

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

**APPENDIX D**

**Applicant Team Name: CRMS#7 School of Arts and Culture**

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>CRMS #7 will ensure that federal, state and District requirements are followed by all staff members.</p> <ul style="list-style-type: none"> <li>• All office personnel will be trained to request a copy of current IEP. If the student has an IEP, the administrator responsible for special education will review documentation for appropriate placement. Appropriate staff member will contact special education unit for appropriate placement before the student enrolls at CRMS # 7.</li> <li>• The office personnel and administrator/designees familiarize themselves with the form and their duties to ensure that students who require special services are identified and promptly provided appropriate school programs and services. Once the student is enrolled, the student’s active IEP in the Welligent IEP system can be accessed from their previous school.</li> <li>• If the student is transferring from another school district, office personnel will promptly request and obtain the IEP and any other records from the previous district.</li> <li>• There is a process in place, understood by all staff members, for referring students who may require special services.</li> <li>• Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing and entered on the <i>Request for a Special Education Assessment Form</i>. Once a written request for a special education assessment has been received, the administrator/designee has 15 days to develop and provide the parents with a special education assessment plan <i>Assessment Form</i>. The parent approves, signs, and returns the assessment plan. The assessments are conducted and reports are prepared. The IEP meeting is scheduled and team members notified no later than 10</li> </ul>

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		<p>calendar days prior to the scheduled date of the meeting. The IEP meeting is held within 50 calendar days of receipt of signed special education assessment plan. The school will ensure that documents are translated prior to the scheduled IEP meeting. The IEP is implemented immediately. The parent is provided reports on student’s progress as often as parents of general education peers are provided reports on student progress. Subsequently, the IEP meeting is held to review its appropriateness within one year of the previous IEP meeting.</p> <ul style="list-style-type: none"> <li>• The school displays “Complain Response Unit/Parent Resource Network” poster.</li> <li>• The school displays the monthly “Special Education Parent Training Calendar.”</li> <li>• “Are you puzzled by Your Child’s Special Needs” brochure is available in the office and parent center. Every student to every takes home the brochure at the beginning of each school year. The brochure is available in students’ primary language.</li> <li>• <i>A Parent’s Guide to Special Education Services</i> is available at the office upon request.</li> <li>• A staff orientation on the vital elements from the <u>Special Education Policies and Procedures Manual</u> focused on special education process, review of pertinent elements from IEPs, differentiating instruction and the accommodations/modifications from a student’s IEP.</li> </ul>
<b>Outcome 2</b>	<b>Intervention Programs</b>	<p style="text-align: center;"><u>Prevention and Intervention Framework</u></p> <p>The effective use of a Multi-Tiered Problem-Solving Process will ensure the academic, behavioral and social/emotional success of all students within CRMS #7. CRMS #7 will utilize data to improve teaching and learning, develop multi-tiered layers of instruction and intervention supports based on student needs. Academic intervention is a systematic, focused and individualized approach for</p>

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		<p>providing additional instruction and practice enabling students at risk to attain greater literacy skills. The intent of this approach is to provide targeted interventions that supplement and support the district’s base literacy program. This prevention/intervention framework has as its foundation on the research based Response to Instruction and Intervention (RtI<sup>2</sup>), the three-tier model of instructional intervention. The intervention model is based on BUL-4827.1, <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i> and REF-4984.1 <i>Implementing a Multi-Tiered Framework for Instruction, Intervention, and Support</i>.</p> <p style="text-align: center;">Provide for Effective Intervention</p> <p>Some students require a more intensive level of intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for coordination and implementation of programs and resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, mentoring); 3) matching student needs to the appropriate resources; and 4) using appropriate consequences. School-site staff must have information and resources available in order to effectively build these necessary skills.</p> <p style="text-align: center;">Use a Team Approach for Intensive Intervention</p> <p>A few students require the most intensive level of intervention. Within the scope of their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation, and monitoring. Support and training will be provided when necessary. There may also be a need for multi-agency partnerships and intensive skills training.</p>

