need of extra social emotional support, counseling will be available.</p> <p>For students who are identified as at-risk by observation and data that is collected (number of times sent to the office with referrals, number of incidents, etc.), 42nd Street will use several strategies with students who are struggling academically. Extra intervention will be available for those students who have behavior issues due to lack of skills. The degree of intervention will be determined after observing the student in the classroom and also noting how the student is doing in their work and</p>

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		<p>with formative and summative assessments. If this student is also one with special needs, the student will be scheduled for intervention with the RSP teacher during the school day and referred for after school support. The student will be assigned regular times to undergo individual or group counseling in order to work on behavior and/or emotional skills.</p> <p>It is not the policy of 42nd Street Academy to do at home suspensions. Rather, the policy is to have students suspended in house and with them during the school day. However, if the student is high risk for disrupting classrooms and offices, then the student will receive an out of school suspension. The same strategies for academic intervention will hold as above. If this student is also a student with special needs, the student will be scheduled for intervention with the RSP teacher during the school day and also after school.</p> <p>For a student who has been suspended the first time 42nd Street Academy will convene a Disciplinary Review Team that will consist of an administrator, the Student Success Coordinator, the student’s teacher, and the RSP teacher to address the student’s behavior. At least one of the persons on the Disciplinary Review Team must be a Behavior Intervention Case Manager (BICM). If there is no behavior support plan addressed in the student’s current IEP or the behavior support plan appears to be inadequate, an IEP meeting will be held to review, modify or develop a behavioral support plan. For a student who has been suspended a second time, 42nd Street Academy will hold an IEP meeting to review the student’s instructional program; review, modify, or develop a behavior support plan; and if appropriate recommend a behavioral assessment.</p> <p>When a behavior emergency intervention is used for a student with a disability, 42nd Street Academy will complete the “Behavior Emergency Report for Individuals with Disabilities”, notify the parents within 24 hours of the incident, file a copy of the report in the student’s green folder and submit copies to the Division of Special Education Behavior Support Office for the Local District. 42nd Street Academy will develop an IEP that addresses the behavioral emergency and documents the review, modification or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP) and if appropriate, will make a recommendation for a Functional Analysis Assessment (FAA).</p>
Necessary for Planning, will be provided	Description of Student Population	<p>Welligent Reports will be used to review the Special Education Program to determine information about the students with disabilities as follows:</p> <ol style="list-style-type: none"> 1. The overall number of students per grade level; and

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		<p>2. The disabilities of students along with their eligibility for support services.</p> <p>42nd Street Academy will serve students in grades Kinder through Fifth. The community in which the School is located has a median income of \$28,957 according to the 2000 census compared to \$21,511 in South Los Angeles generally. Of all households in the Central portion of South Los Angeles, 38.8% were below the federal pverty line. On average, 70-80% of the students qualify for free or reduced lunch. The unemployment rate in the area for those 16 years old and above is high: 16.3%. Using the population of those 24 years and older as a baseline for determining educational attainment, from a population of 121,082, 60% of the residents have a high school diploma or less.</p> <p>42nd Street Academy anticipates 8-12% of the students to have disabilities. After testing is complete, the RSP teacher completes the final report drawing all information together. Any disability eligibility is determined during an IEP meeting. Teachers are advised of any accommodations that must be made. During the IEP meeting, a plan is drawn up for ways to meet the needs of the student. This can include things such as a daily on hour meeting with the RSP teacher (pull out) or the RSP teacher can go and assist the student in the general education classroom (push in).</p>
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>42nd Street Academy is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management and promotion of their education by 1) utilizing the skills learned in LAUSD’s IMPACT, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools providing support for students impacted by family issues, students who are struggling with sexual identity issues, or other emotional issues; 2) the use of the Structured Learning Center to help students with disabilities who are struggling academically; 3) inclusion and mainstreaming models. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: <i>Special Teaching for Special Children</i>. Ed Lewis, A & Norwich B. Open University Press, UK. 2005)</p> <p>42nd Street Academy will be a general education elementary school serving students in grades K-%. 42nd Street Academy will offer special education services to all students who qualify according to the stipulations put forth on their IEPs. The School will have at least one highly qualified Resource Specialist who will provide academic services to students who require this type of support in the</p>

