

CRES #14 will provide parents with choices on the linguistic track they would like their children to pursue starting with kindergarten in the fall. The bilingual program at CRES #14 will start with kindergarten in 2011-12 and grow a grade a year through 5th grade. Because the bilingual program will develop over time, the instructional program for 1st-5th grade will only be offered in English with support for English Language Learners for the 2011-2012 school year. All middle school core classes will be offered in English.

What is the goal of the English Only program?

The English Only program will focus solely on the development of academic English skills, whereas the Bilingual program will focus on developing and strengthening both academic English and Spanish. Academic English is considered to be “more formal, nuanced, and de-contextualized than conversational English” and “entails a high degree of precision in reading, writing, listening, and speaking” (*Develop Academic English, Doing What Works*).¹ This approach allows teachers to focus on specific features of language to promote content access including “its rules, uses, forms, and application to daily school and nonschool situations and topics” (Clark, K. 2009)². CRES #14 students in the English Only program will receive an academically challenging and differentiated setting to meet the needs of all its learners.

For whom is the English Only program designed?

- Students whose parents request to opt out of the bilingual program and do not wish to participate in the bilingual program.
 - The bilingual program is designed to help children achieve academic proficiency at or above grade level in both Spanish and English.
- Kindergarten students only
 - In the 2011-2012 school year, the bilingual program will only be offered for students in kindergarten. Therefore, the English Only option is available only for kindergarten students. Students in 1st grade and beyond will automatically receive instruction in 100% English.

How would a parent choose the English Only program for their kindergartner?

Families will have the choice to enroll their kindergartner in the bilingual program or the English Only program by noting their preference on the Camino Nuevo CRES #14 student enrollment form. In order for Camino Nuevo to provide an English only track in kindergarten, there must be a minimum number of students selecting this program option.

¹ Ed.gov Doing What Works Website - http://www.dww.ed.gov/learn/learn.cfm?PA_ID=6&T_ID=13&P_ID=23&rID=2

² Clark, K. (2009). The Case for Structured English Immersion. *Educational Leadership*, 66(7), 42-26.