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		<p>Evidence-based instructional strategies are at the heart of Tier 1, 2, and 3 instruction and intervention. Instructional strategies through the multi-tiered system must be culturally relevant and address behavioral expectations.</p> <p style="text-align: center;">A Three-Tiered Model of Early Intervention and Prevention</p> <p>Tier 1: Core Instruction Tier 1 instruction is about the provision of effective high quality evidence-based instructional strategies and curricula. Effective Tier 1 instruction must include:</p> <ul style="list-style-type: none"> <li>• Use of Pre Kindergarten -12<sup>th</sup> grade state-adopted standards.</li> <li>• Differentiated instruction and services that provide access to the core for all students. This includes the use of access strategies: academic language development, instructional conversations, communal learning structures, and advanced graphic organizers as well as other evidence-based strategies to support all instruction.</li> <li>• Strategies might include preteaching, reteaching, frontloading academic vocabulary, extended practice, focused behavioral intervention.</li> <li>• A process for ensuring the integrity in the delivery of core instruction and intervention (i.e., classroom observations to observe the presence/absence of effective instructional strategies).</li> </ul> <p>Tier 2: Strategic or Supplemental Instruction and Intervention In addition to the standards-based curriculum that all students received in Tier 1, Tier 2 offers</p>

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		<p>supplemental instruction. Supplemental instruction includes:</p> <ul style="list-style-type: none"> <li>• Provision of higher levels of instructional intensity (more minutes and narrower focus of instruction) using strategic strategies aligned to the core curriculum.</li> <li>• Use of auxiliary materials associated with the core programs, (i.e., support guides, leveled books, etc.).</li> <li>• Use of supplemental materials designed to provide targeted strategic intervention.</li> <li>• Use instructional practices to ensure that auxiliary and supplemental materials are integrated with the content of core instruction.</li> <li>• Provide support to provider of auxiliary and supplemental instruction to ensure integrity and fidelity in the delivery of that instruction.</li> </ul> <p>Tier 3: Intensive Instruction and Intervention</p> <p>Tier 3 instruction and intervention includes more explicit instruction with a very narrow focus specifically targeted to a specific instructional, behavioral or social emotional skill need. Intervention can be accelerated or remedial and is delivered in addition to Tier 1 and 2 instruction. Effective Tier 3 instruction and intervention should include increased individualization and smaller group size to include:</p> <ul style="list-style-type: none"> <li>• Use of effective instructional strategies with high intensity, duration, and frequency.</li> <li>• Use of District approved replacement programs at 4th grade and above (i.e., Language!, Read 180, Voyager, etc.).</li> <li>• Use of instructional practices to ensure that intensive supports are integrated with the core content instruction.</li> <li>• Provision of professional development and ongoing support to providers of intensive</li> </ul>

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		instruction to ensure integrity in the delivery of that instruction.
<b>Outcomes 5, 17 and 18 LAUSD Board Policy</b>	<b>Discipline Foundations Plan and Behavior Support</b>	<p>CRMS #7 will implement all aspect of LAUSD’s <i>Discipline Foundation Policy: School-Wide Positive Behavior</i> Support. The Discipline Foundation Plan begins with school-wide Positive Behavior Support (PBS) plan. The emphasis on school-wide systems of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors. PBS is a systems approach to enhancing the capacity of schools to educate all children by developing school wide, and classroom discipline systems that are research-based. PBS is a process for creating safer and more effective schools. The process focuses on improving a school’s ability to teach and support positive behavior for all students. Rather than a prescribed program, PBS provides a framework for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans.</p> <p>In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies, including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important piece of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.</p>

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		<p>CRMS #7 will implement the eight components of a School-Wide Positive Behavior Support. The eight major components are:</p> <ol style="list-style-type: none"> <li>1. Administrative Leadership and Support – School leaders actively support the adoption, implementation and maintenance of School-Wide Positive Behavior Support.</li> <li>2. Team-based Implementation – The School-Wide Positive Behavior Support team is composed of members from all stakeholder groups (administrator, general educator, special educator, classified staff, support staff, parents, and students).</li> <li>3. Behavioral Expectations Defined – A small number (3–6) of positively stated expectations are in place for all students and staff. Behavior expectations need to be concrete, positive behaviors so that every student, staff, and family can remember and follow them.</li> <li>4. Behavior Expectations Taught – Behavioral expectations are taught to all students through explanation, modeling, practicing, and processing on a regular and ongoing basis.</li> <li>5. Acknowledge and Reinforce Appropriate Behavior – Appropriate behaviors are modeled by all students, staff, and families and are acknowledged and reinforced on a regular and ongoing basis.</li> <li>6. Monitor and Correct Behavioral Errors – Consequences are consistent and are developed for a continuum of behavioral errors.</li> <li>7. Data-based Decision Making – Data is analyzed and used to guide decisions.</li> <li>8. Family and Community Collaboration – Partnerships are built between the school, home, and community.</li> </ol> <p align="center">Prevention and Intervention</p> <p>A school-wide positive behavior support and discipline plan provides the foundation for clear</p>