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		<p>classroom and outside of the classroom. The Resource Specialist will work with the general education teachers in meeting student’s needs through co-teaching, co-planning, collaboration and pull out when required.</p> <p>The Least Restrictive Environment is to have the student in the regular classroom, participating in all activities to the best of their ability. At 42nd Street Academy, all students with IEPs will work alongside their grade level peers in a regular classroom setting. There will be times when the Resource Specialist is present in the classroom to provide extra support to students with special needs. The general education teacher and Resource Specialist will meet on a weekly basis to track the progress of students with special needs in order to see if progress is being made toward the goals stated in the student’s IEP. During these meetings the general educational teacher and the Resource Specialist will review classroom accommodations and modification to see if these needs to be changes made.</p> <p>At the beginning of the school year and as students are added, the Resource Specialist will provide all teachers with a list of students and the accommodations and/or modifications listed on their IEPs. When teachers write lesson plans for substitute teachers, it is their responsibility to mention students with special needs in their classes and list any accommodations or modifications, such as longer times on tests and repeated directions.</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4: the IEP Review. 42nd Street Academy will adhere to the LAUSD Special Education Policies and Procedures Manual.</p> <p>A student is referred for special education assessment by a concerned individual. The Resource Specialist documents the “Request for Special Education” and if there is not one already present in the student’s cum, begins a green folder which will house all of the information leading to and subsequent to the assessment. 42nd Street Academy will provide the parent with a “Special Education Assessment Plan” in the preferred language of the parent within 15 days of the written request for assessment. 42nd Street Academy will develop an IEP within 60 days of receipt of a written parental</p>

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		<p>consent to the assessment plan.</p> <p>42nd Street Academy will follow all appropriate timelines for conducting annual and three-year reviews IEPs. An IEP meeting will be convened within 30 days of parent written request. 42nd Street Academy will monitor the identification of African American students with an eligibility of Emotional Disturbance (ED).</p> <p>IEP meetings will be scheduled far enough in advance to allow participants to prepare properly. 4nd Street Academy will use the “Notification to Parent/Guardian to participate in individualized Education Program Meeting” to document attempts to get parents to attend IEP meetings. When parents cannot physically attend a scheduled meeting, 42nd Street Academy will hold the meeting using alternate means such as conference calls.</p> <p>42nd Street Academy will keep all reports up to date using Welligent. Staff will be trained on how to interpret at IEP team meetings. All staff responsible for implementing the student’s program will have access to information on modifications and accommodations mentioned in the student’s IEP. The Resource Specialist will use the “RST Monthly Service Log” in Welligent to document log all services provided to each student receiving special education assistance. The Resource Specialist will also use the “IEP Report of Progress and Achievement From Current IEP” to keep information on the progress of the student. This report will be given to the parent when the general education progress, quarter and semester report cards are distributed.</p> <p>The Principal and Resource Specialist will meet monthly to review the Modified Consent Decree progress report and make adjustments as needed.</p>
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>42nd Street Academy’s mechanism for serving specialized populations of students is based upon Response to Intervention (RTI), a team that means the provision of systemic, phased in interventions (Tier 1 = school-wide preventive services; Tier 2 = strategic interventions; Tier-3 = intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk – those not meeting grade level standards and those with learning disabilities. RTI means early diagnosis and the right interventions. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. The focus is on early intervention and</p>

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		<p>specific research-based instructional strategies to benefit the specific needs of the student.</p> <p>Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short-term gains. Below are plans that 42nd Street Academy will put in place to ensure RTI among Students with Disabilities (SWD), English Learners (EL), Standard English Learners (SEL) and other at-risk students.</p> <p>Once a parent or staff member makes a written request for special education assessment, a special education assessment plan is developed. Parent is provided the special education assessment plan within 15 calendar days of receipt of request. Once parent approves, signs, and returns the assessment plan, assessments are conducted and reports are prepared. An IEP meeting will then be held within 50 days of receiving the signed assessment plan. IEP members will be notified no later than 10 calendar days prior to the scheduled date of the IEP meeting.</p> <p>In the section that speaks to our intervention methods, 42nd Street Academy will provide school-wide intervention to those students below basic or far below basic in reading and math. When teachers have tried several intervention strategies and the intervention strategies are unsuccessful, the Student Success Coordinator will make a recommendation for special education assessment. Parents can also make a request in writing. The request is transferred to the proper document and a copy is placed in the student’s file. If necessary, a green special education folder will be created.</p> <p>Once the report has been received by the Administrator in charge of special education, an assessment plan is created by the Resource Specialist. If the student for whom the plan is written is an English Learner, the assessment plan documents the student’s primary language and the language proficiency status at that time. The assessment instructions that are used must be free of racial, sexual, or cultural discrimination. They must not show bias so that one racial or ethnic group will be classified as having special needs disproportionately more than another. For students with limited English proficiency, instruments are chosen that the assessment measure what it is intended to measure and not the student’s English language skills. Likewise, if a student has a sensory, motor, or speaking disability, the instrument chosen for the assessment should not measure sensory, motor or speaking skills.</p>