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<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>CNCA enrollment documents provide a section for parents to self-identify services their child with special needs receives. Parents are also asked to check a box indicating whether or not their child has an Individualized Education Plan. Once the student has been enrolled and their cumulative file is received, records clerks review the file to flag green (IEP) and red (intervention) folders for services the child received at his/her previous school.</p> <p>Upon enrollment of all students, or with initial referral for special education assessment, CRES #14 will provide the parent a "Request for Reasonable Accommodations" form and will maintain a copy in the student's green folder. With the assessment Plan CRES #14 will provide the parent with "A Parent's Guide to Special Education Services". At least 10 days prior to the IEP, CRES #14 will provide parents with "A Parent's Guide to Special Education Services", "Notification to Parent to Participate in Individualized Education Program Meeting", and "The IEP and You" booklet. At the IEP meeting, CRESS #14 will provide and explain to the parent, "A Parent's Guide to Special Education Services", "Least Restrictive Environment" brochure and the Parent Input Survey". If there is a dispute at the IEP meeting, CRES #14 will provide the parent with and explain the "Informal Dispute Resolution for IEP Disagreements" brochure.</p> <p>CRES #14 will display the "Compliant Response Unit/Parent Resource Network" poster as well as the monthly "Special Education Parent Training Calendar" in a common area. CRES #14 will distribute to all parents and students the Parent-student handbook containing the District's nondiscrimination statement and sexual harassment policy, written notice regarding Uniform Complaint Procedures or a similar complaint process. This notice will be in any form that will reach the school community, e.g. newsletter, handbook, memorandum or brochure. In addition, CRES #14 will distribute "Section 504 and Students with Disabilities brochure and the "Are You Puzzled by Your Child's Special Needs?" brochure at the beginning of the school year to all parents.</p> <p>CNCA will distribute the CRU/PRN "Notification Letter", "Complaint Response Unit/Parent Resource Network" brochure and the "Special Education Parent Training Calendar to all parents of students with special needs.</p>
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Outcome 2	Intervention Programs	<p>The academic intervention program is intended to address the needs of those students who demonstrate significant academic deficits that are not most effectively addressed within the context of the larger classroom environment. Participating students will attend intervention classes to receive remedial support in reading, mathematics, or Spanish language development due to the demands of the bilingual program. The goal of the intervention program will be to address students' skill or learning deficits as quickly as possible to support access and mastery of grade level standards.</p> <p>A student's academic success is affected by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation. With the majority of our students likely qualifying for free and reduced lunch, we will make every effort to ensure that our students receive an excellent education that will allow them to be college and career ready in the future. Given the many challenges that will face CRES #14's student population, students not meeting grade level expectations will be required to receive intervention, within or outside of the classroom.</p> <p>CRES #14 teachers and related service providers will be made aware of the school's process for assessing a student for special education services through initial trainings with the CNCA Special Education Coordinator and school administrative team. During these trainings at the beginning of the school year, staff will become familiar with the following documents: School Success Team (SST) referral forms, SST meeting documents, and CNCA Special Education evaluation flowchart. The CNCA Special Education Coordinator will conduct periodic quality control analysis to ensure the assessment procedures are consistently followed and any related documents are accurately completed.</p> <p>At CRES #14, teachers will be responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan will be developed for how to best meet the needs of the student. The framework for how we approach students who are not meeting grade level expectations will be best described as a "problem solving approach" within the Three Tiered Response to Intervention Model. Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students' needs. The student will be referred to the Coordinated Support Team, which will be responsible for following up with all Tiers I stakeholders. Teachers will provide opportunities for students to engage in cooperative groups, learning centers, peer discussions, and teaching through the use of multiple learning modalities. Because a majority of our</p>
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		<p>students will be English Learners, teachers will employ a variety of SDAIE (Specially designed academic instruction in English) strategies and targeted ELD instruction to meet students' diverse language development needs. To aid the problem solving approach, teachers may meet informally, in Critical Friends Groups or as grade level teams, to find new ways to address a student's needs. Teachers will carefully monitor student progress, gather information on the student and determines whether or not the intervention has successful met student needs.</p> <p>If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental, (Tier II) intervention outside of core instruction. At this time a Student Success Team (SST) will be called to discuss what type of interventions may benefit the student. The SST comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, will meet to develop a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. The SST may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. If language is identified as an area of need, a Language Acquisition Team (LAT) may be called. In all SST's the immediate outcome will be a structured plan for how to improve in one or more of these areas and then a follow up meeting will be scheduled to review parent and teacher feedback to determine if progress is made on the SST plan. The SST plan outlines actions, timeline, multiple check-points and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents will be asked to provide insight into how their child is doing at home, classroom teachers will provide knowledge about how students are progressing on grade level standards, and intervention class teachers will provide data to show students progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other modifications. A student may also be referred to be pre screened for a learning disability. If the Student Success Team determines that a student should be pre-screened for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes were reviewed with the parent and consent was sought to evaluate if a child meets the criteria for receiving additional support from the Resource Specialist. Ultimately, if a Specific Learning Disability is diagnosed, then the child will have an IEP that will be implemented by the classroom teacher as well as the Resource Specialist.</p>