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		<p>expectations for all. This plan, consistent with <i>Culture of Discipline: Guiding Principles for the School Community</i> and <i>Culture of Discipline: Student Expectations</i>, outlines what must be in place for all students, including those in need of some intervention and those who require the most intensive level of intervention.</p> <p>The School Leadership Council will evaluate and monitor the effectiveness of the school-wide positive behavior support and discipline plan at all three levels using school data. This will allow schools to use data to identify areas of need, target areas of concern, access professional development supports and services, and revise school-wide procedures as needed.</p> <p>The school will establish rules consistent with <i>Culture of Discipline: Guiding Principles for the School Community</i> and <i>Culture of Discipline: Student Expectations</i>. School staff is responsible for developing, teaching, monitoring and reinforcing rules. Appropriate behavior must be reinforced school-wide. There must also be firm, fair and corrective discipline so that all staff and students have a consistent, unifying message on what is safe, respectful and responsible. This forms the most powerful, proactive foundation in the prevention of misconduct.</p> <p>The Response to Instruction and Intervention (RtI<sup>2</sup>), the three-tier model of behavioral intervention, will be utilized to meet the specific needs of all students.</p>



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<b>Necessary for Planning, will be provided</b>	<b>Description of Student Population</b>	<p>Based on preliminary projections, CRMS # 7 will have special day classes for students with specific learning disabilities which accommodate local students. The school will have a resource specialist teacher who will serve local students. Secondary Student Information System, My Data, and Welligent IEP System will be utilized to monitor the students. A special education administrator will be assigned to coordinate the programs. Support Unit East will provide addition personnel if necessary. Appropriate classroom space is reserved for these programs and special education paraprofessionals will be assigned to the school. Location of the classrooms will be integrated with the general education classrooms.</p>
<b>Outcome 2</b>	<b>Special Education Program Description</b>	<p>CRMS # 7 philosophy is based on equity and equality for all students. Thus, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. This would include children attending their neighborhood school whenever possible. The following services describe a range of options in the continuum of services for students with disabilities within the general education program: Accommodations, Modifications, Co-planning, DIS Support, Co-teaching and Inclusion. The following services describe a range of options in the continuum of services for students with disabilities outside the general education program: DIS pullout, Special Education pullout, Learning Center and Special Education Program.</p> <p style="text-align: center;">Least Restrictive Environment</p> <p>Each student may require a different combination of services and settings, and when appropriate, a student's curriculum can be modified. The goal is to build programs around a student's needs rather than trying to fit the student into the programs. That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are</p>

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		<p>educated with children who are nondisabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if 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. Thus, Consistent with Federal and State policy, the continuum of placements offered from the least restrictive to the most restrictive environment by the district at CRMS #7 will include:</p> <ul style="list-style-type: none"> <li>• General education classes – Whenever appropriate, students with disabilities will be educated in the general education classes. In addition, whenever possible, they will attend the school they would ordinarily attend if they were not in special education.</li> <li>• General education classes with collaborative consultation – In order for students with disabilities to be appropriately educated in general education classes it may be necessary for their teacher to consult with special education personnel to receive guidance and support.</li> <li>• General education classes with designated instruction and services – Designated instruction and services assist students with disabilities to benefit from their general education program. Some examples of designated instructional services are language and speech services, adapted physical education, counseling and physical and occupational therapy.</li> <li>• General education classes and resource specialist program – A resource specialist program provides instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. The goal of the resource specialist program is to enable students with disabilities to succeed in the general education environment. The program provides assistance in a variety of ways depending on the needs of</li> </ul>