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<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>Special Education law requires that public entities provide equal access for students regardless of any disability. Academy students with special needs or disabilities will participate in a fully inclusive model. They will enroll in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student, parent, and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Academy teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special School. <i>British Educational Research Journal</i>, Vol. 30, No 1 (Feb. 2004), pp. 43-65)</p> <p>Students who fall under this category may include those with different intellectual capacities; physical handicap; behavioral disorders or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provided with adequate support to achieve educational success. Throughout 42nd Street Academy's model will be one of "Collaborative Consultation" whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for SWD. The relationship is based on the premise of shared responsibility and equal authority with interactions structured through the small learning environment of the small school. In addition, the Advisory Period provides regular time for monitoring and planning support for SWD.</p> <p>We will also provide a Structured Learning Center designed to help students with disabilities who have struggled academically, receive individualized instruction within the unique focus of 42nd Street Academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts coaches.</p> <p>Placement will be based on assess educational needs outlined in the student's IEP. Specifically designed instruction and related services are provided to meet each student's needs. A certificated</p>

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		<p>teacher and at least one instructional aide provide the delivery of services to the Structured Learning Center. Related services may include professional such as a school psychologist, speech and language pathologist, occupational therapist, and others, which the school would obtain as needed. The placement of this classroom will be located within the small school to allow for the interaction of disabled students with non-disabled students; however, there will be a secondary learning center for behavioral support.</p> <p>42nd Street Academy will create a viable standards-based curriculum by using a standards-based pacing plan. Results from CST tests, reading and math assessments will all be used to help decide what the next steps will be. Looking at the scores (which are the end product), we will plan how to get the students to where they need to be by using certain strategies – Reading First, syllabication, phonemic awareness, repetition for learning basic math concepts.</p> <p>Modifications and accommodations can take on several forms. For student who are distracted easily, a desk can be placed in an area where that student has no or very little interaction with their peers. The teachers can ask questions in multiple ways to help students understand. Manipulatives will be used in math to help build fluency. Students can read every night so they become used to reading and begin to build their vocabulary. Tests can have fewer questions and fewer questions can be written on each page of the test. Students can be allotted more time to take tests. Homework can be shortened and fewer problems (math) or sentences (English) completed.</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>If we have students who need the Alternate Standards, the following will be implemented: The instructional Plan for students using Alternate Standards (sometimes referred to as “alternative curriculum”); these students have an IEP and are non-diploma tracked. The Instructional Plan will follow the <i>Core Content Access: Curriculum Guide fore Students with Moderate to Severe Disabilities</i>. The alignment matrices, which link the state standards to a set of functional skill areas, are located in the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and in Career and Technical education, course codes in special education have been updated and course descriptions aligned to the California academic standards. Descriptions to be used for classes help for students with disabilities on the</p>

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<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>Our team has experience providing a range of services to its special needs population such as for speech and language, deaf and hard of hearing, counseling, resource specialist and vision therapy. We may continue to contract privately with Total Education Solutions, Champions Charter Services and Educational Concepts as our support provider for speech and language services, counseling services and psychological evaluations for our students with special needs.</p> <p>We may contract with LAUSD for the following services: nursing and deaf and hard of hearing evaluations.</p> <p>All service providers attend the IEP meetings and provide statements about the student’s present performance levels, goals and offer insight into the Least Restrictive Environment as it related to the services they provide.</p> <p>According to statistics, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. 42nd Street Academy demographic data show that students may have multiple risk factors for depression and other mental health issues. Teachers, students, parents, counselors, clerical and other support staff will be trained to report students who they feel are at risk, or who are showing signs of severe stress or mental illness. All of the stakeholders will be trained to use the current District referral system to refer and catalogue the events in which students exhibit behaviors indicative of high risk.</p> <p>Intervention programs will be implemented to provide support for our student. Interdisciplinary projects will provide opportunities to explore at risk behaviors and the impact that they have had on communities and student lives, using the disciplines and processes of art and technology. We will include professional development for all teachers in our first year of operation, with annual updates and ongoing dialogue between group leaders, teachers and other stakeholders about challenges</p>