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<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>At the beginning of the year, CRES #14 will provide all parents and students (both general education and special education) with a Parent-student Handbook which outlines the school's Discipline code and expectations.</p> <p>At CRES #14 we believe that by demonstrating respect for each other, we can create a safe, caring and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. CRES #14 believes that all students have the right to learn. We recognize the primary role of parents as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to acquire and apply acceptable behaviors.</p> <p>Each teacher is expected to develop a behavior code that will contribute to a positive learning environment. This behavior plan will be communicated to and discussed with the students and parents in the first weeks of school. To promote positive behavior support, students are recognized on a classroom, grade, and school level to reinforce behavior that models CRES #14's core values and CNCA's mission. Specifically, grade-span community meetings are held to celebrate and recognize citizenship, academic achievement, and positive contributions to the school community. Ongoing recognition is intended to intrinsically motivate students to embrace the "Camino Way" and model excellence for their peers and community.</p> <p>CRES #14 will establish school-site procedures and practices consistent with the "Discipline Foundation Policy: School Wide Positive Behavior Support" to reduce the number of suspensions for students with disabilities. For a student that has been suspended the first time, CRES #14 will convene a Disciplinary Review Team meeting to address the student's behavior or will convene an IEP meeting to review, modify, or develop a behavior support plan. For a student that has been suspended a second time, CRES #14 will convene an IEP meeting to 1) review the student's instructional program, 2) review, modify or develop a Behavior Support Plan or Behavior Intervention Plan, and 3) if appropriate, recommend a behavioral assessment.</p> <p>When a behavior emergency intervention is used for a student with a disability, CRES #14: 1) will complete the "Behavior Emergency Report for Individuals with Disabilities", notify the parents within 24 hours of the incident, file the report in the student's cumulative record, and submit copies to the Support Unit Administrator, and the Division of Special Education Behavior Support Office, and 2) will develop an IEP that addresses the behavior emergency and documents the review, revision or development of a Behavior</p>
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		<p>Support Plan (BSP), Behavior Intervention Plan (BIP) and if appropriate, will make a recommendation for a Functional Analysis Assessment (FAA).</p> <p>CRES #14 will use the following recommended practices in classrooms where special education students receive the core curriculum: implementation of classroom management procedures, availability of core curriculum materials, instruction guided by content standards, evidence of instructional planning, academic rigor, provision of IEP supports, and ongoing assessment of student progress.</p> <p>All staff is responsible for implementing a student's Behavior Support Plan as written in their IEP and will have access to hard copies of the student's IEP and BSP. CNCA will provide all accommodations recommended in the student's IEP, both academic and behavioral. Additionally, all staff are held accountable for reinforcing the school-wide discipline policy that promotes positive behavior and follow-through on disciplinary steps.</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>CNCA will serve students with similar demographics as those currently attending area elementary and middle schools. As a tuition-free, non-sectarian public school of choice, we will not discriminate based upon race or ethnicity, religion, gender, culture, disability or sexual orientation.</p> <p>It is projected, based on local School demographics, that at least 10% of CRES #14's student population will have Individual Education Plans and will receive special education services on the mild to moderate spectrum, provided by our Resource Specialists, Special Day Class teachers and related service providers. Students on this spectrum qualify as having specific learning disabilities, other health impairments, speech and language delays, autism and mild mental retardation among other eligibilities.</p>
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>CRES #14 is a K-8 general education campus that will offer special education services to students who qualify per their IEPs. CRES #14 will have a highly qualified Resource Specialist to provide academic services for students who require this support in a collaborative model. The needs of students with disabilities will be addressed through both instructional support and specialized related services. These instructional services include: push-in and pull-out time, Special Day Class services, and ongoing professional development to all teachers focused on facilitating differentiated instruction, scaffolding, and accommodating for all learners. Related services include speech and language, occupational therapy, adapted PE, physical therapy, deaf and hard of hearing services, visual therapy, nursing, transportation, and counseling.</p> <p>To provide students with the Least Restrictive Environment, the Resource Specialist will assist the general</p>