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		<p>a particular student.</p> <ul style="list-style-type: none"> <li>• General education and special day class – Depending on their needs, students with disabilities may be educated in general education classes for part of the school day and special day classes for the other part of the school day</li> <li>• Special day classes – Special day classes serve students who, because of their disabilities, cannot participate in general education classes for a majority of the school day. These classes are provided on general education sites. As appropriate, students enrolled in special day classes interact with their general education peers through academic, non-academic and extracurricular activities.</li> <li>• Special schools/centers – Students are enrolled in special schools/centers when it determined that the nature and severity of their disabilities require more intensive educational instruction. As appropriate, students enrolled in special schools interact with their general education peers through academic, non academic and extracurricular activities.</li> <li>• Non-public schools – When no appropriate public education program is available, a student with disabilities may be placed in a non-public school under contract with the District.</li> <li>• Home or hospital – Students with a verified medical or emotional condition that prevents them from attending school may receive services on a temporary basis in the home or a hospital.</li> <li>• State residential schools – State residential schools provide comprehensive assessment and services for students with visual and/or hearing disabilities.</li> </ul>

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		<p>The goal is to build programs around a student's needs rather than trying to fit the student into the programs. Students may receive special education services through the Resource Specialist Program in the Learning Center. Instruction will focus on strategies for accessing the core curriculum by the Resource Specialist Program. All academic subjects will be taught in the general education classroom with support from the RST through co-teaching and co-planning.</p> <p>Services may include the following:</p> <ul style="list-style-type: none"> <li>• Co-Planning – A process by which two teachers plan, analyze, modify, and evaluate the instruction and outcomes for students. This service will be provided indirectly to students and consists of regular review of student progress, accommodations, modifications of core material, and modeling of instructional practices between the special education and general education teachers.</li> <li>• Co-Teaching - Co-teaching is a process by which general and special education teachers work to teach students with and without disabilities in a shared classroom. Both are responsible for the planning and delivery of instruction, student achievement, assessment and discipline. Students receive age appropriate academics, support services, and possibly modified instruction. Co-teaching provides ongoing communication between educators and a lower student-to-teacher ratio. The teachers may use any of a variety of formats to facilitate the process. These may include:             <ol style="list-style-type: none"> <li>1. Cooperative Teaching:</li> <li>2. Station Teaching</li> <li>3. Parallel Teaching</li> <li>4. Shadow Teaching or Alternative Teaching</li> </ol> </li> </ul>

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		<p>5. Team Teaching or Duel Teaching</p> <ul style="list-style-type: none"> <li>• General Education and Learning Center – Non-intensive direct services are those provided directly to students based on identified need. This service will be provided either within the general education class or outside of the general education class through the use of the Learning Center. A Learning Center is a place where students receive instruction in access strategies, targeted intervention in identified areas of need, and ongoing monitoring of student success. The use of the Learning Center in this method requires immediate intervention and instruction in the general education standards and instruction. It will not be designed to be ongoing but to address specific needs as they arise in the standards-based instruction.</li> <li>• Integration of Special Education Student with non-disabled students – To the greatest extent appropriate, special education students will be integrated with general education peers. Consistent with the intent of MCD Outcome 2, 6, and 7, special education students will be integrated to the greatest extent appropriate with their non-disabled peers during curricular and non-curricular activities.</li> </ul>

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<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p>CRMS #7 will adhere to federal, state and District requirement in the implementation and monitoring of the IEP process by:</p> <ul style="list-style-type: none"> <li>• The school will document the request for special education assessment on a “Request for Special Education Assessment” form and maintain a copy in the students green folder.</li> <li>• The school will provide the parent with a Welligent generated “Special Education Assessment Plan” in the language requested by the parent, unless clearly feasible to do so, within 15 calendar days of the written request for assessment.</li> <li>• The school will develop an IEP within 50 calendar days of receipt of written parental consent to the assessment plan unless the parent agrees in writing to an extension.</li> <li>• The timelines set by IDEA will be met by the school using the calendar in Welligent to monitor the MCD Outcome 10 of timely completion of initial special education evaluations on a monthly basis.</li> <li>• The school will follow the appropriate timelines for conducting annual and three-year review of IEPs.</li> <li>• The school will convene an IEP meeting within 30 calendar days of parent waiver request.</li> <li>• When student transfers into the District with an out of District IEP, the school will develop an IEP within 30 calendar days of enrollment.</li> <li>• If requested by the parent, the school will provide copies of assessment reports to the parent 4 working days before the date of the IEP meeting. The reports will bill be translated into parent’s primary language, upon written request from the parent, unless clearly not feasible to do so, as required in MCD Outcome 15. The school will also provided special education related forms in the parent’s primary language when requested.</li> <li>• The Welligent IEP System will be used to notify team members of upcoming IEPs and to</li> </ul>

