

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

APPENDIX D

Applicant Team Name: Academy of Scientific Exploration

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>The Academy of Scientific Exploration will have search and serve procedures to identify students attending and enrolling in the school who have or are suspected of having a disability and need special education and related services. The Academy will implement three search and serve strategies:</p> <ol style="list-style-type: none"> 1. At the beginning of each school year the brochure, Are You Puzzled by Your Child’s Special Needs?, will be distributed to every student to take home to describe the availability of and information on special education and related services. 2. The following publications and forms will be maintained in the Academy’s office and made available to parents and staff upon request: <ul style="list-style-type: none"> • Are You Puzzled by Your Child’s Special Needs? Brochure • Student Enrollment Form • Request for Special Education Assessment Form • A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards) The Academy will also prominently display a Parent Resource Network poster that provides parents with information about where to call if they have questions or complaints concerning special education services. 3. The Academy of Scientific Exploration will have procedures for all staff members to identify and promptly serve students who require or may need special services when they enroll in school. <ul style="list-style-type: none"> • Upon enrollment parents will be required to fill out the District’s Student Enrollment Form (Section 10). • Office personnel will assist parents, if necessary, to answer the questions and to familiarize themselves with the enrollment form and their duties, per the District’s Policy and Procedures Manual (PPM). • The Academy’s staff will also be oriented as to the initial assessment process described in the PPM that is required for students suspected of having a disability or for a request to have an assessment. • The Academy will have a written process for referring a student to be assessed as possibly being eligible for Special Education Services.

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		<p>The Academy of Scientific Exploration’s staff will be trained and made aware that before a student can be assessed for eligibility for special education or reassessed while receiving special education and related services, an assessment plan must be developed and provided to the parents for their approval within 15 calendar days from the date of receipt of a written request for an initial special education assessment or within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services. The Academy’s staff will know that the special education assessment plan should be developed in cooperation with the student’s teacher(s), general and special education, and other appropriate staff, depending upon the student’s disability or suspected area of disability.</p> <p>The Academy of Scientific Exploration will annually review the following documents with the staff:</p> <ul style="list-style-type: none"> • LAUSD Special Education Policies and Procedures Manual • A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards), Los Angeles Unified School District, Revised January 2006.
Outcome 2	Intervention Programs	<p>The Academy of Scientific Exploration’s academic intervention will be a systematic, focused and individualized approach for providing additional instruction and practice and enable students at risk to attain mastery in all core subjects (ELA, math, science, and social sciences) and to provide additional help that a student might need before, rather than after, they have failed. The following approach will also provide targeted interventions that supplement and support the School’s and District’s base literacy program. RtI2 Three Tiers of Intervention</p> <ul style="list-style-type: none"> • Tier 1 is the foundation and consists of scientific, research-based core instructional behavioral methodologies that are culturally responsive and relevant. Instructional practices and supports are differentiated and aligned to grade level standards and benchmarks to support all students in the core curriculum (ELA, math, science, social sciences). • Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction (ELA, math, science, social sciences) and behavior supports to groups of targeted students who need additional time and intensity in instructional and/or behavior support.

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		<ul style="list-style-type: none"> • Tier 3 consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction (ELA, math, science, social sciences) with the goal of increasing an individual student’s rate of progress. Tier 3 interventions are developed for individual students using the Problem-Solving Process. Students receiving Tier 3 level support may or may not be eligible for specially designated instruction and related services in accordance with IDEA.
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>The authority for the Academy of Scientific Exploration to establish a disciplinary system is derived from state law as well as the LAUSD “Discipline Foundation Policy” (Bulletin#3638.0; March 27, 2007). The policy is the result of a School Board Resolution directive, which mandates the development of a school-wide positive behavior support and discipline plan. This plan is to be consistent with “Culture of Discipline: Guiding Principles for the School Community; and Culture of Discipline: Student Expectations.” To be included are positively stated rules, based on Character Counts, with are taught, enforced, advocated, and modeled. To promote a positive behavior and social environment, teachers will co-construct a clear set of classroom rules and social expectations with the students. Positively stated behavior expectations will be posted in classrooms, hallways, and offices. These expectations will be explicitly taught modeled and reinforced. Appropriate replacement behavior will be taught to students. Students will be caught doing the right thing and then positively reinforced. Students will be empowered to take responsibility for their own actions and be an integral part of maintaining a safe, positive and inviting learning environment. Assertive Discipline will be based on the proposition that teachers have the right to teach and students have the right to learn. The system will be designed to:</p> <ol style="list-style-type: none"> 1. Provide for the teaching of school rules, as well as social emotional skills. 2. Provide for teacher training on the use of effective classroom management. 3. Provide for parent/caregiver collaboration for discipline problems. 4. Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, and detentions.