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		<p>education teachers in meeting students needs through a combination of co-teaching, consultation, collaboration, support in the general education classroom, as well as pull out models when necessary, in the school's Learning Center to assist students in achieving their IEP goals and accessing grade level standards. Students with a higher level of need will be placed in appropriate Special Day Classes per their IEPs. These classes will serve the students with the highest academic needs and be staffed with a highly qualified special educator and special education aides. The students in Special Day Classes will be mainstreamed for specific subject areas as determined by the IEP team. Both special education and general education staff will be provided time to collaborate and plan for the inclusion of students with special needs into the general education population on a regular basis. Since some students need a small group environment and increased individual assistance with certain grade level standards and skills, the Learning Center at CRES #14 will create an environment where students with IEPs can receive support in a quiet, small and focused environment. Moreover, services will be provided on a regular basis as per each student's IEP and will be regularly tracked in Welligent with the "RST Tracker" tool.</p> <p>General education teachers, special education teachers, and related services providers will instruct from a multi-tiered approach, utilizing differentiation on a daily basis to meet the needs of all students as well as scaffolding lessons for students who need more support. Both summative and formative assessments will be used to measure progress towards grade level standards as well as IEP goals and will be reported to parents quarterly and at IEP meetings.</p> <p>The Resource specialists and Special Day Class teachers will work with at least one full time special education assistant to ensure that all student's are receiving their provided service minutes, and will track these services by logging on to Welligent on a daily basis. All teachers and aides will assist students in accessing grade level material with assistive technology and other supports provided in their IEPs.</p> <p>The majority of students with IEPs at CRES #14 will spend their day alongside their grade level peers in the general education classroom setting. In order to access the grade level standards, general education teachers will provide accommodations and modifications that are described in the student's IEP in order for the student to have the same level of educational access as a student without a special need. Common classroom accommodations and modifications could be, but are not limited to the following: extra time on assignments and tests, access to a calculator, shortened assignments, peer assistance, preferential seating, use of a timer, access to writing templates, a personal dictionary and word wall, access to math manipulatives, small group instruction, access to quiz and test retakes, frequent checks for understanding,</p>
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		<p>repeated and clarified directions, etc.</p> <p>All teachers will have access to hard copies of the student's IEP in order to provide the necessary accommodations. Additionally, substitute teachers will have access to classroom modifications and accommodations, and a schedule for related services.</p> <p>For students with severe and moderate eligibilities, CRES #14 will ensure that all placements, services, and recommendations are followed per their IEP. CRES #14 will establish an appropriate offer of Free Appropriate Public Education (FAPE) to provide the student with the best instructional program and placement based on student need.</p> <p>CNCA is committed to offering a high quality, collaborative program that inspires personal academic excellence for all students. Our students will take ownership of their learning through self awareness and self advocacy, thereby effectively accessing opportunities and resources both as students and as professionals.</p> <p>As described in Outcome 13 (Plan to Provide Supports and Service), CRES #14 will provide all students with disabilities related services as outlined in their IEP. The role of the services is to assist students in accessing the general education curriculum and state standards in all settings. Services provided include: speech and language, occupational therapy, adapted PE, physical therapy, deaf and hard of hearing services, visual therapy, nursing, transportation, and counseling.</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>When a student has been referred for a special education assessment, CRES #14 will follow all federal, state, and local district timelines.</p> <p>CRES #14 will document the "Request for Special Education" form and maintain a copy in the student's green folder. CRES #14 will provide the parent with a Welligent generated "Special Education Assessment Plan" in the language requested by the parent, unless clearly not feasible to do so, within 15 calendar days of the written request for assessment. If requested by the parent, CRES #14 will provide copies of the assessment reports to the parents at least 4 working days before the date of the IEP meeting. CRES #14 will develop an IEP within 60 calendar days of receipt of written parental consent to the assessment plan unless the parent agrees in writing to an extension. CRES #14 will follow appropriate timelines for</p>

