

**Los Angeles Unified School District  
PUBLIC SCHOOL CHOICE 2.0  
SERVICE PLAN FOR SPECIAL EDUCATION**

**APPENDIX D**

**Applicant Team Name:** Alliance Technology Math and Science High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>At Alliance Technology and Math Science High School (TAMS HS) the SST is a total school commitment to providing assistance in the general education classroom to students with special needs. It begins with a meeting involving the school administrative staff, teachers, parents and other school resources responsible for or working with a student who requires assistance. The meeting provides an opportunity for each of the participants to share information and ideas that would improve the student's ability to participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom.</p> <p>(a) There are a variety of "child find" activities that are conducted at the Alliance College-Ready Public Schools. When parents attend an information session for Alliance TAMS, special education programs and services are discussed. Parents have the opportunity to ask questions individually with the administration during the information sessions. There is also a parent/student handbook given to each student that is enrolled, which contains information about "child find".</p> <p>(a) Further "child find" activities are done through the enrollment process. All students that apply are accepted to attend Alliance TAMS. In order to complete the process, a registration form must be completed. The registration form contains a section that asks if the student has ever had an IEP or a 504 Plan. When the form has a "yes" response to these two questions, the parent/guardian is contacted by the Assistance Principal for additional information and copies of the documents. Those students that have an active IEP or 504 Plan will begin immediately with a scheduled 30-day review IEP to ensure free and appropriate public education (FAPE).</p> <p>(a) In addition, Alliance TAMS has these on-going "child find" processes:</p> <ul style="list-style-type: none"> <li>• Screening and identification of incoming new students who may be eligible for IDEA services             <ol style="list-style-type: none"> <li>1. Request all paperwork from previous school or district</li> <li>2. Review all incoming cumulative files</li> </ol> </li> <li>• Response to Intervention (RTI) used school-wide</li> </ul>

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		<ul style="list-style-type: none"> <li>• Public awareness via Section 504 brochures and special education pamphlets</li> <li>• Referral and intake</li> <li>• Student Success Team process Eligibility</li> <li>• Tracking student progress with special education services</li> <li>• Inter-agency coordination</li> </ul> <p>The SST is not a special education function. It is not subject to the special education timelines or legal requirements. Upon enrollment students with disabilities are identified and TAMS HS will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom is not sufficient in meeting the student's needs. TAMS HS is committed to resolving learning issues. SST participation stimulates the school community to work together with a common focus of providing appropriate interventions and assistance for students with special needs in the least restrictive environment. To this end, during the summer professional development all staff attends training regarding the Special Education procedures at TAMS HS. This training continues throughout the school year.</p> <p>TAMS HS will adhere to the following timeline requirements to provide and explain to parent in the language they are most comfortable using:</p> <table border="1" data-bbox="667 995 1978 1380"> <thead> <tr> <th data-bbox="667 995 1157 1032">Timeline</th> <th data-bbox="1157 995 1978 1032">Items provided, explained, and filed</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 1032 1157 1203">Either at enrollment, or with initial referral for special education assessment</td> <td data-bbox="1157 1032 1978 1203">                     (a)                     <ul style="list-style-type: none"> <li>• TAMS will follow the Search and Serve procedures outlined above and provide parents with "Are you puzzled by your child's special needs?"</li> <li>• If parent requests an assessment, then the request for an assessment form will be provided and explained.</li> </ul> </td> </tr> <tr> <td data-bbox="667 1203 1157 1276">At the time of the Assessment Plan</td> <td data-bbox="1157 1203 1978 1276"> <ul style="list-style-type: none"> <li>• The Assessment Plan</li> <li>• "A Parents Guide to Special Education Services"</li> </ul> </td> </tr> <tr> <td data-bbox="667 1276 1157 1380">A minimum of 10 days prior to the IEP</td> <td data-bbox="1157 1276 1978 1380"> <ul style="list-style-type: none"> <li>• "A Parents Guide to Special Education Services",</li> <li>• "Notification to Parent to Participate in Individualized Education Program Meeting", and</li> </ul> </td> </tr> </tbody> </table>	Timeline	Items provided, explained, and filed	Either at enrollment, or with initial referral for special education assessment	(a) <ul style="list-style-type: none"> <li>• TAMS will follow the Search and Serve procedures outlined above and provide parents with "Are you puzzled by your child's special needs?"</li> <li>• If parent requests an assessment, then the request for an assessment form will be provided and explained.</li> </ul>	At the time of the Assessment Plan	<ul style="list-style-type: none"> <li>• The Assessment Plan</li> <li>• "A Parents Guide to Special Education Services"</li> </ul>	A minimum of 10 days prior to the IEP	<ul style="list-style-type: none"> <li>• "A Parents Guide to Special Education Services",</li> <li>• "Notification to Parent to Participate in Individualized Education Program Meeting", and</li> </ul>
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			<ul style="list-style-type: none"> <li>• "The IEP and You" booklet.</li> </ul>
		During the IEP meeting	<ul style="list-style-type: none"> <li>• "A Parents Guide to Special Education Services",</li> <li>• "Least Restrictive Environment" brochure, and</li> <li>• "The Parent Input Survey".</li> </ul>
		If there is a dispute at the IEP meeting	<ul style="list-style-type: none"> <li>• The "Informal Dispute Resolution for IEP Disagreements" brochure.</li> </ul>
		At the beginning of the school year	<ul style="list-style-type: none"> <li>• "Section 504 and Students with Disabilities brochure and the "Are You Puzzled by Your Child's Special Needs?" brochure</li> </ul>
		To all parents of students with special needs	<ul style="list-style-type: none"> <li>• CRU/PRN "Notification Letter", "Complaint Response Unit/Parent Resource Network" brochure and the "Special Education Parent Training Calendar</li> </ul>
		To all parents and students	<ul style="list-style-type: none"> <li>• Parent-student handbook containing the District's nondiscrimination statement and sexual harassment policy, written notice regarding Uniform Complaint Procedures or a similar complaint process.</li> <li>• The UCP notice will be in any form that will reach the school community, e.g. newsletter, handbook, memorandum or brochure.</li> </ul>
		Posted in a common area	<ul style="list-style-type: none"> <li>• Display the "Compliant Response Unit/Parent Resource Network" (CRU/PRN) poster</li> <li>• The monthly "Special Education Parent Training Calendar".</li> </ul>
<b>Outcome 2</b>	<b>Intervention Programs</b>	<p>(c)The academic intervention plan is designed to provide early, effective assistance to students who are having difficulty learning. Participating students will attend intervention classes to receive remedial support in reading, mathematics. TAMS HS holds high expectations and goals for all students. To address students' skill or learning deficits as quickly as possible to provide access and mastery of grade level standards is the goal of our intervention program.</p> <p>(c)Our vision is all students prepared for college-level technology, math and science course work and career readiness. There are many variables that contribute to the reasons why not all students learn in the same way on the same day, which</p>	

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		<p>requires TAMS HS to provide students not meeting grade level expectations with intervention, within or outside of the classroom.</p> <p>(c)At TAMS HS, teachers will be trained and be responsible for implementing differentiated instruction for all students. Teachers receive professional development on differentiating instruction to accommodate all learners. Multiple measures of assessments stemming from daily, weekly, 6-8 week benchmarks, in both formative and summative assessments, coupled with anecdotal observations and standardized tests will serve as the data base to determine an instructional plan to best meet the needs of the student. TAMS HS implements the Three Tiered Response to Intervention Model to determine the best approach to support students who are not meeting grade level expectations. Tier 1 interventions occur at the classroom level.</p> <p>(c)Tier One “Core or Universal Instruction” One of the core values of TAMS is to provide effective Tier I intervention for all students in academic, behavioral, attendance, and social-emotional realms. To support students’ transition to high school, TAMS will provide a mandatory two-week summer bridge program that has a four-pronged approach. The first focuses on accelerating students to grade-level standards in Mathematics and English. (Fuchs and Fuchs, 2005) During this time, students are given mathematics and English readiness assessments to determine potential areas of need. This provides a baseline of data in addition to other multiple measures used to assist with placement into an intervention class. The second and third focus on building a foundation of school culture that emphasizes positive behavior and the importance of consistent attendance. (Sprague and Walker 2004) School uniforms are mandatory and wearing the uniform begins on day one. This helps build the school culture. The final prong establishes meaningfully interacting with peers, teachers, counselors, administrators and parents as partners. One of the Five Core Values of Alliance College-Ready Public Schools is Parents as Partners. This Value entails Parents volunteering at least 40 hours of involvement in their child’s education.</p> <p>(c)After the school year begins a TAMS HS classroom teacher is empowered to identify students who are struggling to meet grade level standards and implement modifications or employ a variety of instructional strategies to help meet students’ needs. Each student has an Advisory Class, where the teacher focuses on his or her academic and social needs</p>