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		<p>facing our students and the ways students can be effectively supported by teachers, parents and other community members.</p> <p>Truancy or attendance problems will be tracked and addressed through aggressive use of direct intervention – home visits, parent conferences, behavior plans, referral to community support services and incentives. In additional innovative uses of school communication systems such as ConnectEd, GradeMax, texting, and phone trees to involve parents, students and teachers and other stakeholders in continuous monitoring student attendance and achievement.</p> <p>When Academy teachers meet weekly during their common planning time and in their grade level teams, their first order of business will be to monitor the attendance and achievement of students who are highly at risk for not meeting grade level standards or matriculating. The counselor will make sure that all teachers are aware of the special needs and specific family or health issues impacting the child’s achievement or attendance, and all teachers will participate in developing and implementing a plan to address the child’s needs in class. In addition, a concerted effort will be made by Academy staff to provide a range of resources to assist students who are struggling academically or who are at risk. Academic interventions include:</p> <ol style="list-style-type: none"> 1) Classes scheduled within the school day for students needing to build basic skills before they can access the content in grade-level English and Math. These classes provide real time for scaffolding and additional academic support 2) After school support through the “Beyond the Bell” program providing academic tutoring and support for students who need assistance. <p>42nd Street Academy will also have several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the <i>Coordination of Services Team (COST)</i>, which serves as an internal referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf. Other intervention vehicles for at-risk students are the <i>Language Appraisal Team (LAT)</i> and the <i>Student Study Team (SST)</i> These teams include teachers, administrators, support personnel and community agencies who work in collaboration to identify and provide critical interventions.</p>

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		<p>Mental Health Service Providers offer students and community a range of comprehensive services including prevention, early intervention and treatment services. These comprehensive services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. A psychiatric social worker can foster resiliency by helping our students develop the capacity to spring back successfully in the face of adversity, and develop the social and academic competence despite the exposure to the stress of today's world.</p> <p>A psychiatrist social worker can also offer therapy (individual, group and family) parent education and training, positive support planning, ongoing case management services, home visits, conflict mediation, crisis intervention, mental health consultations and school-wide projects to foster human relationship building among students and school personnel. The social working can collaborate with student support services to ensure that no student falls through the cracks.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	Student IEPs will be reviewed to ensure that appropriate ITp
Federal requirement	Access to Extra- Curricular/Non academic activities:	All students with disabilities will be encouraged and will have equal opportunity to participate in extracurricular activities such as clubs, sports, fieldtrips and peer tutoring and other after school activities.
Federal requirement	Providing Extended School Year	Extended School year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment, capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her disabling condition.

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		<p>Extended school year services shall be limited to the services, determined by the IEP team that are required to assist a student in maintaining the skills at risk of regression or for students with sever disabilities to attain the critical skills or self-sufficiency goals essential to the student’s continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulation do not require that every student with a disability receive ESY services as part of the student’s IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP fort he student that includes ESY services.</p> <p>If the IEP team determines that a student is not eligible for ESY the student may be referred to the general education summer/intersession program.</p> <p>Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with the IEP. The primary foal of ESY is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.</p>
<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<p>42nd Street Academy’s principal and RSP teacher will meet regularly to monitor the school’s MCD outcomes and to make any adjustments needed based on the monthly MCD reports.</p> <p>There are two categories of IEP disagreements that might arise between parents and the School.</p> <p>The first type of disagreements is about what is appropriate for the student such as:</p> <ul style="list-style-type: none"> • How the student should be assessed and/or the results of assessment • What should be in the IEP (e.g., what placement or services the student should receive)? <p>The school will attempt to resolve disagreements regarding the content of IEPs at IEP team meetings and at the school site level whenever possible. If the school cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> - Informal Dispute Resolution (IDR) - Mediation Only - Due Process Proceedings