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		<p>5. Provide prompt and effective negative consequences for students who choose to interfere with the rights of other students to an education, and the rights of teachers to teach them.</p> <p>6. Provide for prompt and positive consequences through collaboration and partnering with after-school programs and outside agencies when appropriate.</p> <p>The Academy of Scientific Exploration will celebrate success with academic assemblies designed to recognize students for improvement and achievement in academics and behavior. Attendance will also be recognized monthly to emphasize the importance of staying in school.</p> <p>The Academy of Scientific Exploration will ensure that the Behavior Support plan is written into the IEP to protect the rights of the special education student. However, when violations of state laws occur, or when any student or parent refuse to work within the established policies of the district and school, or where the security of persons or property appears to be in jeopardy, the school will not hesitate to call the appropriate law enforcement personnel and initiate arrest and prosecution proceedings.</p> <p>In summary, the Academy’s Assertive Discipline Plan will attempt to establish a climate supportive of a well-disciplined school operation, which is free to concentrate on academic tasks. The system will require that students, teachers, administrators, and parents cooperate to maintain the atmosphere.</p>

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Necessary for Planning, will be provided	Description of Student Population	<p>Before the school year begins, the Academy of Scientific Exploration will utilize Welligent reports to review the school’s special education program to determine information about our students with disabilities as follows:</p> <ol style="list-style-type: none"> 1. The number of students will be determined—overall, grade levels. 2. The disabilities of the students along with their eligibility for support and services. 3. The Academy’s organization will be planned to meet the needs of these students by using Welligent for assessment plans and IEP team meeting notices, using the web-based Welligent system to develop and print IEP’s during IEP meetings, entering and making timely updates of mandated information in all special education Student Information Systems (SIS) fields, ensuring that Resource Specialist Teachers and all Related Service Providers will maintain logs in Welligent that document the frequency of contact and total number of minutes of service provided per week or month. <p>The Academy of Scientific Exploration will use the Welligent system “Request for Special Education Assessment” form (or other dated written communication) when a request for assessment is made. If other dated written communication is used, the Academy will enter the date in Welligent. The Academy will provide the parent with a Welligent-generated assessment plan within 15 days of the written request for assessment, unless the parent is provided with a written denial of assessment as an alternative. The two Welligent reports that the Academy will check most frequently are the Master Calendar Report and the Timeline Report.</p>
Outcome 2	Special Education Program Description	<p>The Academy of Scientific Exploration is aware that Special Education law requires that public entities provide equal access for students regardless of any disability. The Academy understands that while special education should be offered to students who have identified needs, it is clear that special education is by its nature, a service. Studies have consistently concluded that students with disabilities have better access to education if they are routinely evaluated and “mainstreamed” to a general education setting where appropriate.</p> <p>The Academy of Scientific Exploration will use operational guidelines provided by the Los Angeles Unified School District’s Special Education Division to require a learning center designed to assist students with special needs in meeting their IEP goals, improving their academic skills, and improving overall academic achievement. The special education coordinator, in conjunction with special education teacher input and</p>

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		<p>support, will provide a document to general education teachers identifying students receiving IEP services, goal summaries and accommodations.</p> <p>Placement of students will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services, and will be driven by the unique needs of the individual student. Students will participate in an inclusive model where students will be mainstreamed and enroll in A-G requirement courses in general education classes. Students with disabilities will be taught alongside their general education peers to the greatest extent possible, with supports and services being provided within the general education setting. Students will be pulled out only when more intensive instruction is needed (Learning Lab). There will be collaboration between general and special educators that includes co-planning and co-teaching. The RTI2 framework will be utilized to assess and monitor students. The problem solving approach will identify students that are in need of specific interventions. Interventions will be offered on a Tier III basis depending on the level of student need. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interest, and the ability to meet previously set goals.</p> <p>Teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils’ views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. British Educational Research Journal, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)</p> <p>Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provided with adequate support to achieve educational success. Throughout, the</p>

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		<p>Academy’s model will be one of “Collaborative Consultation” whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for students with disabilities. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the learning environment of the school. In addition, an advisory and strategic lab class will provide regular time for monitoring and planning support for students with disabilities.</p> <p>A Structured Learning Center will be designed to help students with disabilities who have struggled academically to receive individualized instruction within the science, mathematics, and technology focus of the Academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language art teachers.</p> <p>The learning center has three purposes characterized by AIM:</p> <ol style="list-style-type: none"> 1. A: teach access strategies 2. I: provide intensive intervention 3. M: monitor student progress <p>The learning center may be available for a complete day schedule or part of the day depending on student need. The Academy of Scientific Exploration will analyze student data to assess student need in order to implement effective instruction in the learning center.</p>