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		<p>through the curriculum. If any classroom teacher continuously finds a student struggling the teacher refers the student to the Coordinated Support Team (CST), which will be responsible for following up with all Tier I stakeholders. A collaborative approach takes the next steps to determine potential opportunities of intervention. A coordinated communication provides teachers with knowledge as well as multiple opportunities to employ these opportunities of intervention; they range from utilizing pairs and cooperative groups, learning centers, peer discussions, and teaching intentionally implementing multiple learning modalities, scaffolding, and research-based instructional strategies.</p> <p>(c)The majority of TAMS students will be English Learners, teachers will employ a variety of Specially Designed Academic Instruction in English (SDAIE) strategies and targeted ELD instruction to meet students' diverse language development needs. To aid the problem solving approach, core teachers may meet informally or in grade level teams, to find new ways to address a student's needs. At the five-week progress report time, the CST will document classroom interventions, instructional strategies, and successes and needs to determine if movement to Tier II is deemed.</p> <p>(c)TAMS will utilize the Alternative to Suspension Discipline Foundation Policy: School-wide Positive Behavior Support (Bul-3638.0 March 27, 2007).</p> <p><b>(c)Tier Two "Strategic or Supplemental Intervention"</b> The purpose of TAMS' Tier II instruction or services is to accelerate the rate of learning and improve access to core instruction, standards, and benchmark expectations. Tier II is effective if approximately 70-80% of students improve their performance (i.e. close the gap). Both English Language Arts and Mathematics provide intervention programs to support students who are more than 2 grades below grade level. These intervention programs are implemented to accelerate students to grade level or to pass CAHSEE. Carnegie Mathematics, Riverdeep, Revolution Prep CAHSEE, Kaplan English and Mathematics programs are implemented as needed.</p> <p>(c)Another component of Tier II is aligned to one of the core values of TAMS HS; parents are partners. Therefore, an open line of communication collaboratively supports the student both at school and at home. Parent trainings are provided to address current needs of the family on topics including but not limited to, bullying, internet safety, assisting child with</p>

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		<p>homework, and how to partner with the school on discipline.</p> <p>(c)For students who are identified as needing support for social skills and self-management, TAMS offers a program such as Character Counts. Character Counts provides students with the Six Pillars on universal ethical values. In addition, there are times that students may need school-based adult mentors. Teachers, staff, counselors will create a system of monitoring and checking academic and social needs weekly.</p> <p>(c)If these classroom and behavior interventions and scaffolding cannot fully address the needs of a student, then the student will be referred for supplemental (Tier II) intervention outside of core instruction. The Student Success Team (SST) convenes to problem solve and develop a plan for the most beneficial type of interventions for the student. TAMS HS classroom teachers, parents, administrators, parent coordinators, and any other concerned parties form the SST. Potentially the SST findings might demonstrate the student has needs outside of academics and will provide a SST action plan to support this.</p> <p>(c)For instance, an SST can address variables that affect student achievement such as student health, attendance, work and study habits, behavior, or language needs. A structured action plan delineating how to improve in the areas that affect student achievement is the direct result of the SST. Scheduling a follow up meeting to review parent and teacher feedback determines the extent of progress made on the SST plan.</p> <p>(c)Lack of student progress toward meeting the SST plan goals, prompts further meetings be to consider different modifications. Potentially, if the student's progressions toward the SST plan goals are not meeting timelines, then a referral to be prescreened for a learning disability will occur.</p> <p>(c)TAMS will utilize the Alternative to Suspension Discipline Foundation Policy: School-wide Positive Behavior Support (Bul-3638.0 March 27, 2007).</p> <p>(c)<b>Tier Three "Intensive Intervention"</b> When conditions are right in Tiers I and II, Tier III is for approximately 5% of students. Interventions that offer a student highly individualized, systematic, and explicit instruction in an area of assessed need. Although the programs or strategies</p>

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		<p>may be similar to those offered at Tier II, the intervention is reclassified as "intensive" if it is individualized to meet the needs of a particular student and the duration and/or intensity of the intervention is increased to accelerate student response. Tier III intervention may be in addition to Tiers I and II, and the purpose is to accelerate the rate of learning and improve access to core instruction, standards, and benchmark expectations. Tier III effectiveness is measured by whether or not students are closing the gap.</p> <p>TAMS utilizes Tier III Interventions to provide highly individualized, systematic, and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is reclassified as "intensive" if it is individualized to meet the needs of a particular student and the duration and/or intensity of the intervention is increased to accelerate student response. TAMS Tier III intervention may be in addition to Tiers I and II, and the purpose is to accelerate the rate of learning and improve access to core instruction, standards, and benchmark expectations. Tier III effectiveness is measured by whether or not students are closing the gap.</p> <p>(c)In addition to the intervention classes described in Tier II, intensive individualized instruction is provided before or after school or on Saturdays. The before and after school intensive individualized instruction is provided by the general education teachers. The Saturday school is conducted by the Coordinated Study Team (CST) thus providing and interdisciplinary approach fulfilling the needs of the student. The lessons on Saturday are based on the weekly multiple assessment data gathered, monitored and evaluated by the grade level team. Student progress is tracked to determine if more intensive intervention is needed or can the student return to Tier II.</p> <p>Building on parents as partners, the collaborative encourages more support for the student by providing additional resources and supports for use at home. TAMS will provide Parent workshops that address the level of needs of the family. Topics range from intensive academic support, intensive social skills, and individual behavior management.</p> <p>(c)TAMS will search for outside partners to provide multi-agency collaboration (wrap-around services) to work with social-emotional needs of the student. TAMS will also investigate internships to provide community and service learning opportunities.</p> <p>In the targeted intensive group, TAMS will utilize the Alternative to Suspension Discipline Foundation Policy: School-wide Positive Behavior Support (Bul-3638.0 March 27, 2007)</p>

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		<p>The determination for pre-screening for a potential learning disability moves the SST to Tier III. The SST reviews Tier I and II interventions and results or outcomes. Parent consent is sought to determine if the student meets the criteria for receiving additional support from the Resource Specialist. If the resulting diagnosis is a Specific Learning Disability, then the student will have an IEP that will be implemented by the classroom teacher as well as the Resource Specialist.</p>
<p><b>Outcomes 5, 17 and 18 LAUSD Board Policy</b></p>	<p><b>Discipline Foundations Plan and Behavior Support</b></p>	<p>At the beginning of the year, TAMS HS will distribute to all parents and students a Code of Discipline and a Compact for Parents, Students and Staff defining Responsibility and Accountability for Commitment to College Readiness. The Code of Discipline outlines the school's discipline code and expectations. The Compact outlines the school's expectations for students, staff, and parents toward the goal of college readiness.</p> <p>All Alliance College-Ready Public Schools hold high expectations for behavior and TAMS HS are no exception. TAMS HS will establish school-site procedures and practices for positive behavior support consistent with the Code of Discipline to reduce the number of suspensions for students with disabilities. For a student who is faced with suspension for more than ten days or an expulsion, the IEP will meet to determine whether the student's misconduct was a manifestation of his/her disability. Student discipline and procedures for suspension and expulsion shall comply with federal and state laws and regulations, and shall include positive behavioral interventions. Tier I structures are in place to promote positive behavior, effective academic support; violence prevention curriculum has been selected. Tier II structures are planned to collect and analyze data; provide additional instruction relative to behavioral skills and there is effective academic support. Tier III structures are planned to collect and analyze data, conduct Functional Behavior Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.</p> <p>When a Tier III behavior emergency intervention is used for a student with a disability, TAMS HS will:</p> <ul style="list-style-type: none"> <li>• Complete the "Behavior Emergency Report for Individuals with Disabilities:</li> <li>• Notify the parents within 24 hours of the incident,</li> <li>• File the report in the student's cumulative record, and</li> <li>• Submit copies to the Support Unit Administrator, and Division of Special Education Behavior Support Office, and</li> <li>• Will develop an IEP that addresses the behavioral emergency and</li> </ul>