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		<p>provide communication during assessment and to assign follow-up activities.</p> <ul style="list-style-type: none"> <li>• The creation of a communications systems to notify parents of IEP meetings, accommodate and encourage parent attendance and participation including the use of timely notice of meetings, teleconferencing, and interpretation to primary language which will assist in meeting MCD Outcome 14.</li> <li>• All staff responsible for implementing the student’s program will have access to the IEP and a clear understanding of the supports and services required for all students.</li> <li>• The Resource Specialist Teacher and other support providers will use Welligent to document provision of services as required in MCD Outcome 13.</li> <li>• A room designated as the IEP Meeting room with all the needed forms and documents necessary and tools such computer access to complete meeting.</li> <li>• Children with active IEPs will be placed in their home school with appropriately identified supports to the greatest extent possible. The increased home school placement will meet MCD Outcome 8. If the District does not have an appropriate program at the home school, the child will be placed in the school closed to their home school with transportation provided.</li> </ul>
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<p>CRES #17 will follow BUL-4827 <i>Multi-tiered Framework for Instruction, Intervention, and Support</i> to guide all its practices relating to instruction and intervention. Evidence-based instructional strategies are at the heart of the three tiered system of instruction and intervention. Instructional strategies through the multi-tiered system must be culturally relevant and address behavioral expectations. The effective use of the system will ensure the academic, behavioral and social/emotional success of all students within the CRMS #7. CRMS #7 will utilize data to improve teaching and learning, develop multi-tiered layers of instruction and intervention supports based on student need and levels of</p>

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		<p>intensity, and build the infrastructure needed to meet the needs of all students.</p> <p>In the LAUSD, four instructional methodologies and strategies have been identified to scaffold culturally and linguistically diverse students' universal access to core instruction. The research affirms that all students, including Student with Disabilities (SWDs), benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development). These methodologies are used across three tiers.</p> <p style="text-align: center;"><b>The Three Tiers</b></p> <p>Tier 1 is known as “Core Instruction” to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction. It is expected that of all of the students receiving core instruction, 80-85% of students will be proficient when good first instruction is delivered. To monitor and evaluate student progress, California Standards Tests (CST), CELDT, periodic assessments, curriculum-based measures, and behavior data (e.g. suspensions, office daily referrals) are used to guide and inform instruction/intervention. Within Tier 1, identified students receive additional differentiated instruction and support to improve their academic performance and to prevent them from falling behind. All students are universally screened at the beginning of the school year in order to identify learners that need additional support or advanced learners that need acceleration or extended learning opportunities. Instruction is matched to student needs based on levels of performance and rates of student progress. Over time, quick curriculum-based assessments are used to measure growth, monitor progress and inform changes in instruction. Differentiation of instruction begins in Tier I and continues across the tiers. It requires recognition of</p>



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		<p>students’ varying levels of readiness, interests, background knowledge, language, culture, and learning preferences. It is the ability to respond to and proactively plan for differing abilities in the same classroom. Differentiation can occur through modifications to the content (what is taught), process (how its taught), product (how learning is shown), and/or resources available in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers can add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, reteach, and frontload. When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 services are provided.</p> <p>Tier 2, known as “Strategic or Supplemental Intervention,” is provided in addition to Tier 1 core instruction. Strategic Intervention is for 10-15% of students that need additional time and type of instruction to learn successfully. Strategic interventions include more intensive (time and focus), immediate instruction aligned to students’ instructional needs based on data from multiple measures including ongoing progress monitoring. Tier 2 serves the needs of students that are not making adequate progress given good, first instruction in Tier 1 and is for those in need of additional instruction to increase the impact of core instruction to achieve proficiency. Strategic interventions can give students more time to learn either by using an instructional strategy used in the core or a different instructional pedagogy - whichever benefits the student more.</p> <p>Tier 3, known as “Intensive Intervention,” is for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused, in addition to Tiers 1 and 2,</p>