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		<p>conducting annual and three- year review IEPs, will convene an IEP meeting within 30 days of parent written request, and will develop an IEP within 30 days of enrollment when an out of District IEP transfers in. For initial and three-year assessments, CRES #14 will conduct vision and hearing screenings within the previous 12 months of the IEP meeting date and will document the screening dates in the IEP. CRES #14 will monitor the identification of African American students with an eligibility of Emotional Disturbance (ED) and will have a system for tracking their records. CRES #14 will schedule IEP meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation and will use the "Notification to Parent/Guardian to participate in Individualized Education Program Meeting" to document attempts to get parents to attend IEP meetings. CRES #14 will use strategies, such as individual or conference telephone calls when parents cannot attend the meetings.</p> <p>CRES #14 will maintain a roster of staff eligible to interpret at IEP team meetings and these staff members will attend District trainings in the area of translation. Welligent's "Missing and Old IEP Report" will indicate there is not missing or old IEPs at CRES #14.</p> <p>CRES #14 will effectively monitor the implementation of IEPs by tracking instructional minutes, progress towards IEP goals, and related services. All Special Education (RSP and SDC) are required to log progress toward goals, provide academic reports for all IEP meetings, and log instructional minutes (RSP only). Related service providers are also required by CRES #14 to track their service minutes, progress towards goals, and contribute to IEP reports and assessments. Additionally, student achievement is monitored for all students with special needs. Staff is provided with subgroup performance reports on quarterly benchmarks, and beginning, middle, and end of year formative/summative assessment progress to help drive classroom instruction. Teachers of students with special needs are given the opportunity in professional development and common planning time to analyze multiple data sets in order to strategically plan rigorous instruction that meets the individual needs of students.</p> <p>All staff responsible for implementing the student's program, including substitute teachers, has access to, or a copy of, the IEP and a clear understanding of the supports and services required for the student. CRES #14 will provide all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student's IEP. The Resource Specialist Teacher uses the Welligent "RST Monthly Service Log" to document provision of services and will regularly update in Welligent the "IEP Report of Progress and achievement from Current IEP" and distribute it to parents at the same time progress reports are issued. For staff that leave CRES #14, changed positions, and/or acquired different roles as Welligent</p>
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		<p>users, the school will update Welligent account information. All Special Education teachers and related service providers update individual student goal pages on Welligent on a quarterly basis. These updates are provided to parents along with progress reports and are discussed at parent conferences.</p> <p>CRES #14 will monitor all related services and resource minutes through the following protocol:</p> <ul style="list-style-type: none"> • Teachers and service providers submit weekly service minutes to the CNCA Special Education Coordinator. • Teachers and service providers monitor progress towards goals in the IEP document and provide hard copies to the CNCA Special Education Coordinator to place in student files. • CNCA Special Education Coordinator conducts internal audits on a monthly basis to ensure compliance and accurate tracking. • Quality control for external service providers is conducted annually by the CNCA Special Education Coordinator in collaboration with the CRES #14 IEP team. • CRES #14 complies with MCD requirements by submitting reports on a monthly basis to the Independent Monitor. • All documentation, including the School Site Checklist, is reviewed at the annual LAUSD site visits with LAUSD personnel. <p>Modified Consent Decree Review Team will meet regularly to discuss the monthly MCD progress reports and make improvements and adjustments when needed.</p>
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>As previously described, CRES #14 will implement a multi-tiered, research based, and comprehensive intervention program for students performing below grade level. After a student has participated in several rounds of documented interventions without progress, the Student Support Team will make a recommendation for special education assessment when appropriate. Parents can also request an assessment in writing.</p> <p>Once the request has been received by the Special Education Coordinator, an assessment plan is created. For English language learners, the assessment plan documents the student's primary language and language proficiency status. When standardized tests are considered invalid for the student, the assessment plan documents alternative assessments.</p> <p>Initial assessment reports document the following required elements: Use of multiple assessment</p>