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		<ul style="list-style-type: none"> <li>• Documents the review, revision or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP) and</li> <li>• If appropriate, will make a recommendation for a Functional Analysis Assessment.</li> </ul> <p>TAMS HS will have at least one Behavior Intervention Case Manager (BICM) on campus.</p> <p>As written in their IEP, TAMS HS staff is responsible for implementing a student's Behavior Support Plan. TAMS HS staff will have access to hard copies of the student's IEP and BSP. TAMS HS will provide all accommodations recommended in the student's IEP, both academic and behavioral.</p>
<b>Necessary for Planning, will be provided</b>	<b>Description of Student Population</b>	<p>Alliance Technology and Math Science High School will serve up to 500 students in grades 9-12. TAMS HS will be located in the densely populated, underserved Glassell Park community of Los Angeles. The Glassell Park community is highly overcrowded, with 8,524 people per square mile. 16.6% of households are single parent households. Foreign-born residents represent 51.5% of the community, which is high for the city of Los Angeles and high for the county. Mexico 51.2% and Philippines 16.2% are the most common foreign places of birth. Rentals represent 56.2% of housing units in the neighborhood versus 34% nationally. Additionally, about 32% of residents have a high school diploma or less. TAMS HS will serve students with similar demographics as those currently attending Eagle Rock, Franklin, and Marshall High 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>(d) It is projected, based on attending Eagle Rock, Franklin, and Marshall High Schools demographics, will be between 11-13.5% of TAMS HS's student population will have Individual Education Plans and will receive special education services on the mild to moderate spectrum, provided by our Resource Specialist and related service providers. (f) TAMS is aware that if more than 28 students with IEPs enroll, then TAMS exceeds the state staff ratio. TAMS is aware that a waiver is possible to add more students to the case-load ratio. 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. (e) Alliance College-Ready Public Schools will attempt to use the full inclusion model in the general education for students who may be in need of Severe Special Day Class. The students are in the general education classroom with the needed support per their IEP from a Resource Teacher or a trained instructional aide. Alliance TAMS will adjust the staff and teachers needed</p>

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		once the students are enrolled. If there are students with moderate/severe disabilities such as Autism and Intellectual Disability, a special education teacher with a moderate/severe credential will be hired to meet the student's unique needs.
<b>Outcome 2</b>	<b>Special Education Program Description</b>	<p>TAMS HS recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, TAMS HS intends to be a public school of LAUSD for the purposes of special education and pledges to work in cooperation with LAUSD, its LEA, and all other applicable LEAs, to see to it that TAMS HS and the LEA serve the exceptional needs of such students in accordance with applicable federal and state law.</p> <p>TAMS HS will adhere to all laws affecting individuals with exceptional needs, including all provisions of Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Educational Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, Office for Civil Rights mandates, AB 602, and the Modified Consent Decree/ Chanda Smith Consent Decree. All students will be given equal access to the school, regardless of disabilities, and TAMS HS will not discriminate against any student based on his or her disabilities in accordance with Free, Appropriate Public Education (FAPE). TAMS HS will provide appropriate services for the exceptional needs student according to the plan developed pursuant to California Education Code section 56710 and in compliance with the California Master Plan for Special Education (Education Code section 56000 et.seq.).</p> <p>TAMS HS will participate in the state quality assurance process for special education including verification reviews, coordinated compliance self-reviews, complaints, and the local plan.</p> <p>Beginning the first year of operation, TAMS HS elects to deliver its own special education services. TAMS HS is responsible for meeting the needs of disabled and special-need students enrolled at the school, with oversight responsibility remaining with LAUSD. The special education personnel at TAMS HS will be employees of TAMS HS or a qualified service provider such as Total Education Solutions (T.E.S.). A TAMS HS administrator and other mandated IEP team members will attend staff development and/or training meetings sponsored by LAUSD as necessary to comply with IDEA regulations. TAMS HS will engage LAUSD in the IEP and placement of students who are identified as requiring an education plan that is off-site, such as a non-public school.</p>

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		<p>TAMS HS general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students. TAMS HS will exercise flexibility to design a program based on an inclusion model to serve disabled students. TAMS HS will comply with the federal requirement of least restrictive environment (LRE). This means that to the maximum extent appropriate, children with disabilities are educated with non-disabled children. Special classes separate schooling, or other removal of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p> <p>Successful LRE implementation requires collegiality and open communication. All Alliance schools have regular time for weekly common planning time, analysis of student work, and lesson study based on core content standards. Teachers gain true autonomy and benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. TAMS assures that its staff shall attend and/or conduct professional development activities that support access by students with disabilities to its general education program. Collegiality grows from authentic collaborative work.</p> <p>This ongoing regular common planning time permits general education and Resource Teachers to co-plan, co-teach, consult, and collaborate, in the general education classroom, as well as pull out models when necessary. Pull out occurs in the school's Learning Center as a means to assist students in successfully reaching their IEP goals and accessing grade level standards. Per each student's IEP, regularly provided services will be consistently tracked in Welligent with the "RST Tracker" tool.</p> <p>After implementing co-planning and co-teaching, general education and special education teachers are able to monitor progress by analyzing the data assessments, implementing the continuous improvement model. Teacher focus on effective, research-based instructional strategies, differentiation, scaffolding, as well as how and when students with disabilities will be integrated with their non-disabled peers. All teachers, special education and general education, working together in teams within small learning communities with the same students over two to three years will share accountability and responsibility for each student's academic and personal growth.</p> <p>Individuals with exceptional needs will be offered special assistance programs that promote maximum interaction with the</p>

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		<p>general school population in a manner that is appropriate to the needs of both. Examples of supplemental aids and services may be adaptations of regular education goals, curriculum, materials, classroom aids, special education consultation, and in-service training.</p>
<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p>After a student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the TAMS HS, and any invited district representative. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting.</p> <p><u>The IEP team will include:</u></p> <ul style="list-style-type: none"> <li>- The parent and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, TAMS HS will ensure the parent's participation using other methods, such as conferencing by telephone or videoconferencing. TAMS HS will ensure that the parent understands what is going on at the meeting. If necessary, the TAMS HS will provide an interpreter if the parent has a hearing disability or their primary language is not English.</li> <li>- A TAMS HS staff member or qualified representative who is knowledgeable about the program options appropriate for the student.</li> <li>- The student's teachers. In the case of new students who may not presently be assigned to teacher(s), a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent and complete knowledge is not available, the teacher on the IEP team will be a special education teacher qualified to teach a student of his or her age.</li> <li>- A representative from LAUSD and the district of residence (if applicable).</li> <li>- Other persons, such as the student, whom the parent or the school wishes to invite.</li> </ul>