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<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>After the student has been assessed within the 60 day timeline, an IEP meeting will be held. The Academy of Scientific Exploration will hold an IEP at a time and place convenient for both the parent and the Academy’s representatives. At this meeting the IEP team discusses the assessment results and determines whether the student is eligible for special education services. If he/she is eligible, then an IEP will also be developed during the meeting. Once the IEP team determines the student’s unique needs, it will be important to have goals, supports, services, accommodations and modifications that address each of the student’s unique needs.</p> <p>The following people will be members of the IEP team:</p> <ul style="list-style-type: none"> • Parent, guardian, or student’s representative. • School administrator or qualified representative (Must be knowledgeable about program options appropriate for student.) • Student’s present teacher. • Other persons whom the parent or the school wishes to invite. • When appropriate, the person(s) who assessed the student or someone familiar with the assessment procedures. <p>The student will have an IEP before he/she receives special education services. The IEP will be reviewed and when necessary, revised once a year or more often upon parental or guardian request. If the student is found to be eligible for special education services, the IEP will contain:</p> <ul style="list-style-type: none"> • Annual goals and short-term or incremental objectives focusing on the student’s current levels of performance (Present Levels of Performance/PLP’s) Goals will align to the appropriate content standard for the student’s grade level, not the performance level. Objectives may be written using standards below the grade level as a means of building goal attainment. • The services that will be provided. • When the services begin, how often they will be provided and for how long.

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		<ul style="list-style-type: none"> • The instructional program(s) where these services will be delivered. • The amount of time the student will spend in general education. If the student is not educated completely in general education, it (the IEP) should state why. • How the school will measure the students progress. <p>At the conclusion of an IEP meeting, if the parent disagrees with the IEP or raises concerns over what is appropriate for the student, the School will clarify with the parent the areas of agreement and disagreement.</p> <p>Document the parents’ disagreement on p. 10 of the IEP. Parents may disagree with the entire document or they may choose to agree to specific parts and services of the IEP and have them implemented. The Academy’s administrator or designee will then review with the parents the options for seeking a resolution of their IEP dispute. These options are described in Reference Guide 1410.2. After the parents select a dispute resolution process the Academy will make sure that the choice is marked on the IEP by checking the informal meeting box or due process box on p. 10 of the IEP. Then proceed with the relevant steps for the selected process as set forth in Reference Guide 1410.2. Whenever possible, the Academy will attempt to work out the disagreement within the IEP process. If it is believed that an agreement can be reached, the IEP team will decide what steps will be taken to reach an agreement. The team will document in Section Q of the IeP the elements of agreement and disagreement, the steps that will be taken by the school and/or parent to resolve the disagreement as part of the IEP process, and a date for reconvening the IEP team meeting. The IEP team meeting will adjourn and reconvene at the specific date. If a parent’s concerns over what is appropriate for the student cannot be resolved through the IEP process, the Academy of Scientific Exploration will inform the parent of the various dispute resolution options available in the District, i.e., Informal Dispute Resolution, Mediation Only, and Due Process Proceedings. The Academy will make sure the parent has a copy of “A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards),” which details the various dispute resolution processes.</p>

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		<p>Each student who receives special education services will have a special education folder (green folder). Students transferring from other districts or states may have a different folder; therefore, the Academy will carefully review the records received for out of district students to ensure that all students requiring special education services are identified and provided with the appropriate services.</p> <p>During implementation of a student’s individualized educational program, any teacher providing services to the student will have access to the student’s complete IEP. The following staff will have access to a current copy of the IEP:</p> <ul style="list-style-type: none"> • Special education teachers • General education teachers providing services to students with disabilities. • Related service providers • Other service providers as identified on the IEP document <p>Other staff members such as classroom assistants may have access to the portions of the IEP that enables them to successfully exercise duties with regard to the implementation of the IEP. The IEP and any other educational record will be maintained to ensure complete confidentiality.</p> <p>If it is determined at the IEP meeting, that a student is not eligible for special education services all records (including the completed IEP, Request for Special Education Assessment, Assessment Plan and Parent Notification of Meeting, and related documents) will be filed in the students cumulative folder. No green folder will be created.</p> <p>Once the initial IEP steps have been implemented, a subsequent IEP meeting will be held for the following reasons:</p> <ul style="list-style-type: none"> • Once a year to review the student’s progress and placement and to make any needed changes.

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		<ul style="list-style-type: none"> • Every three years to review the results of a mandatory comprehensive reevaluation of the students progress. After a student has received a formal assessment or reassessment. If a parent or a teacher feels that a student demonstrates significant educational growth or a lack of anticipated progress. • To develop an Individualized Transition Plan, beginning at the age of fourteen. • To determine whether a student’s misconduct was a manifestation of his or her disabilities before expelling or suspending the student from school for more than 10 school days.
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>The Academy of Scientific Exploration will ensure a good start for all IEPs beginning with a thorough pre-assessment discussion with the student’s parents and teachers and using these discussions to formulate an appropriate assessment plan signed by the parent or guardian within 15 days. Then the school staff will identify all of the student’s unique educational needs by conducting comprehensive assessments in all areas of suspected disability as set forth on the assessment plan. Once the IEP team determines the student’s unique needs, it will develop goals, supports, services, accommodations and modifications that address each of the student’s unique needs.</p> <p>The assessment will involve gathering information about the student to determine whether he/she has a disability and, if they are eligible for services, the nature and the extent special education services for the student are required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports, and in-class work samples.</p> <p>When the student is assessed, these guidelines will be followed:</p> <ul style="list-style-type: none"> • Each student is assessed after receipt of the signed Assessment Plan from their parents.