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<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>Students with special needs at CRES #14 will receive instruction in all grade level content with specific supports, accommodations, and modifications as outlined in their IEPs. Students with special needs will not follow an alternative curriculum at CRES #14. All teachers at CRES #14 will use differentiation techniques in their teaching practices and scaffold lessons to meet the learning needs of both their general education students and their students with IEPs.</p> <p>CRES #14 will create a guaranteed and viable curriculum by initiating a formalized process to create standards-based pacing plans that all students will have access to. The process will build upon the Understanding By Design, (Wiggins and McTighe, 2005) backwards planning approach:</p> <ul style="list-style-type: none"> • We will analyze current pacing plan formats to determine the components of a CNCA pacing plan template. • Group California standards into units around big ideas and essential understandings. • Write measurable objectives to teach each standard.

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		<ul style="list-style-type: none"> • Document classroom resources that should be used in instruction. • Document ways to assess individual objectives and each unit. <p>Ultimately, these standards based pacing plans will provide the foundation from which all teachers, both general education and special education, can create rich unit plans that address a diverse and ever-changing student body. With the standards-based pacing plans as our guide for a “guaranteed and viable” curriculum, we will implement high quality frameworks for instruction to facilitate learning. School-wide Structures. The following structures make up the framework of the instructional design at Camino Nuevo Charter.</p> <p>These common cross-curricular structures will be utilized to ensure consistency and academic excellence: Bilingual Program, Thinking Maps (Grades K-8), Building Blocks/ Four Blocks Framework, Reading Strategies (Grades K-8), Integrated Block Structure (Grades 6-8), Reading Block (Grades 6-8), Strategic Afternoon Programming (Grades 6-8)</p> <p>Assessment Assessments at all grades will range from publisher-designed unit tests to teacher created unit tests. All students will also be assessed quarterly through standardized grade level benchmark assessments that will be aligned to standards-based pacing plans to ensure essential standards will be taught to mastery. Students with disabilities at CRES #14 will participate in the general education assessments and benchmarks with the support of their testing accommodations and modifications as outlined in their IEPs. These accommodations may include, but are not limited to: small group presentation, extra time during the testing day, repeated and clarified directions, and supervised breaks.</p> <p>Both general education and special education teachers will use benchmark assessment results to adjust pacing plans to re-teach standards and provide intervention to those students in need. Student progress will also be assessed on a daily/weekly basis through quizzes and daily informal assessment strategies such as “thumbs checks”, choral response, white board responses, and exit slips. In addition, for students with special needs, achievement towards IEP goals will be regularly tracked and reported to parents at each progress reporting period as well as at every IEP meeting.</p>
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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>CRES #14 maintains high expectations for all students. As such, all students, including those with special needs, will be exposed to and taught grade-level state standards and are not taught with an alternate curriculum. Special Day Classes focus primarily on the California power/essential standards because they serve as a gateway to accessing core content curriculum. Also, teachers receive support in providing differentiated instruction to ensure that students with special needs have access to grade-level curriculum.</p>
<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>Many of CRES #14's special education population will qualify for related services, such as Speech and Language, Occupational Therapy, Adapted PE, and Physical Therapy as provided on their most recent IEPs. CNCA currently contracts privately with Sunshine Speech Therapy, a fully accredited and licensed company that works with our students on articulation, fluency, and language goals. In the past two years of working with Sunshine Speech at our other campuses, our students have seen tremendous growth, and many have even been able to exit speech and language services. In addition, Sunshine Speech will work with some of CRES #14's students on social conversations and practicing social skills as determined in their IEP goals. Our speech therapist attends all IEPs for students with this service and provides parents full and translated copies of their reports, as well as tracks service minutes into Welligent. Updates on speech and language progress are provided on a quarterly basis in conjunction with progress reports.</p> <p>CNCA will contract with a licensed occupational therapist to assist students in reaching their fine motor goals and desktop activities as well as a licensed physical therapist to assist students with gross motor skills and goals listed in their IEPs. CNCA also contracts with an adapted PE teacher who will assist in modifying the PE and dance curriculums for students who need physical accommodations and modifications. The APE will work in collaboration with the regular PE teacher and dance teachers and will provide professional support and alternate physical exercises for students who qualify for this service.</p> <p>CRES #14 will contract with LAUSD for some if not all of the following services: health and nursing, psychology, recreational therapy, vision therapy, and deaf and hard of hearing services as provided on student's IEP and as determined by the IEP team.</p> <p>All related service providers attend IEP meetings and provide present levels of performance statements, goals, and an offer of the LRE for the student as it pertains to their service. CRES #14 will work to ensure that as many of these services will be provided in the general education environment, to minimize the possibility of missing valuable instructional time and to help the student generalize their skills into the classroom.</p>