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		<ul style="list-style-type: none"> <li>- When appropriate, the persons who assessed the child or someone familiar with those assessment procedures.</li> </ul> <p>The team must consider the least restrictive setting. Mainstreaming to regular education will be considered to the extent possible. After the written IEP has been finished, it will be implemented by TAMS HS. The parent can review and request revisions of the plan.</p> <p><u>The IEP will contain:</u></p> <ul style="list-style-type: none"> <li>- The services that student will receive.</li> <li>- How these services will be delivered.</li> <li>- The instructional programs where these services will be delivered.</li> <li>- The rationale for placement decisions.</li> <li>- Annual goals and short-term objectives focusing on the student's current level of performance.</li> <li>- How the student's progress will be measured.</li> <li>- Transition goals for work-related skills.</li> <li>- ELD goals as necessary.</li> </ul> <p><u>Times for IEP meetings:</u></p> <ul style="list-style-type: none"> <li>- Once a year, the IEP team will meet to review and determine the student's progress and placement to make any needed changes to the IEP.</li> <li>- TAMS HS will follow appropriate timelines for 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.</li> <li>- Every three years, the IEP team will meet to review the results of a mandatory comprehensive reevaluation of the student's progress.</li> <li>- After a student has received a formal assessment or reassessment.</li> <li>- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.</li> </ul>

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
		<ul style="list-style-type: none"> <li>- When a parent or teacher requests a meeting to develop, review, or revise an IEP.</li> <li>- When a student is approaching a transitional age such as childhood into adolescence or adolescence into adulthood.</li> <li>- When a student with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP will meet to determine whether the student's misconduct was a manifestation of his or her disability.</li> <li>- Student discipline and procedures for suspension and expulsion shall comply with federal and state laws and regulations, and shall include positive behavioral interventions.</li> </ul> <p>Follow up mechanisms are in place to ensure implementation and communication of the IEP:</p> <ul style="list-style-type: none"> <li>- (g)The Resource Teacher will act as the case manager. If the coordinating functions of the special education program require additional support, a clerk or an instructional aide will be hired to support the special education program. The Resource Teacher will oversee the clerk or instructional aide on all assigned tasks and duties. The principal and/or administrative designee will support and supervise the Resource Teacher in implementing the special education program.</li> <li>- (g)The Resource Teacher/principal and/or administrative designee will monitor the IEP meeting dates and office manager will send parent invite at least 10 days in advance.</li> <li>- The Resource Teacher will schedule IEP meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation.</li> <li>- The Resource Teacher will use the "Notification to Parent to participate in Individualized Education Program Meeting" to document attempts to get parent to attend IEP meetings. TAMS HS will use strategies, such as individual or conference telephone calls when parent cannot attend the meetings.</li> <li>- An IEP room is designated for IEP meetings and to ensure confidentiality as well as wired for teleconferencing or videoconferencing. Translators are available for the IEP process to ensure that parents/guardians are welcome as active participants in the IEP process.</li> <li>- All forms and brochures are translated and provided in the language of the parent.</li> <li>- All instructional and behavioral accommodations, modifications, supports, and services documented in the student's IEP.</li> <li>- The Resource Teacher is responsible for utilizing Welligent "RST Monthly Service Log", documenting provision of services.</li> </ul>

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		<ul style="list-style-type: none"> <li>- The Resource Teacher regularly updates Welligent "IEP Report of Progress and achievement from Current IEP".</li> <li>- The Resource Teacher distributes the IEP Report of progress to parents at the same time as report cards.</li> <li>- The school will update Welligent account information for all users.</li> <li>- Regular MCD Review Team meetings will discuss the monthly MCD progress reports and adjust accordingly.</li> <li>- Alliance Technology and Math Science HS will monitor the identification of African American students with an eligibility of Emotional Disturbance (ED) and has a system for tracking their records.</li> </ul>
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<p>(h) TAMS' Student Success Team (SST) process drives the special education program. Alliance TAMS ensure that all students receive appropriate interventions and that parents are aware of the resources available at TAMS. The parents are vital components of the SST process to provide additional information and insight about the student. All students are monitored based on multiple measures including but not limited to CST scores, quarterly benchmarks, classroom assessments, portfolios and observations. Multiple academic data from the grade level team is constantly monitored during weekly professional development for achievement and skill gaps. The grade level team provides approximately one-month of monitoring and reviews classroom accommodations implemented; then the team reconsiders further support or progressive intervention needed. If a student is constantly struggling after classroom interventions and parent meetings have been conducted, then a classroom teacher, administrator, counselor or a parent initiates a referral for an SST. The SST is held with the committee members of parents, teachers, and an administrator to discuss the child's needs. The meeting results in a classroom accommodations/modifications plan and a scheduled follow-up meeting to discuss progress (if any). All accommodations/modifications will be documented and monitored until the next meeting. If the interventions are not effective, a referral for special education can be recommended during the second meeting.</p> <p>(b) Once the referral for an assessment is made during the SST, a teacher, administrator, or parent response must be given.</p> <p>The principal/or administrative designee will monitor the referrals by ethnicity to ensure that one group is not proportionally 'over-identified'.</p>

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		<p>(b) Or a parent, guardian, teacher, other school personnel and community members who believe that a child may need special education services may request a special education assessment of the child. In either case, the request should be made in writing and provided to the school principal or assistant principal. A Request for a Special education Assessment Form is available in the TAMS school office.</p> <p>(b) Within fifteen days (excluding school vacations greater than five days) of the receipt of a referral for assessment, the parent/guardian will receive a response from TAMS. After reviewing the student data that includes historical grades, CST scores, portfolios, classroom assessments, observation, work samples, a decision will be made. If it is determined that an assessment for special education is appropriate and the parent/guardian agrees this is appropriate, the parent/guardian will receive a <i>Special Education Assessment Notification</i> and <i>Special Education Assessment Plan</i>. The assessment plan describes the purpose and type of assessments that will be used to determine eligibility. If TAMS determines that an assessment of your child is not appropriate the parent/guardian will receive written notice of this decision. The parent/guardian may appeal this decision using through the Informal Dispute Resolution, Mediation, and Due Process Hearing.</p> <p>(b) If the parent/guardian does not consent to the plan, the school may take steps to protect the student if TAMS believes that the student is being denied appropriate special education services. TAMS may request to meet with the parent/guardian informally or initiate a due process hearing to supersede the refusal to consent by parent/guardian.</p> <p>The parent must consent to the AP by signing the AP before the assessment can take place. TAMS HS has 60 days (not counting school vacations greater than five days) from the receipt of the parent's signed AP to complete the assessment and hold an IEP meeting.</p> <p>For English language learners, the assessment plan documents the student's primary language and language proficiency status. The assessment plan documents multiple alternative assessments when standardized tests are considered invalid for the student based on language proficiency status.</p> <p>The referral for assessment process includes looking at student screening information and making a decision about whether or not to conduct a formal education assessment.</p>

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		<p>The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Multiple assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples.</p> <p>(h) Evaluations of the student must be made in all areas of suspected disability in order to determine eligibility for Special Education. Eligibility must not be based on lack of reading or math instruction or on English language learning needs. Evaluation activities should be tailored to the specific referral questions for the individual student and need to address whether or not there is a disability, and if the disability affects the student's learning. Evaluations must provide information to determine present levels of academic achievement and related educational needs. Rather, a variety of techniques (both formal and informal assessments), including information provided by parents, observation of the student in the classroom, work samples/portfolios, interviews, and review of the record should be used.</p> <p><u>TAMS HS guidelines for assessment:</u></p> <ul style="list-style-type: none"> <li>- Student will be assessed only after parent consents to the Assessment Plan (AP).</li> <li>- Student will be assessed in all areas related to his or her suspected disability.</li> <li>- Assessment will be administered in the student's primary language or a qualified interpreter will be provided.</li> <li>- Assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so.</li> <li>- Assessment will be adapted for students with impaired sensory, physical, or speaking skills.</li> <li>- As an observation to add to the multiple measures, assessment will include the student's social, emotional, behavior status as appropriate.</li> <li>- A multidisciplinary team, including at least one teacher or other specialists with knowledge of the student's suspected disability, will assess the student.</li> </ul> <p>(h)- Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory.</p> <ul style="list-style-type: none"> <li>- The TAMS HS shall conduct assessment and standardized testing of students with disabilities using state and district guidelines for modifications and adaptations.</li> </ul>