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		<ul style="list-style-type: none"> • All areas relating to the student’s probable disability are assessed (academics, physical capabilities, health, etc.) • The Assessment will be administered in the student’s primary language or a qualified interpreter will be provided. • The Assessment will include a variety of suitable tests to measure the student’s strengths and needs or challenges. Individuals administering these tests are qualified and trained. • The Assessment is adapted or suited to students with impaired sensory, physical or speaking skills. • A multi-disciplinary team, including at least one general education teacher and a specialist such as the school psychologist with knowledge in the area of the student’s suspected disability, will make the assessment. An interpreter will be present, if needed. • Testing and assessment materials and procedures are not racially, culturally or sexually discriminatory. <p>The Academy of Scientific Exploration will always consider the need for assistive technology (AT) being an integral part of a comprehensive assessment for a student in all areas related to the disability and education needs, if the student is or may be eligible for special education services. AT considerations will address the student’s need to access curriculum. IEP teams will ask the question, “What does the student need to do that he/she cannot do because of his/her disability?” The IEP teams will recognize that AT encompasses a range of devices from the low end (e.g., picture boards, wide-lined paper, pencil grips, calculators, typewriters) to the high end which may include computers or devices with computer components and that AT is not educational technology. AT provides access to the curriculum. If the school site staff does not have sufficient knowledge to make appropriate assistive technology recommendations for students with more complex needs, the Academy will request assistance from the District’s assistive technology program when conducting the assessments or reevaluations.</p>

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Outcome 2	Instructional Plan for students using grade level standards	<p>The School will provide specially designed differentiated instruction to meet the unique needs of any student with a disability. Instruction will be provided for adapting content, methodology, and delivery of instruction that address the unique needs of an eligible student and to ensure access of the student to the general curriculum. Instruction in special education will support and align with the standards-based instruction provided in general education. Students with IEPs will have equal and full access to all curriculums. The Academy will differentiate instruction to meet the needs of all the students through scaffolding,...etc., and any recommendations set forth in the IEPs.</p> <p>The Academy will adhere to the District requirements of a tiered approach (RTI2) to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the District’s general education curriculum at the student’s grade level using accommodations or modifications of grade level curriculum (found in Section M, No. 9 of the IEP). A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This is a research-based approach facilitating the expectation that all secondary students with disabilities will participate in rigorous standards-based curriculum with accommodations or modifications as developed in an Individualized Education Program (IEP).</p> <p>The Academy acknowledges that Special Education is a service to support student achievement in the core curriculum in an integrated setting. The Tiered approach is not synonymous with placement and IEP teams will consider the level and type of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom.</p> <p>In the Academy’s tiered approach, all students with M/M disabilities will participate in academic content instruction in the general education classroom with appropriate supports provided within that environment. A student will be removed from this environment only when there is significant evidence to indicate that the</p>

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		<p>student’s needs cannot be met in this environment even with supplemental supports and services. In this case, extended instruction will be provided above the Tier 1 base program and includes the provision of additional support and services beyond the instruction and interventions embedded in the core program.</p> <p>The Academy is committed to providing a continuum of services in the Least Restrictive Environment for students with disabilities and envisions services delivery models composed of three interrelated and multi-layered special education service components consisting of:</p> <p>Layer 1: Accommodations within the general education class Layer 2: Co-planning between general and special educators Layer 3: Co-teaching in general education content classes Layer 4: Direct instruction non-intensive</p> <p>Consequently, the Academy will ensure that each student will receive special education support through the instructional accommodations prepared during co-planning, participate in one co-taught academic class, and use the learning center take tests.</p> <p>The Academy will use a learning center as an essential element in institutionalizing a multi-tiered model of service delivery leading to increased access and achievement of students with disabilities in the core curriculum. The learning center has three purposes characterized as AIM.</p> <p>The Academy will analyze data including student assessment results, Individualized Education Program (IEP) goals and designated services, and the number of certificated and support staff in determining the schedule for instruction in the learning center. Special education teachers and paraprofessionals will provide instruction and support for students in the learning center.</p> <p>When special education services are needed outside the general education setting, all courses will continue to be based on grade level content standards and expectations. In order for this to occur students will be enrolled</p>