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		<p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations such as:</p> <ul style="list-style-type: none"> • Whether the School/District has followed the procedural requirements (timelines, notification requirements, etc) in state and federal laws and regulations for assessments, IEPs or record requests • Whether District procedures are being implemented appropriately • Whether a student is receiving the services specified in the IEP <p>Students with disabilities must participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> • CST,, California Standards Test, the assessment in which most students, including those with disabilities would participate. Students with IEPs would take the CST with or without accommodations and/or modifications depending on what is specified in the IEP. • CMA, California Modified Assessment is in a modified test format, is aligned with grade-level content standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications re not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the State. • CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English Language Arts section of the CMA. A student may not take the same subject area in the CST and CAN. • CAPA California Alternative Performance Assessment is an alternative assessment which is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be sued to make grade-level content easy for students with the most significant cognitive disabilities. <p>The school will provide guidance to IEP teams concerning appropriate accommodations and/or modifications to be included in the IEP for instruction and assessment based on student needs.</p> <p>To the maximum extent Appropriate Supplementary Aids and Supports for students with disabilities</p>

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		<p>would be provided in general education classrooms and other less restrictive settings Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional supports for school personnel would be included in considering supplementary aids and supports. The student’s placement will be as close as possible to the student’s home. In selecting the least restrictive environment, consideration is given to any potential harmful effect in selecting the type of services needed. If potential harmful effects exist, the school would mitigate these effects if possible so that the student can participate in the least restrictive environment from an age appropriate general education classroom solely because of needed modifications in the general curriculum.</p> <p>SECTION 504 of the Rehabilitation Act of 1973 (Section 504) is a Federal civil rights statute for students who have a mental or physical disability which substantially limits one or more of the student’s major life activities under Section 504. The school should ensure access to the programs, services, and activities that are available to nondisabled students, and provide the accommodations that the student requires to access and education. This would be done through a Section 504 evaluation conducted by a team of individuals who would be knowledgeable about the student and/or the data gathered from the evaluation of the student. The School notes that any student eligible for special education and related services would also be protected from discrimination under Section 504, but that not all students who would be eligible under Section 504 would also meet the eligibility requirements for special education and related services. So any student who would be suspected of requiring special education and related services would be referred by the school and/or parent for a special education assessment as described earlier in this plan. If an IEP team finds the student is not eligible for special education but suspects that the student has a disability it may refer the student for the Section 504 evaluation process.</p> <p>The type and level of special education supports designed to meet a student’s assessed Health Needs are identified and documented in the student’s IEP. The persons appropriate to deliver these supports would be determined by Nursing Services. For students requiring support in the area of health, the school nurse would annually provide a Present Level of Performance (PLP) in the area of health derived from a present review of records and the results of the initial or Three Year Re-evaluation health Assessment. The PLP would include:</p>

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		<ul style="list-style-type: none"> • A description of the specific health needs of the student • The impact of the disability on the student’s school day • A description of the student’s independence in meeting their health needs • Supports and/or accommodations to address assessed health needs and a statement identifying any part of the instructional day when intensive program support is needed and the level and frequency of the support as described in the PLP <p>District Nursing Services would provide the completed PLP to the IEP team for review and final determinations would be included on the IEP.</p> <p>The School would adhere to the District’s special education process and procedures for accessing student data to identify and intervene with students with disabilities. The school would identify grades, disciplinary issues, and attendance as indicators of success or failure. To address these issues, the School would refer to the Modified Consent Decree (MCD) requiring:</p> <ul style="list-style-type: none"> • Analysis of grades, disciplinary actions and attendance data on a quarterly basis • Identification of those at risk of not meeting grade-level standards • Develop targeted intervention • Report biannually on student progress
All	Professional Development	<p>Teachers will engage in ongoing professional development activities to continuously develop competency, deep understanding and knowledge of subject matter and their students.</p> <p>42nd Street Academy believes that high quality professional development is important to the continued growth of the staff community. Before the school year, all teachers, administrators, and support staff come together for two to three days of professional development. During this time together, the mission, vision and goal are reiterated to make sure that all those present accept the charge. The mission is to eliminate the achievement gap among educationally disadvantaged students. The vision is to become a professional development that serve as national models of how to eliminate the achievement gap. The goal is to provide our students with a strong foundation in science, technology, engineering and mathematics so that they can compete academically and ultimately become leaders in the 21st century technology workforce.</p> <p>In order to accomplish these things, our professional development sessions begin in August in the</p>