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		<p>- Alliance Technology and Math Science HS will monitor the identification of African American students with an eligibility of Emotional Disturbance (ED) and has a system for tracking their records. If the parent disagrees with TAMS HS's assessment of their child, the parent may obtain an independent educational assessment and has the right obtain the independent educational assessment at public expense only if the school is not able to demonstrate that its evaluation was appropriate. Upon the parent's request, TAMS HS will provide information about how to obtain this independent assessment by a qualified examiner. The school psychologist's report will include conclusion if there is a significant discrepancy between achievement and ability that cannot be corrected without special education or related services, for students with learning disabilities. The results will be documents for all tested; to monitor students with low incidence disabilities, the need for specialized services, equipment, and materials will be documented.</p>											
<b>Outcome 2</b>	<b>Instructional Plan for students using grade level standards</b>	<p>In order to best serve our students and community, TAMS HS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes. Understanding that TAMS HS will be responsible for following the California State Standards for students in grades 9-12, specific emphasis will be placed on those standards that prepare students for entry into and success in college. These will include all or part of the following:</p> <table border="1" data-bbox="682 987 1942 1360"> <thead> <tr> <th data-bbox="682 987 846 1057">Curricular Focus</th> <th data-bbox="846 987 1619 1057">Measurable Outcomes</th> <th data-bbox="1619 987 1942 1057">Course</th> </tr> </thead> <tbody> <tr> <td data-bbox="682 1057 846 1224">English/ Language Arts</td> <td data-bbox="846 1057 1619 1224"> <ul style="list-style-type: none"> <li>Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.</li> </ul> </td> <td data-bbox="1619 1057 1942 1224">                     English – Grades 9-10                      American Literature                      Contemporary                      Composition                      Advanced Composition                 </td> </tr> <tr> <td data-bbox="682 1224 846 1360">Mathematics</td> <td data-bbox="846 1224 1619 1360"> <ul style="list-style-type: none"> <li>Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</li> <li>Students will be able to use geometric skills and concepts. They will</li> </ul> </td> <td data-bbox="1619 1224 1942 1360">                     Algebra 1 (as needed)                      Geometry                      Algebra 2                      Pre Calculus                 </td> </tr> </tbody> </table>			Curricular Focus	Measurable Outcomes	Course	English/ Language Arts	<ul style="list-style-type: none"> <li>Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.</li> </ul>	English – Grades 9-10 American Literature Contemporary Composition Advanced Composition	Mathematics	<ul style="list-style-type: none"> <li>Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</li> <li>Students will be able to use geometric skills and concepts. They will</li> </ul>	Algebra 1 (as needed) Geometry Algebra 2 Pre Calculus
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			be able to construct formal, logical arguments and proofs in geometric settings and problems. <ul style="list-style-type: none"> <li>• Students will gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the complex number system</li> <li>• Students will be able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science.</li> <li>• Students will be able to apply mathematics and its intrinsic theory.</li> </ul>	Linear Algebra A.P. Calculus A A.P. Calculus B
		Biological/ Physical Science	<ul style="list-style-type: none"> <li>• Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology.</li> </ul>	Biology - Marine Biology Chemistry - Environmental Physics - Physiology
		History/ Social Science	<ul style="list-style-type: none"> <li>• Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students will demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism.</li> </ul>	World History American History American Government Economics
		Foreign language and literature	<ul style="list-style-type: none"> <li>• Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works.</li> </ul>	Spanish 1- 4 (AP) Spanish for Native Speakers French 1-4 (AP)
		Visual and Performing Arts	<ul style="list-style-type: none"> <li>• Students will demonstrate some facility with a fine or performing art. Students will understand the place of art in society.</li> </ul>	- Dance - Drama - Art - Music

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		Community Service	<ul style="list-style-type: none"> <li>Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts.</li> </ul>	Service Learning / Internships
		Health Education	<ul style="list-style-type: none"> <li>Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.</li> </ul>	Advisory Groups Physical Education Health Education
<p>The general program of instruction for TAMS HS students will be based on the specific standards in core content areas aligned with A-G college-prep coursework that guide our expectations for what students will know and be able to do in each curricular area.</p> <p>The benchmark assessments developed by ENI, Inc. are standards-based. Teachers plan ‘with the end in mind’—‘what do we want students to know and be able to do’. This backwards planning is done collegially during the Alliance-wide Summer Conference and during weekly professional learning community (PLC) professional development time.</p> <p>The TAMS HS general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the TAMS HS. TAMS HS will exercise the flexibility to design a program based on an inclusion model to serve disabled students.</p> <p>TAMS HS will comply with the federal requirement of least restrictive environment (LRE). This means that to the maximum extent appropriate, children with disabilities are educated with non-disabled children. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Individuals with exceptional needs will be offered special assistance programs that promote maximum interaction with the general school population in a manner that is appropriate to the needs of both. Examples of supplemental aids and services may be adaptation of regular education goals, curriculum, materials, classroom aids, special education consultation and inservice training. Teachers will employ a multitude of Tier I research-based instructional strategy, including but not limited to scaffolding, differentiation of instruction, grouping, instructional</p>				

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		<p>procedures, and assessments. In classes, which have multi-grade levels, common planning time provides additional collaborative co-planning and co-teaching above and beyond the weekly and three professional development days Alliance-wide. Approximately every 6-8 weeks Alliance-wide teachers issue benchmarks in their subject/grade level. These results are delivered back to the teachers, who analyze these results, using continuous improvement model. Co-planning and co-teaching implement the plan devised on the PD days to reteach standards using different research-based instructional strategies.</p>
<p><b>Outcome 7A, 7B</b></p>	<p><b>Instructional Plan for students using Alternate Standards</b></p>	<p>(i) For those students with special needs that require the Alternative Standards, TAMS will follow the LAUSD CCSESA/SEACO Curriculum Guide 2005 for all core subject areas and functional skill areas (see Core Content Access). The students with special needs will participate in general education to the full extent of their ability and will have the moderate/severe special education teacher will use the Alternative Standards to create their courses and curriculum.</p> <p>In order to provide an individualized alternative curriculum, the IEP team will review the previous year's IEP and findings from most recent triennial and/or outside assessment. The team will also collect specific instructional data from multi-measures such as criterion-reference assessments and instructional plan sheets, to incorporate within the developed plan to create an accurate picture of the student's strengths and needs that will be used to develop new IEP goals and objectives. Backwards planning with the identified goals, the IEP team will use the accomplishment of previous IEP goals to develop the instruction targeted toward the current areas of need for the student. The gathered data will also assist in the student's participation in the district's core/alternative curriculum. The instructional program will parallel the TAMS' core curriculum in the instructional program when meeting student's needs. This will provide students with adaptations (material, resources and assistive technologies) necessary to perform meaningful skills in natural settings.</p> <p>In providing students with the alternative standards, the following examples of accommodations will be provided to ensure each student's access and participation in all subject areas. The accommodations allow students to gain access to grade-level learning expectations and content.</p> <ul style="list-style-type: none"> <li>• Assistive technologies such as AAC devices, tools for computer access and environmental control, switch-</li> </ul>

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		<p>activated toys, and customized supports for seating, positioning, and mobility.</p> <ul style="list-style-type: none"> <li>• <b>Environmental adjustments and supports</b> such as customized work areas and workstations, engineered activity stations, reduced visual and auditory distractions, accessible doorways and hallways, and small group instruction.</li> <li>• <b>Scheduling adjustments</b> such as extended time to cover a particular topic or complete a curricular unit, periodic breaks to rest or obtain nourishment, extended time immediately prior to delivering instruction to set up/quickly troubleshoot equipment and assistive technologies, and assure that each student is properly positioned in functional seating and mobility devices, scheduling subject areas throughout the day in ways that maximize the student's ability to attend and participate in curricular activities.</li> </ul> <p>Modifications will be incorporated for students with special needs, such as reducing the amount or complexity of material a student is to learn, can be implemented in all subject areas. In doing so, the alternate grade-level standards for general education subjects and additional functional areas that are outlined in the SEACO curriculum guide will be utilized by the special education teachers at TAMS. The SEACO standards alone are not intended to be the only standards that may be appropriate for any given student; supplemental materials will be provided based on the unique needs of students.</p>