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		<p>in classes with one grade and one subject, unless that is not feasible. Multiple grade levels and/or multiple subjects will not be programmed into a single class.</p> <p>Some students may require alternative instruction related to the core curriculum based on ongoing monitoring and will be provided opportunities for accelerated learning, intervention, and provision of immediate and corrective feedback in the learning center. The learning center will be utilized as a dynamic, flexible setting provide opportunities for students to receive either short or long term intervention(s) based on individual needs. The students will be programmed into the learning center for an elective in the area in which the IEP team has determined that the student needs direct and intensive intervention. General special educators will continue to collaborate including co-planning for students receive direct instruction for a period of time in the learning center.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>The intended curriculum for students with disabilities instructed in alternate standards will parallel the standards-based curriculum and intervention used in general education as described in the previous section. The Academy will use the District’s Curriculum Guide for Students with Moderate to Severe Disabilities to enable its students with disabilities to access the core curriculum outlined in the California Frameworks. The Academy’s course of study will align functional skills with standards-based core curriculum. The basis of all courses for students instructed in the alternate curriculum at the Academy is a subset of the California standards in English/language arts, mathematics, science, and history/social science as provided in the LAUSD Reference Guide #4160.0.</p> <p>The Academy will use the booklet, Community Based Instruction: An Experimental Manual for Teaching Life Skills in the Community which provides an instructional approach for using the community as the primary learning environment for high school students with moderate to severe disabilities. The primary focus will be to successfully transition into the adult world. The reauthorization of the Individuals With Disabilities Education Act (IDEA) in 2004 shifted the focus of CBI to provide for a seamless transition to employment, independent</p>

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		<p>life skills, or education and training. CBI instruction will consist of an individualized, coordinated set of classroom and community activities that are based on student needs and interests. CBI activities will be designed to support instruction in employment and independent living skills for students with moderate to severe disabilities on the alternate curriculum. The activities begin in the eleventh grade and continue until a student masters the expected learning or reaches the age of 22. The activities are individualized and take place with a small group of no more than four students assigned to one adult for instruction at school or in the community.</p> <p>CBI Activities will differ from field trips in that they will involve ongoing instruction in the context of the natural environment. CBI instructional activities will focus on individual needs and targeted skills in a variety of learning environments. There will be a special education assistant/trainee who will have the responsibility to:</p> <ol style="list-style-type: none"> 1. Work under the supervision of a certificated staff member assigned to a CBI program. 2. Work with students whose IEP specifies CBI related goals and objectives. 3. Attend District sponsored professional development training on providing CBI support. 4. Follow District guidelines outlined in the Field Trip Handbook and Revised Procedures, July 24, 2006, and in the CBI: Teaching Life Skills in the Community Handbook, Procedural Guidelines for Off Campus Instructional Activities. 5. Provide direct supervision of no more than four students participating in the CBI.
Outcome 13	Plan to provide Supports & Services	<p>The Academy of Scientific Exploration will provide supportive services as may be required to assist a student with a disability to benefit from special education. To receive one or more related services the student must have a disability and eligible for special education per the IEP. The Academy IEP team will determine if related service is necessary for the student to benefit from the special education. The related services will include audiology services, counseling services, language and speech therapy, medical services, occupational therapy, orientation and mobility services, physical therapy, psychological services, rehabilitation counseling services, social work services, and transportation.</p>

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		<p>The Academy of Scientific Exploration will ensure that all teachers and related service providers will maintain a compliant SESAC so that all services are provided and timelines are met. The academy will ensure that all service providers maintain a schedule of when and where they provide services to students, and check regularly to see that service tracking logs for all service providers are entered into the Welligent. All staff working with students with disabilities will be informed of the student’s goals, objectives, accommodations, and supports for their IEP. Administrators will visit classrooms daily to ensure that all students are receiving the supports and services as listed on their IEP, as well as, ensuring that all students with disabilities are engaged in rigorous, standard based learning. The academy will require all mandated service providers complete their Welligent tracking log and submit a copy to the designated administrator monthly</p> <p>Students with disabilities will have equal access to any technology available to the student body at the school site. The Academy’s technology plans will provide for the purchase of computers that allow adaptations for students with disabilities at the school. The school’s computer lab will have adaptations for students with disabilities at the school. The Academy will obtain information from the LAUSD Assistive Technology (AT) and Low Incidence (LI) Programs regarding specialized hardware and software recommendations. The school will draw equipment from existing inventory and resources to the fullest extent possible prior to the expenditure of new monies when addressing assistive technology considerations. The school will develop an inventory of existing equipment options for the purpose of establishing a loan library that may include NCR paper, wide lined paper, pencil grips, primary pencils, highlighters, slant boards, calculators, tape recorders, language masters, simple picture communication boards, typewriters, and available computers. Whenever possible, IEP teams and Student Success Teams will utilize equipment from the school inventory as part of the intervention process for a student.</p> <p>Behavior Intervention Therapy (BIT) is another intervention service intended for when school-wide/classroom behavior intervention prove to be unsuccessful or where an IEP team determines interventions are insufficient and therapy is required to meet a student’s needs. BIT will not replace or supplant appropriate behavior support</p>