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		<p>weeks before school starts. They continue throughout the year with various topics from how to reach and teach all students, how to develop fluency in mathematics and reading bully prevention. As we've grown to a staff of close to 40 it became easier to find instances to collaborate with the idea of becoming better at teaching and learning and better at understanding the needs of students, coming up with solutions on how to best meet these needs. WiFaculty meetings are now divided into small learning communities as one hour twice a month is devoted to planning by grade level and one hour twice a month is divided into subject teams, placing math and science together and history and English. Our physical education teachers and Resource Specialist spend time in each small learning community discussing and working with their colleagues on matters such as discipline, lesson planning, and how to serve all students. The Resource Specialist provided us with a biweekly progress report on students with IEPs . This has been very helpful in keeping the accommodations and modifications of our special needs students in the forefront.</p> <p>42nd Street Academy will use Classroom Walk-Throughs as a way for school leaders to coach teachers on what is happening in the classroom at the present moment and to provide feedback that will help the teacher grow stronger in their craft. Most walk-throughs take about 5-10 minutes where the school leader gets a small glimpse of the teacher's classroom management, lesson structure and student participation. It is even possible on the day a test is being given to do a walk-through and see to what level students are prepared to take the test by observing how quickly the students begin and move through the questions.</p> <p>Beginning with the professional development days in August and continuing throughout the year, conversation about special needs will be a top priority. If we can serve the needs of our special needs students we can reach all of the student at the school. Each time the Resource Teacher or other providers share information about students with special needs, a survey form will be completed by all present. Honest feedback on these surveys will allow us to make adjustments where needed in the presentations and will inform us if we need to provide make up sessions for those not in attendance. While our goal is to prepare students so they can be successful in future grades we know that this is going to be more difficult for some students than it will be for others. For many of our students with special needs this may be an immense challenge. With continued open conversation between all stakeholders – parents, teachers, students, support providers, this goal will become a</p>

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		<p>reasonable and attainable one for all students. One way to assist students in pushing themselves to get all that they can from instruction is to make sure that all teachers use a tiered approach to instruction. (Bertie Kingore, Tiered Instruction, 2006).</p> <p>Tiered instruction can be compared to having a stairwell going through a large building. On the bottom floor are those students with less readiness skills than those on the floors above them. Tiered instruction is not stagnate but rather tiered assignments, which give all students opportunities to learn the same essential skills in different ways. The intent of tiered instruction is to accommodate the unique diversity of learners. With tiered instruction all students have an opportunity to move up. This strategy works well in a least restrictive environment with both general education and special education students.</p> <p>Teaching using tiered instruction requires preparation. For each lesson the teacher must plan the number of levels that are most appropriate for the lesson being taught. The number of levels will vary with the curricular area, concepts and skills. Sometimes two tiers are sufficient and in other instances three or more work better. The use of tiered instruction promotes high-level thinking in each tier.</p> <p>Teachers can best become more proficient at using tiered instruction by reflecting upon the process each time the use of tiered instructed is completed. This might best be done by implementing either Critical Friends Groups or Lesson Study. Both methods have teaches working in small learning groups, observing lessons that one of them has prepared and then the critiquing of the lesson by members of the found after the lesson is presented.</p>
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p>42nd Street Academy will work with the Special Education Support Unit to fill the positions needed.</p> <p>Teacher Recruitment Procedures: 42nd Street Academy’s leadership team selects its own staff. Teaching position vacancies shall be filled through a recruitment process conducted by a committee consisting of the Directors/school administrators and teacher representatives. The proposed candidates are invited to an Open House where they meet the Directors/school administrator and learn the history of the organization. Time is spent getting to know each candidate in an informal process where candidates ask questions about</p>

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		<p>the organization and school leaders ask questions of the candidates. Candidates who share the mission, goal, and vision of the school and possess or who qualify for a California Teaching Credential in Special Education are invited for a follow up interview which includes a more extensive interview and demonstration lessons. The committee will notify the Board of Directors as t to the final hiring decision.</p> <p>Credential Verification:</p> <p>Credentials are checked yearly to make sure that are up to date. Teachers are sent an email warning if their credential is about to expire.</p> <p>The projected school budget allows for a Resource Specialist. The staffing pattern could either be one full time Resource Specialist or two part time.</p> <p>One part time office staff will provide clerical support. This staff member will be responsible for providing files when asked and making sure that copies of documents are made prior to IEP meetings. In some instances, this staff member might be called upon to translate if the Resource Specialist is not bilingual or follow up on a phone call when the Response Specialist is unable to contact parents. The office staff will be trained to answer questions as they arise about parent and student rights.</p> <p>From time to time equipment will be purchased as needed. Purchased equipment might be computers to assist students who have trouble writing, tension balls to relieve stress, and a teeterboard for those students who have to move around during class rime. This equipment will remain inside of the Resource Center.</p> <p>42nd Street Academy will contract with LAUSD for any health and nursing required. For other professional staff, such as speech and language, psychologist and counselors, 42nd Street Academy will continue to contract with Total Education Services, Champions Charter Services and Educational Concepts.</p>