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<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<p>Alliance Technology and Math Science HS will cooperate fully with LAUSD or any other institutions to provide programs that are the most appropriate and least restrictive for students with special needs, including retaining itinerant teachers with special skills to provide Designated Instructional Services (DIS) or Resource Specialist Programs (RSP), or establishing a Special Day Class (SDC). TAMS HS will provide qualified personnel to deliver the prescribed program in the IEP and a structure for personnel planning to focus on in-service to meet needs of students with disabilities. TAMS HS will certify student eligibility for participation in special education programs and services according to district procedures. The Resource Teacher is responsible for utilizing and monitoring the Welligent "Tracking Log", documenting provision of services. During collaborative planning time, the Resource Teacher will communicate with the general education teacher to share progress and modifications needed for the student.</p> <p>The continuum of program options will include, but not necessarily be limited to, all or any combination of the following:</p> <ul style="list-style-type: none"> <li>- Regular education programs consistent with subparagraph (A) of paragraph (5) subsection (a) of Section 1412 of Title 20 of the United States Code and implementing regulation.</li> <li>- A resource specialist program pursuant to Section 56362.</li> <li>- Designated Instruction and Services, which may include, but are not limited to:               <ul style="list-style-type: none"> <li>a) Language and speech development and remediation</li> <li>b) Audiological services</li> <li>c) Orientation and mobility instruction</li> <li>d) Instruction in the home or hospital</li> <li>e) Adapted physical education</li> <li>f) Physical and occupational therapy</li> <li>g) Vision services</li> <li>h) Counseling and guidance</li> <li>i) Psychological services other than assessment and development of the IEP</li> <li>j) Parent counseling and training</li> <li>k) Health and nursing services</li> </ul> </li> </ul>

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		<p>l) Social worker services                      m) Specially designed vocational educational                      n) Recreational services                      o) Supplemental aids and supports                      p) Special classes pursuant to Section 56364 or Section 56364.2, as applicable                      – Instruction in settings other than classrooms where specially designed instruction may occur.                      – Itinerant instruction in classroom, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation.                      – Instruction using telecommunication and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation for eligible special needs students.                      When, as a result of the IEP, it is agreed that the most appropriate placement in the least restrictive environment is not TAMS HS, the parent of the identified student must be in agreement with the decision. If the parent disagrees, the matter would have to be resolved through the due process procedures. TAMS HS will participate with LAUSD in order to facilitate due process procedures whenever required.</p>
<p><b>Outcome 9 (For programs with students 14 and older)</b></p>	<p><b>Transition Planning Strategies</b></p>	<p>The TAMS HS IEP team shall develop ITPs (Individual Transition Plans) for transition services that help students with disabilities, ages 14 and older, meet goals for a successful transition to adult living.</p> <p>All of the goals and supports are aligned to preparing the special education student for college and career. Tests and interviews will help the team determine the student’s likes, desires, and strengths. The Transition Services are based on these test results. The Transition Plan is written in the IEP/ITP and includes transition services like lessons, work training, and outside agency assistance. Completed by students 14 years and older, The Transition Plan encompasses activities aligned to Education/Training, Employment, and Daily Life Skills. Prior to their sixteenth birthday, all students have a completed commercially produced transition assessment evident in their IEP.</p> <ul style="list-style-type: none"> <li>• At 14 the student will prepare to be an adult through class lessons.</li> <li>• At 16 the student will connect with outside agencies through people at school.</li> <li>• At 18 the student will make his/her own decisions or parents will use legal ways to make those decisions for the</li> </ul>

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		<p>student. Transition Services cease when the student:</p> <ul style="list-style-type: none"> <li>• Earns a diploma.</li> <li>• Leaves the District.</li> <li>• Earns a Certificate of Completion and leave the District.</li> <li>• Turns 22 years old.</li> </ul> <p>The student will either earn a Certificate of Completion or a Diploma; student can earn either and s/he may participate in graduation. To receive a Certificate of Completion, the student:</p> <ul style="list-style-type: none"> <li>• Earn 230 high school credits, or</li> <li>• Meet the IEP goals, or</li> <li>• Have good attendance, do the class work and meet the goals in the ITP.</li> </ul> <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. The goal is to facilitate a successful transition with a focus on post-secondary outcomes. With this in mind, TAMS HS will ensure that transition instruction will be presented to students, parent, and staff to facilitate a successful transition.</p>
<b>Federal requirement</b>	<b>Access to Extra-Curricular/Non academic activities:</b>	<p>(j) Alliance College-Ready Public Schools believes in equity and access for all students. Therefore, all TAMS HS students including all students with special needs will have full access to the after school, extracurricular and non-academic programs provided. The Resource Teacher will provide the necessary accommodations and modifications to the program leaders. During weekly professional development, the Resource Teacher, general education teachers, and program leaders will share progress, concerns, questions, and data collection. 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. The program leader would become an IEP Team member. All students are encouraged to participate. This participation will become a goal on the student's Individual Transition Plan (ITP). The person noted as responsible on the ITP will monitor this goal.</p> <p>(j) Thus, all students have opportunities to explore the world outside of the classroom. Not only do these Extra-</p>

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
		Curricular/Non academic courses and activities impart motivation and confidence but also additional participation in general education elective classes. Students have full access to the A-G courses as well as the high-interest college and career track STEM courses, clubs, and activities. These Extra-Curricular/Non-Academic activities will be determined by student body interest.
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	<p>All students will have sufficient time in school to learn successfully with 180 days of instruction and up to 10 days ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time will be structured in longer uninterrupted blocks of time to allow for focused in-depth learning through 7 hours of instruction. Schedules will be structured to provide longer uninterrupted blocks of time of up to 120 minutes or double period blocks of time for accelerated math and English language arts.</p> <p>Increased instructional time for all students, as part of the core program will include time for intervention and/or enrichment to meet individual student learning needs. Yet some students have unique disabilities such that when a prolonged or extended break from school occurs, a regression in student achievement parallels the break. This unique need requires special education and related services in excess of the regular academic year. This extended school year (ESY) provides special education services for a student with disabilities and unique needs requiring special education and related services in excess of the regular academic year. Without this extended time, this disability would leave the student further behind academically, potentially making 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. Therefore, students with this disability require ESY. The students' IEP and the IEP Team will determine the required services to support the student in maintaining or exceeding the IEP goals and preventing or minimizing the risk of regression. The goal is to keep the student moving forward toward achieving the IEP goals.</p>

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<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	
<b>All</b>	<b>Professional Development</b>	<p>Students learn best with teachers who are knowledgeable of their subject field; are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an individual. TAMS HS teachers will work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.</p> <p>Teachers will participate in a two-week training and support professional development seminar before the opening of school. All special education teachers meet with the Director of Special Education for an intensive professional development to include but not limited to topics and compliance issues related to special education, Welligent, IEP's, modifications and accommodations, standards-based instructional planning, and standards-based grading. The special education department starts the year as its own Professional Learning Community.</p> <p>Ongoing professional and personal growth opportunities will be provided based on ongoing analysis of student achievement data and student work portfolios as well as teacher identified growth needs and interests.</p> <p>Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers will have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. TAMS HS assures that its staff shall attend and/or conduct professional development activities that support access by students with disabilities to its general education program, including but not limited to Tiers I, II, and III. General education and special education teachers will have ample opportunities to collaborate, co-plan, and assess co-teaching opportunities to meet the needs of all students in this common planning time. This is a true professional learning community, rooted in collegiality and sharing of best practices for the goal of improving student achievement. Differentiated application of knowledge and skills to meet the needs of all students is at</p>