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		<p>provided in the school-wide environment and the classroom program. BIT is a specific related service provided to a student based upon assessed need for intensive behavior intervention to support a student’s special education program. BIT is to be offered only after (1) a functional behavioral assessment (FBA) or functional analysis assessment (FAA) has been completed; (2) the IEP team has found the student is in need of BIT to benefit from special education; and (3) goals and objectives have been developed to guide the delivery of BIT services. A functional behavioral assessment (FBA) will be conducted in order to determine the need for, and appropriate offer for, BIT services. A functional behavioral assessment (FBA) or other appropriate assessment will be necessary to prepare for a triennial review for a student who currently receives BIT. There are further assessment considerations when a student’s behavior meets the definition of “serious” under California law; a functional analysis assessment (FAA) must be considered and a behavior intervention case manager (BICM) will be part of the IEP team. While the BICM is required for an FAA, school site staff may refer to their BICM as a resource during the FBA assessment process. The school site might also access additional consultation from their special Education Support Unit or the division of Special Education, Behavior Support Office. The Academy will use the Welligent IEP System including the services tracking system to monitor the provision of services. Designated staff will be accountable to ensure that all staff develop and maintain IEP’s on the Welligent IEP System and to use the management capabilities of the system to maintain compliance with the IEP process for provision of support services.</p>

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Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>Transition services will be a set of coordinated activities for the Academy to assist the movement of student with disabilities from school to post-school activities. These services will be designed to help the student adjust to life after he or she is no longer eligible for school-related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen years of age or younger. When appropriate, the Academy’s IEP team will plan and oversee the implementation of these transition services. All students receiving IEP services will have an Individualized Transition Plan (ITP) to assist them with transitioning to a career-ready adulthood. The Academy will also use the LAUSD DOTS/Bridge Collaborative Best Practices document as a reference to help the school meet outcome 9 of the MCD.</p> <p>The IEP/ITP will set forth in writing a commitment of services necessary to enable the student to receive appropriate transition instruction and services as part of his or her special education program. It will be based on individual student needs, taking into account student strengths and preferences and interests determined through the process of age appropriate assessment, and will include instruction, related services, community experiences, the development of employment and other post-school adult living objectives including, when appropriate, acquisition of daily living skills and functional evaluation.</p>
Federal requirement	Access to Extra- Curricular/Non academic activities:	<p>Students will have equal access to general education programs including lunch, nutrition, extra curricular activities, field trips, and other programs. The special education program will provide access to general education academic and elective classes along with the necessary appropriate personnel. Administrators, general education teachers, special education teachers, paraprofessionals, related service providers, and other personnel will collaborate to provide opportunities for social interactions between special education students and the general student population.</p>

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Federal requirement	Providing Extended School Year	<p>Extended school year (ESY) services are special education and related services that the Academy will provide to students with disabilities in excess of the traditional school year, in accordance with each student’s IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. The Academy’s ESY services will be coordinated with the LAUSD Division of Special Education.</p> <p>Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student with a disability to maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student’s continued progress. All students who are eligible for special education and related services must be considered for ESY services. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program. The Academy will prepare guidelines for IEP teams to determine ESY for a student that will address the severity of disability, critical areas of learning, extent of regression in learning, recoupment rate, and availability of alternative resources such as general education and intervention programs.</p> <p>The Academy’s IEP teams will determine the type of ESY program, related services and transportation, if needed, for qualifying students. The IEP teams will ensure that ESY services are part of the FAPE summary offer on page 12 of the IEP.</p> <p>The budget for ESY will be provided by the Division of Special Education, as it does for all other LAUSD schools. As an LAUSD school, the Academy of Scientific Exploration will be part of the districts internal structure and therefore, will seek and secure budget information for LAUSD’s proposed budget.</p>

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Federal Court requirement	MCD Outcomes (to be woven among others)	<p>There are two categories of IEP disagreements that may arise between parents and the Academy. The first is disagreements over what is appropriate for the student such as:</p> <ul style="list-style-type: none"> • How the student should be assessed and/or the results of the assessment. • What should be in the IEP (Placement and services) <p>The Academy will attempt to resolve disagreements regarding the content of IEP’s at IEP team meetings and at the school site level whenever possible. If the Academy cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> • Informal Dispute Resolution (IDR) • Mediation Only • Due Process Proceedings <p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations. Such as:</p> <ul style="list-style-type: none"> • Whether the School/District has followed the procedural requirements (timelines, notification requirement, etc.) in state and federal laws and regulations for assessments, IEP’s record request. • Whether District procedures are being implemented appropriately. • Whether a student is receiving the services specified in his or her IEP. <p>The Academy will be responsible for ensuring compliance with the following special education timeline:</p> <ul style="list-style-type: none"> • Provide parent with Welligent-generated assessment plan or written denial for assessment within 15 days of the written request for assessment. • Mail copies of assessment reports to the parent 5 working days before the date of the IEP meeting, if requested. • When an IEP meeting is precipitated by an assessment or assessments, the IEP meeting will be held within 60 days of receipt of written parental consent to the assessment plan. • Conduct annual and three year review of IEP’s as designated by Welligent.