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<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>CNES #14 will provide all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student’s IEP including secondary transition services for students 14 years or older. At least 10 days prior to the IEP meeting for a student who is 14 years or older, CNCA will distribute “The ITP and You” booklet to parents.</p> <p>For students beginning at age 14, the IEP includes an Individual Transition Plan (ITP) that documents the following elements: Career pathway, agency involvement, Achievement of transition activities from current ITP, Education/Training, Employment (including community experiences), Independent Living, and a course of study. To identify areas of strength and interest, all students will have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday.</p> <p>Students graduating with a diploma, certificate of completion, or aging out of the system will have a “Senior Inventory” and “Summary of Performance” on file in their records and will be provided with a copy for future reference.</p>
<p>Federal requirement</p>	<p>Access to Extra-Curricular / Non academic activities:</p>	<p>Camino Nuevo believes in educating the whole child, therefore, all students at CNCA including all students with special needs, will have full access to the after school, extra-curricular and non academic programs that CNCA will provide. Students with special needs will be supported in doing this with necessary accommodations and modifications provided to the program leaders to ensure that all students have opportunities to explore the world outside of the classroom. Participation in these activities and supports that will be required for access will be documented on the student's IEP, as determined by the IEP team.</p>
<p>Federal requirement</p>	<p>Providing Extended School Year</p>	<p>Extended school year services will 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 have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of a 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.</p> <p>Extended school year services will be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities.</p> <p>All students who are eligible for special education and related services must be considered for ESY</p>

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		<p>services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of a student's IEP. CNCA will indicate in each student's IEP, whether or not the student will receive ESY services. If in the IEP team meeting, it is determined that a student is not eligible for ESY, the student may be referred to the general education/intersession program. General education programs are available to all students, including students with disabilities, who meet program guidelines. CRES #14 will offer up to 20 days above the required instructional days for students who qualify to receive ESY.</p> <p>CRES #14 will offer extended school year services for students who would be negatively impacted by the absence of related services provided during the regular academic year. Academic services are also offered through summer school at one of CNCA's schools or partner schools by a fully credentialed special educator. Related services and summer school classes are funded through the school site budget. The decision to provide ESY services must be based on student need as indicated on the IEP. ESY services are limited to those services provided during the school year; however, all services need not be included during ESY. When determining the need for ESY, the CRES#14 IEP teams will pay particular attention to: severity of the disabling condition; areas of learning critical to maintaining IEP skills; extent of regression caused by interruption in educational programming; rate of recoupment following interruption of instruction and the availability of alternative resources such as intervention programs and general education summer school. In reviewing eligibility for students participating in the Resource Specialist Program or accessing the general education curriculum for the majority of the school day, the IEP will clearly outline student need and rationale for ESY attendance. Prior to the end of the school year, the IEP team will consider reconvening to determine whether the student would benefit from participating in the general education summer/intersession program or requires ESY programming. If the IEP team determines that the student is not eligible for ESY, the student may be referred to the general education program to determine whether the student meets program guidelines. Participation in general education programs will not be documented on the IEP.</p>
<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	