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		<p>the core of the collegial professional development.</p> <p>Teachers working together in teams within small learning communities with the same students over two to three years will share accountability and responsibility for each student’s academic and personal growth.</p> <p>The principal will conduct individual teacher performance evaluations based on clear benchmarks for performance. Teachers will have the opportunity to participate in performance-enhanced compensation that will be determined by student progress, principal performance evaluation, and a teacher peer evaluation committee. Teachers will participate in the design of the system.</p> <p>Assistant Principals meet monthly with the Director of Special Education to discuss special education topics.</p>
<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	<p>The principal will select the teachers on an application and interview basis. The principal will recruit highly qualified new and experienced credentialed or university intern teachers who fully meet the No Child Left Behind criteria as highly qualified teachers and who are committed to our core values and beliefs. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Service ratios are developed to ensure the needs of students are address and mandated service norms are honored. Principal reports annual budget proposal to the TAMS HS School Board of Directors. Any specialized equipment or health protocols will be maintained and monitored by the Resource Teacher and a documented plan, which will be kept on file at TAMS HS.</p> <p><u>Responsibilities for the teachers will include:</u></p> <ul style="list-style-type: none"> <li>- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.</li> <li>- Assessing student progress and maintaining accurate records.</li> <li>- Participating regularly in professional development opportunities.</li> <li>- Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders.</li> </ul>

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		<p>- Maintaining regular, punctual attendance.</p> <p>TAMS HS teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of <i>No Child Left Behind</i>. Teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers selected to insure that the needs of Special Education students are met will have a California Teaching Credential in Special Education. Teachers selected to insure that the needs of English learners are met will have CLAD, BCLAD certification and all teachers will be trained in the effective use of sheltered-English. These documents will be maintained on file at TAMS HS and will be subject to periodic inspection by LAUSD.</p> <p><u>Teachers will be evaluated by the principal based on:</u></p> <ul style="list-style-type: none"> <li>- Student progress as referenced from assessment measures.</li> <li>- Effectiveness of standards-based teaching strategies.</li> <li>- Performance of job duties.</li> <li>- Knowledge of curriculum.</li> </ul> <p><u>Teaching Credential Verification</u></p> <p>All teacher candidates are required to present their original teaching credential document and to provide a copy of the front and back of the document. The credential document is verified with the California Commission on Teacher Credentialing. The applicant's credential subject authorization must meet state and NCLB requirements to teach the subject that s/he is being hired to teach. Since the Alliance supports the employment of university intern eligible candidates, we work closely with the university to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and NCLB requirements, and that the applicant is able to complete the teaching credential program within two years.</p>

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	<b>Fiscal</b>	<p>Student enrollment projections dictate the special education staffing plan for the school budget. The staffing plan will be developed to adequately meet the needs of the projected enrollment of students with special needs. The Director of Special Education, the Resource Teacher, and the Principal will complete and file the Personnel Data Report.</p> <p>The allocation of AB602 and IDEA dollars minus the LAUSD SELPA encroachment determine projected revenues. All expenses related to meeting the needs of students as outlined in their IEPs will include expenditures.</p>
<b>Outcome 14</b>	<b>Parent Participation</b>	<p>Parents of students with IEPs will be fully informed, in the preferred communication mode, about their child's identification, evaluation, placement, instruction and reevaluation for special education services. TAMS will utilize District forms, notices and procedural guides designed for parents of students with disabilities are to be developed to be legible and linguistically appropriate to the extent required by law.</p> <p>The special education forms, brochures, procedural guides, and notices include: Section 504 forms and notices, Student Success Team forms and disciplinary notices and forms. Alliance TAMS HS is rooted in core belief that parents are partners. To this end, TAMS HS ensures that communication is two-way by providing a contact number on each form so parents can call for clarification or questions.</p> <p>As the key to their child's educational decision-making, parents are entitled to request reasonable accommodations to ensure their participation. Such accommodations include mobile assistance, accommodations to understand the content of the forms or meetings, also include oral translation and written translation in the parent's primary language. TAMS HS will ensure that parents are offered special education forms, assessment reports, IEP documentation, and Section 504 forms in their primary language. TAMS HS will provide an oral interpreter at all necessary IEP meetings.</p> <p>TAMS HS will make multiple attempts through written notice as well as phone calls to schedule IEP meetings well in advanced and that coordinate with and respect parents' schedules. With the core belief of parents as partners, there are multiple ways of parent participation at TAMS HS. To encourage participation, at all Alliance Public Schools have an active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school. Parents complete at least 40 volunteer hours annually. The school will make every effort to fully inform parents as to the</p>

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		<p>curriculum offered and their child's progress. In addition to representation on the School Advisory Council, a TAMS HS Parent Association will serve to address issues regarding parent/teacher/student relations.</p> <p>If LAUSD or the parent disagrees with the proposed special education program, a due process hearing will be initiated pursuant to Chapter 5 (commencing with Section 56500), unless a prehearing mediation conference is held. TAMS HS will, prior to the placement of the individual with exceptional needs, ensure that the regular teacher(s), the special education teacher(s), and other persons who provide special education, related services, or both to the individual with exceptional needs will be knowledgeable of the content of the IEP. A copy of each IEP will be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site will be provided a copy of the IEP. All IEPs will be maintained in accordance with state and federal student record confidentiality laws.</p> <p>All teachers and other providers shall be knowledgeable of the content of a student's IEP which shall be kept at the school site." Parents have the right to initiate a due process hearing to challenge a decision made by the TAMS HS IEP team regarding the identification, evaluation, or educational placement of their child. If this occurs, the LAUSD and TAMS HS shall be named respondents and work together for an early resolution (informal settlement or mediation) if possible.</p> <p>Parents have the right to file a complaint if they believe that TAMS HS has violated special education federal or state laws or regulations. The District shall address any complaint under its Uniform Complaint Procedures.</p>

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Rubric

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>DESCRIPTORS</b>	<b>RUBIC SCORES</b>
<b>Federal Requirement, District publications and forms are available for use</b>	<b>Search &amp; Serve</b>	Processes are developed to ensure: <ul style="list-style-type: none"> <li>• Students with disabilities are identified upon enrollment.</li> <li>• Staff is aware of the Special Education procedures used by the school site.</li> <li>• An assessment process is available for students suspected of having a disability.</li> <li>• Appropriate publications and forms are maintained at the site.</li> <li>• Parent Support Information is available.</li> </ul>	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
<b>Outcome 2</b>	<b>Intervention Programs</b>	<ul style="list-style-type: none"> <li>• Identifies process for determining student participation in intervention Programs.</li> <li>• Includes benchmark and progress monitoring tools.</li> <li>• Describes a multi-tiered approach to interventions, from core program to more intensive instruction.</li> <li>• Identifies programs to be used and purposes for the program.</li> <li>• Discusses progress monitoring and how it will inform instruction.</li> </ul>	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and does not fully describe an intervention 1- Plan does not describe an intervention process

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			and lacks research-based elements.
<b>Outcome 5, 17, 18</b>	<b>Discipline Foundations Plan and Behavior Support</b>	<p><b>Prevention</b> 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations.</p> <p><b>Intervention</b> Tier 1 structures are in place to promote positive behavior, effective academic support; violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is</p>	<p>4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident. 2-Need for structures are acknowledged, planning is incomplete. 1-No structures or planning is evident.</p>

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		effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.	
<b>Required for Planning</b>	<b>Description of Student Population</b>	As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities: <ul style="list-style-type: none"> <li>• The number of students is known.</li> <li>• The disabilities of students are identified.</li> <li>• School organization is planned to meet the needs of these students.</li> </ul>	4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.