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	Fiscal	<p>The School Budget includes special education staffing. Our projected revenue include our allocation from ABO2 and IDEA minus the LAUSD SELPA encroachment. This is not to be more than 27% but may increase to 40% for new charter schools. Expenditures will include all expenses incurred from meeting the needs of the students as stated in their IEPs. The budget for special education is developed in conjunction with the overall school budget. This process usually takes place in the Spring of the prior year and is modified as more information becomes available throughout the Spring and Summer. When determining the cost of special education services for the year, we first consider how many staff members will be hired to provide services. In addition to that, we look at the historical cost of services provided by outside vendors, and estimate how much those will cost for the year under consideration. The final component we budget for is the cost of supplies needed to properly serve students with IEPs. Throughout the year, each school leader receives financial reports showing their actual special education expenditures to date compared to the budget for the year so that they can properly monitor their expenses. The Personnel Data Report will be submitted to CDE in compliance with District and State reporting requirements.</p> <p>End of Year Unaudited Actuals of Revenues and Expenditures: This report is completed annually and submitted to LAUSD at the end of the fiscal year but prior to the completion of our annual independent audit. This report provides each school with an opportunity to demonstrate the revenue it received – both general funds and targeted revenues like Special Education funds – and how that revenue was used. This report shows LAUSD how we spent our Special Education funds between various categories, such as personnel, outside vendors, classroom supplies, etc..</p>
Outcome 14	Parent Participation	<p>Strategies to engage parents and caretakers in their child’s education and in the broader school community: We want 42nd Street Academy’s educational approach to reflect parents’ and caretakers’ beliefs and aspirations for their children. To that end, parents, caretakers and the community have been consulted in the Team’s design process and have played a part in the creation of this proposal. They will continue to play a major role in the governance of 42nd Street Academy through the governing board.</p> <p>Parents and caretakers will be directly involved in their children’s education by participating in activities that encourage them to be on campus as much as possible during and after school. This</p>

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		<p>includes grade-level Fall parent orientation, involvement in Tuesday afternoon community meetings, weekly teacher office hours before or after school; quarterly progress report meetings and parent conferences that include student-led presentations, special social events aimed at making parents and caretakers feel welcome and comfortable at school; parent and caretaker support on field trips and other activities; and parent education workshops.</p> <p>Parent participation will be further encouraged with increased community opportunities. Community organizations will be an integral element in working together with students on certain projects tied to educational standards.</p> <p>Parents of students with IEPs will be fully informed in the communication mode they prefer of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. The forms, notices and procedural guides are listed by name in the first section of this report, “Search and Serve”. These forms include Section 504 forms and notices, Student Success Team forms and disciplinary forms and notices.</p> <p>Parents are welcome partners in their student’s educational process. Parents are entitled to reasonable accommodations. At the IEP meetings a translator will be made available, when necessary, so that the parents will feel welcome. Parents may also request written translation to help them understand the forms better. Office personnel will be trained to answer questions about the brochures and give instructions about next steps for parents and students. To this end, whenever possible, 42nd Street Academy will supply all forms listed in the first section of this report, “search and Serve” in the preferred language of the parent.</p> <p>42nd Street Academy understands the necessity of forming partnerships with parents. Because of this, we make numerous attempts to contact parents when scheduling IEPs. All parents and guardians will be welcomed to join committees, advisory groups, and will have access to leadership opportunities and training at the school and at the District level.</p> <p>When there is a dispute or disagreement over a child’s eligibility,, assessment or allotted time or type of service, 42nd Street Academy will follow the guidelines and timelines set forth in the LAUSD Special</p>

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		Education Handbook as well as seek support from the Local District office. 42 nd Street Academy will follow the outlined procedures in the LAUSD Policies and Procedures manual as it pertain to Informal Dispute Resolution (IDR), mediation and due process. 42 nd Street Academy will provide timely responses to all parent concern.