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		<ul style="list-style-type: none"> • Hold a parent-requested IEP team meeting within 30 calendar days from the date of the parent request. • When a student transfers into the District, immediately put into place an interprogram based on the previous school's IEP team meeting to develop a District IEP within 30 days of the student's enrollment. • If there is disagreement between the school and the parent at the end of an IEP team meeting make sure the parent has received a copy of the "Parents Guide to Special Education Services" and apprise the parent of the three dispute resolutions options (Informal Dispute Resolution, Mediation Only, Formal Due Process). IDR Helpline at (213)241-8135 within 24 hours of the dispute. • Meet with the parent within 24 hours of the dispute to clarify issues and concerns and to complete IDR Form A: "Request for Informal Dispute Resolution (IDR) Regarding Individualized Education Program (IEP) Issues." This form is Attachment B-1 to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution. • If the IDR dispute is assigned to your school site for resolution, complete resolution activities within 5 business days. • If the IDR dispute is assigned elsewhere for resolution, resolution activities should be completed within 20 business days. • If the parent request State Mediation Only: Provide the parent with a Mediation Only Request Form at the time of the request. This form is Attachment C to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution. Call the LAUSD Due Process Unit at (213) 241-6718 immediately. • If the parent request Formal Due Process Proceeding: Provide the parent with a Request for Mediation and Due Process Hearing Form at the time of the request. This form is Attachment D to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution. Call the Due Process Hotline at (213) 241-5420 immediately. <p>Complete the District's written response within 10 calendar days of the District's receipt of the Complaint</p>

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		<p>Form or Complaint Notice. The Due Process Specialist assigned to the case will provide guidance in completion of this written response. Attend a resolution session with the parent within 15 days of the District’s receipt of the Complaint Form or Complaint Notice. The Due Process Specialist assigned to the case will assist in scheduling the resolution session and may attend the resolution session.</p> <p>Students with disabilities will participate in the Standardized Testing and Reporting (STAR) program in one of four ways</p> <ul style="list-style-type: none"> • California Standards Test (CST). Students with IEPs will take the CST with or without accommodations and/or modifications. • California Modified Assessment (CMA). The CMA maybe taken with accommodations; however, since it is a modified assessment additional modifications are not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the state, for a high school diploma including meeting the California High School Exit Examination requirement with or without accommodations. • CST and CMA combined (subject specific). California Alternate Performance Assessment (CAPA) is an alternate assessment that will be used to make grade level content accessible for students with the most significant cognitive disabilities. • The Academy will complete a Summary of Performance (SOP) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. The Academy will also provide a SOP for students leaving with a certificate of completion. Special Education teachers will be required to complete either Form A or Form B for every student with disabilities graduating with a diploma or reaching maximum age of attendance with the final IEP. <p>To the maximum extent appropriate supplementary aides and supports for students with disabilities will be provided in general education classrooms and other less restrictive settings. Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional</p>

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		<p>supports for school personnel, are to be included in considering supplementary aides and supports. The student’s placement will be as close as possible to the student’s home. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the student or the type of services that he/she needs. If potential harmful effects exist the school will be obligated to mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary. A student with a disability will not be removed from an age appropriate general education classroom solely because of needed modifications in the general curriculum.</p>
All	Professional Development	<p>Professional Development planning will be data driven and comply with the LAUSD UTLA contract and the training programs available through the LAUSD Division of Special Education. The focus will be on the implementation of standards-based instruction, the quality of teaching and learning, the development of academic targets for students to achieve, compliance with the Modified Consent Decree as well as IDEA. The professional development calendar of topics will be developed each year by the teachers on the professional development committee in conjunction with the school leadership.</p> <p>As with other professional development, new teacher support will be designed by the professional development committee. Support for new teachers will begin with an orientation at the beginning of every school year to focus on the operational and instructional structures of the Academy.</p> <p>Teachers will regularly collaborate in small groups to examine the quality of student work and to help them pinpoint areas of need and effectively implement State learning standards and special education requirements into the curriculum. Teachers will regularly look at CST, CAHSEE, and Periodic Assessment Data to develop</p>

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		<p>new and effective teaching strategies to address the goals for students with disabilities established for professional development and the teaching and learning practices.</p>
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p>The Academy of Scientific Exploration will adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in LAUSD Collective Bargaining Agreements. Our goal is to recruit and retain a stable and diverse teaching staff that is committed to executing the mission and vision outlined in this document. We are interested in individuals who have the energy and interest to actively support our school focus. We are not only interested in experience and qualifications, but collaboration and the willingness to participate fully in the academy’s activities are also a primary value. Therefore; hiring decisions will not be made based on years of service. Teachers are expected to sign an Elect to Work agreement that outlines all employment responsibilities. Teachers must be comfortable with the use of technology in the classroom, they must also agree to implement school-wide strategies, and support the needs of our students and their families.</p> <p>Each candidate must meet the following criteria:</p> <ul style="list-style-type: none"> a. Demonstrate a mastery of their discipline content and a true familiarity with content standards. b. Demonstrate experience in the use of computer-based technology for personal productivity beyond