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<b>Outcome 2, 3, 4</b>	<b>Special Education Program Description</b>	<ul style="list-style-type: none"> <li>• Describes least restrictive environment continuum of placement options for this school based on student eligibilities</li> <li>• Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum</li> <li>• Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching,</li> <li>• Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress</li> <li>• Provides how a “Learning Center” will be used to support student learning</li> <li>• Reflects the use of supplemental aids and supports to support student learning</li> <li>• Explains how and when students with disabilities will be integrated with their non-disabled peers</li> </ul>	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation</p> <p>3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation</p> <p>2- Plan lacks some elements in the description of the Special Education Programs which should include a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation does fully describe an intervention</p> <p>1- Plan does not describe the Special Education Programs</p>

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<b>Outcomes 8, 10, 13, 14, 15</b>	<b>IEP Process: Implementation and Monitoring</b>	A process is planned ensuring: <ul style="list-style-type: none"> <li>• There are procedures to monitor IEP meeting dates and notification requirements.</li> <li>• There is an internal communication system planned for team members pre/post IEP Meeting.</li> <li>• There are follow up mechanisms to ensure implementation of the IEP.</li> <li>• Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing.</li> <li>• Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.</li> </ul>	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.

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<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<ul style="list-style-type: none"> <li>• A systematic intervention plan has been developed.</li> <li>• A systematic and uniformly applied referral procedure is planned.</li> <li>• Language acquisition and exclusionary factors are addressed prior to the referral for assessment.</li> <li>• Procedures are planned to ensure “all areas of suspected disability are addressed”.</li> <li>• Monitoring of referrals by ethnicity is planned.</li> </ul>	<p>4-All processes are well described and clear planning is evident.                      3-All processes are described and some planning has begun.                      2-Need for processes are acknowledged, planning is incomplete.                      1-No planning is evident.</p>
<b>Outcome 2, 3, 4</b>	<b>Instructional Plan for students using grade level standards</b>	<ul style="list-style-type: none"> <li>• Discusses the use of grade level materials</li> <li>• Provides a description of backward planning, using assessments and standards</li> <li>• Illustrates how accommodations will be used and what modifications can be used for students in core curriculum</li> <li>• Explains planning for multi-grade levels</li> <li>• Describes use of data-decision making for differentiation of instruction, including grouping,</li> </ul>	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards.                      3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards.                      2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards.                      1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.</p>

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		instructional procedures, and assessment.	
<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	<ul style="list-style-type: none"> <li>• Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes.</li> <li>• Provides a description of backward planning, using curriculum based, informal assessments and alternate standards.</li> <li>• Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum</li> </ul>	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.</p>

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		<ul style="list-style-type: none"> <li>• Explains how students in multi-age groups will be taught.</li> <li>• Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment.</li> </ul>	
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<ul style="list-style-type: none"> <li>• Plan describing how students with support services will have those services provided.</li> <li>• Plan for monitoring the provision of services using the Welligent Tracking Log.</li> </ul>	4 - Plan provides an explicit and thorough description of planning for students with support services. 3 - Plan provides a strong description of planning for students with support services. 2- Plan lacks either the service provision or monitoring element. 1- Plan does not describe either service provision or monitoring.

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<p><b>Outcome 9 (for programs with students 14 and older)</b></p>	<p><b>Transition Planning Strategies</b></p>	<ul style="list-style-type: none"> <li>• Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills.</li> <li>• All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday.</li> <li>• 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.</li> <li>• Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.</li> </ul>	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older. 3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older. 2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older. 1- Plan does not describe instructional planning for students with disabilities 14 and older.</p>

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<p><b>Federal Requirement</b></p>	<p><b>Access to Extra-Curricular/Non-academic activities:</b></p>	<p><b>Access to Extra-Curricular/Non-academic activities:</b></p> <ul style="list-style-type: none"> <li>• How will students participate in Nonacademic/Extracurricular activities?</li> <li>• How will accommodations be provided for students to participate in these activities?</li> <li>• How will Student participation in General education elective classes be accomplished?</li> <li>• What extra curricular e.g. clubs, teams will students' with disabilities have access to?</li> <li>• What additional activities will students have access to?</li> </ul>	<p>4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities.                      3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities.                      2- The need for processes are acknowledged, planning is incomplete.                      1-No planning is evident.</p>

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<b>Federal Requirement</b>	<b>Providing Extended School Year</b>	<ul style="list-style-type: none"> <li>• There is a plan to guide IEP Teams in determining when Extended School Year is appropriate.</li> <li>• There is a plan to ensure ESY programs and services in excess of the regular school year are provided.</li> <li>• Instructional programs are developed for the ESY period to address individual student needs.</li> <li>• Annual budget planning includes an allocation fro personnel and resources to provide ESY services.</li> </ul>	<p>4-Clear planning is evident to ensure students have access to Extended School Year services.                      3-Some planning is evident to ensure students have access to Extended School Year services.                      2- The need for a Extended School Year plan is acknowledged, planning is incomplete.                      1-No planning is evident.</p>
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	<ul style="list-style-type: none"> <li>• 1: Participation in Statewide Assessments, English Language Arts</li> <li>• 2: Participation in Statewide Assessments, Mathematics</li> <li>• 3: Graduation Rate</li> <li>• 4: Completion Rate</li> <li>• 5: Reduction of Suspension</li> <li>• 6: Least Restrictive Environment</li> <li>• 7A: Least Restrictive Environment, SLD, SLI, OHI</li> <li>• 7B: Least Restrictive Environment, MD, OI</li> <li>• 8: Home School</li> <li>• 9: Individual Transition Plan</li> </ul>	Woven Throughout

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		<ul style="list-style-type: none"> <li>• 10: Timely Completion of Evaluations</li> <li>• 11: Complaint Response Time</li> <li>• 12: Informal Dispute Resolution</li> <li>• 13: Delivery of Special Education Services</li> <li>• 14: Parent Participation at IEP Meetings</li> <li>• 15: Timely Completion of IEP translations</li> <li>• 16: Qualified Special Education Teachers</li> <li>• 17: Behavioral Support Plans for students with Autism or Emotional Disturbance</li> <li>• 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance</li> </ul>	

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>DESCRIPTORS</b>	<b>RUBIC SCORES</b>
<b>All Outcomes</b>	<b>Professional Development</b>	<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students.</li> <li>• Training ensures differentiated application of knowledge and skills to meet the needs of all students.</li> <li>• Explicitly address Tiered Instruction.</li> </ul>	4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.
<b>Outcome 6, 8, 16</b>	<b>Staffing/Operations</b>	<ul style="list-style-type: none"> <li>• Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs.</li> <li>• Credential verification and monitoring processes are planned.</li> <li>• Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored.</li> <li>• Clerical Support for compliance is planned.</li> <li>• A plan is developed for maintaining specialized equipment as needed.</li> </ul>	4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met 3-A process is described and some planning is evident to ensure staffing and operational needs are met. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.

**Los Angeles Unified School District  
PUBLIC SCHOOL CHOICE 2.0  
SERVICE PLAN FOR SPECIAL EDUCATION**

**APPENDIX D**

Applicant Team Name: Alliance Technology Math and Science High School

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
		<ul style="list-style-type: none"> <li>• A plan is available for providing for health protocols.</li> </ul>	
	<b>Fiscal</b>	<p><b>Charters</b></p> <ul style="list-style-type: none"> <li>• Report of projected revenues and personnel to be hired.</li> <li>• Proposed budget to ensure services are provided.</li> <li>• Completion of the Personnel Data Report.</li> <li>• End of year “unaudited actuals of revenues and expenditures” (required end of year report) .</li> </ul>	<p>4-All four items are planned for. 3-Three items are planned for. 2-Two or fewer are planned for. 1-No planning is evident.</p>

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**APPENDIX D**

**Applicant Team Name:** Alliance Technology Math and Science High School

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>DESCRIPTORS</b>	<b>RUBIC SCORES</b>
<b>Outcome 14</b>	<b>Parent Participation</b>	<p><b>Parent Participation</b></p> <ul style="list-style-type: none"> <li>• There are plans outlining how parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services.</li> <li>• Plans have been developed to ensure parents are welcome partners in their child’s education process.</li> <li>• Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level.</li> <li>• A procedure is planned for responding to parents’ concerns and complaints and providing a timely response.</li> </ul>	<p>4- Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged.                      3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged.                      2- The need for processes are acknowledged; planning is incomplete.                      1-No planning is evident.</p>