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<p>All</p>	<p>Professional Development</p>	<p>CNCA is committed to supporting its staff and teachers by providing high-quality professional development and the opportunity to belong to a powerful adult learning community. Research confirms that, “professional learning communities are indeed the best form of staff development. In a five-year period where Adlai Stevenson High School made immense achievement gains, not a single external staff development initiative was launched. Their gains were the result of internal expertise, shared and refined by groups of teachers”. CNCA firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative professional environment. We will combine three essential components to define the culture of CRES #14 and ensure a powerful adult learning community is established, focused on academic excellence.</p> <p>The professional learning community will be defined by five key structures: Critical Friends Groups, Classroom Walk-Throughs, Instructional Coaching, Focused Professional Development, and Teacher Leadership. Lastly, in our effort to yield the greatest student achievement gains in the shortest amount of time, the faculty and administration will commit to ensuring a guaranteed and viable curriculum exists for all students.</p> <p>General education and special education teachers will have opportunities to collaborate and plan to meet the needs of all students during designated trainings and meetings protocols, which will be documented with sign in sheets and agendas. All teachers will examine data and create differentiated lessons to ensure that all student needs are being met on a multi-tiered level. CRES #14 will explicitly address how to accommodate for students with special needs through professional development time as well as one on one coaching from experts within and outside of the organization.</p>
<p>Outcomes 6, 8, 16</p>	<p>Staffing / Operations</p>	<p>CNCA site leadership team selects its own staff. Individuals that apply for a position at CNCA are required to submit a resume and complete a CNCA employment application. All resumes are carefully screened and reviewed by a hiring committee to determine which candidates are best suited for open positions at the school based on their qualifications. All candidates that are considered possess or qualify for California Teaching Credential in Special Ed. The hiring committee is made up of the principal, site administrators, select teachers, and other stakeholders. This process help ensure that the candidate and school are well-matched. Candidates that are selected will go through an extensive interview process which includes panel interviews, lesson/unit design, demonstration lessons, and data analysis action plans. Once a candidate has been selected, a written offer of employment from CNCA is sent to the candidate outlining the terms of employment.</p>

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		<p>CRES #14 will comply with all state required staffing and service ratios. All RSP and SDC teachers will have a full time instructional aide to assist with the delivery of services, and instructional and behavioral support. Additional adults may be staffed in the special education and general education classrooms as one on one assistants, as indicated in the FAPE section of the students Individualized Education Plan. Related service providers are required to serve students in a one on one setting or small group settings as outlined in the student's IEP document. All CRES #14 teachers serving students with special needs will be highly qualified. CRES #14 will demonstrate a ratio of not less than 73% of students placed in the general education classroom setting for students with eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI), according to Federal placement reporting requirements.</p>
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Outcome 14	Parent Participation	<p>Parents of students with IEPs will be fully informed, in the form of communication they best use, about their child's identification, evaluation, placement, instruction and re-evaluation for special education services. To meet this intent, District forms, notices and procedural guides designed for parents of students with disabilities are to be developed to be readable and linguistically appropriate to the extent required by law. Generally, the forms, notices and procedural guides referenced by this policy include special education forms, notices and guides; Section 504 forms and notices, Student Success Team forms, and disciplinary notices and forms. (See specific form titles listed in "Search and Serve" section). So that parents are able to obtain further clarification of the content of any form, all such documents are to include a contact number for parents to call if they have any questions.</p> <p>Parents are entitled to reasonable accommodations to enable their participation in their child's educational decision-making. In addition to accommodations for parents with the need for mobile assistance, accommodations which the parent may request in order to understand the content of the forms or meetings also include oral translation and written translation in the parent's primary language. CRES #14 will ensure that parents are offered special education forms, assessment reports, IEP documentation, and Section 504 forms in their primary language. CNCA will provide an oral interpreter at all necessary IEP meetings, and will request written translation services from the Districts Translation Unit.</p> <p>When there is a dispute or disagreement over a child's eligibility, assessment, or amount or type of related</p>

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		<p>services, CRES #14 will follow District guidelines and timelines as well as seek support from their Local Support Unit (4). CRES #14 will follow the outlined procedures in the Policies and Procedures Manual as it pertains to Informal Dispute Resolution (IDR), mediation, and due process. CRES #14 will attempt to settle any disagreements through mediation or IDR as a first option and will provide timely and appropriate response to all parent concerns.</p>
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