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		<p>beginner status.</p> <ul style="list-style-type: none"> c. Demonstrate a willingness and commitment to the integration of the tools of digital communication into the daily educational experience of assigned student. d. Willing to integrate science and mathematics into their curriculum. e. Be experienced in or eager to learn progressive pedagogical strategies (i.e. simulations, project-based learning, inquiry-driven instruction, etc.) f. Be willing to share and analyze data and modify lessons based on findings. g. Be committed collaborators who will hold themselves accountable for rigorous grade-level planning and professional development. h. Be willing to work in a lab school where teachers are trained in inquiry-driven instruction. <p>The Principal, Special Education Coordinator, two special education teachers, and two general education teachers, and a parent representative will be in charge of reviewing the Academy’s MCD Progress Report. It will also verify that the Principal’s Checklist, outlined in the LAUSD Special Education Policies and Procedures Manual, is implemented in good faith as well as to ensure that the MCD outcomes are met to stabilize the school’s special education process. The Academy will use Welligent master calendar concurrently with the school’s SIS files to schedule IEP meetings and check IEP distribution to special education teachers.</p> <p>The Academy will complete all IEP’s within 60 days upon receipt of the Special Education Assessment Plan. A Special Education Coordinator and Clerk will “back up” the school schedule to ensure that large groupings of scheduled IEP’s are completed in advance to meet outcome 10 of the MCD. All special education teachers will receive up to date support on changes to Welligent, using formal methodologies for assessing students and completing resource logs. The Academy will ensure that there are case managers on site to guarantee that the school is meeting the requirements outlined in the District’s Policy Bulletins H50(REV.) and BUL 3958.0. The Academy will work to ensure that all special education teachers will have an additional conference period to</p>

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		<p>assess students and to complete IEP's .</p> <p>The Principal will review the Modified Consent Decree school snapshot to identify problem areas and discuss them at staff meetings, meet with staff who have responsibilities to enroll new students to remind them to implement procedures to identify students who receive special education services. The principal will also review special education and or related services in IEPs and determine if adequate resources are available to implement the IEPs of students enrolled. The Academy will also put in place procedures to provide access to the current IEP to all staff responsible for implementing each students program and make sure that all staff responsible for implementing each students program have a clear understanding of all points of the IEP they are responsible for implementing.</p> <p>The Academy will also plan for pre-referral interventions, class and school-wide intervention programs, and the student success team process. The principal will also meet with staff to confirm or assign responsibility for student discipline, Behavioral Intervention Case Manager, creating and supervising IEP calendar and Welligent system, creation of the Master Schedule and student programming, supervision of the Special Education Assistance/Trainees, and administrative designee at IEP meetings. The Academy will put in place the procedure for special education teachers to complete and distribute progress reports to parent's at all reporting periods and plan for time to review LAUSD Special Education Policies and Procedures Manual and A Parents Guide to Special Education Services, LAUSD Revised January 2006. The Academy will review current special education Memoranda, Bulletins, and Reference Guides in the e-library at sped.lausd.net.</p>

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	Fiscal	<p>LAUSD will provide the Academy of Scientific Exploration with the necessary staff to meet the needs of our identified Special Education population.</p> <p>ASE will actively seek grants to supplement the education program, but the instructional program will not be dependent on these additional monies.</p> <p>To reduce case load on our special education staff, the Academy of Scientific Exploration intends to purchase additional staff members.</p> <p>ASE will be responsible for generating all financial and budget reports. ASE will utilize the District’s budget tracking systems (IFS/GUI and FRDB). These systems will be used to monitor and update encumbrances and expenditures for non-categorical and categorical programs.</p>
Outcome 14	Parent Participation	<p>The Academy values the role of parents participating in the special education process and recognizes that parents whose primary language is not English must be provided with specific information on how their questions and concerns will be addressed in their primary language or other mode of communication. The Academy in accordance with LAUSD Policy Bulletin BUL 4140.0, will provide the parent with a special education assessment plan within 15 days of receipt of the request. Parents are members of the IEP teams and will be notified within 10 calendar days prior to the scheduled date of the meeting. The school will implement conference calls and make every effort to communicate with and accommodate the needs of parents in their preferred communication mode who cannot attend the IEP meetings during the school day. The MCD clerk will record all attempts to contact parents and convince them to attend IEP meetings. The IEP meeting room will be identified, centrally located for easy parent access, and secured to prevent the outside transmission of confidential information. The Academy will provide parents with copies of the IEP goal pages in conjunction with school progress reports in their preferred communication mode.</p> <p>The Academy will assist a parent/guardian in making informed decision by ensuring the parent/guardians right</p>

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		<p>to examine educational records pertaining to their child. This right is explained in A Parents Guide to Special Education Services (Including Procedural Rights and Safeguards) which will be provided to the parents. The Academy recognizes the parents/guardians right to inspect and review all educational records of their child and to receive copies as requested within 5 business days after the request is made. Draft Welligent IEP pages are to be considered as student records. A parent’s written request to review records will be documented and maintained at the school.</p> <p>The Academy will ensure that parents of students with disabilities are an integral part of the school community and have opportunities for leadership within advisory groups and attend trainings at school, district, and State levels.</p>