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		<p>and designed to accelerate student progress. Tier 3 typically includes use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Progress monitoring at Tier 3 is more frequent. These assessments provide in-depth information about a student’s instructional needs and are used to identify academic deficits. In addition, close monitoring allows for the adjustment of curricula and instruction/intervention. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. Within the District’s tiered approach to instruction and intervention, the intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers. Instructional strategies and examples are provided in the following attachments and can be used as guidelines for planning the instructional day/class periods for each of the tiers. Student performance is monitored closely to evaluate progress and the effectiveness of all instruction and intervention. Intensity, frequency, duration of support, and student-teacher ratio changes as the students move through the tiers, as does the frequency of progress monitoring. This multi-tiered framework is a continuum of instruction and intervention where an individual student may simultaneously receive differentiated instruction in varying intensity in Tiers 1, 2, and 3 in order to match learning supports to both academic and behavioral/social-emotional needs.</p> <p>Referral Procedure Parents or guardians will be instructed on the process for referring their child for assessment for special education services. Teachers, other school personnel, and community members will also be trained on how to refer a child for assessment. Within fifteen (15) days, not counting school vacations</p>

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		<p>greater than five (5) days, of the receipt of a referral for assessment, the referring party will receive a written response from the school. If the school determines that an assessment of the student is not appropriate, the referring party will receive a written notice of this decision. If the school determines that an assessment is appropriate, the parent/guardian/teacher will receive an Assessment Plan. An Assessment Plan describes the types and purposes of the assessments which may be used to determine your child's eligibility for special education services. Before your child can be assessed, you must consent to the assessment by signing the Assessment Plan. You have at least fifteen (15) days from the receipt of the Assessment Plan to consent to and sign it. The school has fifty (50) days, not counting school vacations greater than five (5) days, of the receipt of your signed Assessment Plan to complete the assessment and hold an Individualized Education Program (IEP) meeting.</p> <p>Language Factors Prior to assessment, the Bilingual Coordinator will review the student’s language development history, including program placement, CELDT results, ELD level, CST scores, intervention history, and classroom grades.</p> <p>Exclusionary Factors Prior to referral to assessment, it will also be determined whether the unique educational needs of the student are not primarily due to:</p> <ul style="list-style-type: none"> <li>• Environmental, cultural, or economic factors</li> <li>• Lack of instruction in math and reading</li> <li>• Limited English proficiency</li> <li>• Social maladjustment</li> </ul>

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		<ul style="list-style-type: none"> <li>• Temporary physical disability</li> </ul> <p>To determine if a special education referral is appropriate, a school administrator/designee and IEP evaluation team members will review the following:</p> <ul style="list-style-type: none"> <li>• Student records and academic history</li> <li>• Prior assessments including curriculum based, standardized tests and alternative measures/procedures</li> <li>• Progress in current program, including ELD</li> <li>• Progress in meeting content standards</li> <li>• Progress in meeting literacy and mathematic standards</li> <li>• Results of state and district assessments</li> <li>• Results of proficiency examinations’ Results of portfolio assessments/student work samples</li> <li>• Types and results of academic and/or behavioral intervention provided</li> <li>• Teacher information/concerns</li> <li>• Parent information/concerns</li> </ul> <p>Scope of Assessment</p> <p>Assessments will be conducted by a qualified professional. No single measure or assessment will be used as the sole criterion for determining whether a student has a disability and for determining an appropriate educational program for the student. The assessment will cover all areas related to the student’s suspected disability including if appropriate:</p> <ul style="list-style-type: none"> <li>• Health and development, including vision and hearing</li> <li>• General ability</li> </ul>

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		<ul style="list-style-type: none"> <li>• Academic performance</li> <li>• Language function</li> <li>• Motor abilities</li> <li>• Social and emotional status</li> <li>• Self-help, including orientation and mobility</li> <li>• Career and vocational abilities and interests</li> </ul> <p>Monitoring by ethnicity CRMS # 7 will use the guidelines that have been developed by LAUSD to assure students truly meet the eligibility criteria for special education placement and are ethnicity-neutral along with meeting the MCD Outcome 18.</p>
<b>Outcome 2</b>	<b>Instructional Plan for students using grade level standards</b>	<p>CRMS # 7 will adhere to the Individuals with Disabilities Education Act that requires that students with disabilities be educated in the least restrictive environment. Implementation and monitoring of special education compliance processes are based on <u>Special Education Policies and Procedures Manual</u>, <i>Secondary Instruction and Services – Student with Disabilities Accessing the Core Curriculum</i> found in REF-1276, and <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i> found in BUL-4984.1 to guide practices relating to instruction, prevention and intervention.</p> <p>The District requires a tiered approach 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 or the District</p>

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		<p>general education curriculum using accommodations or modifications of grade level curriculum. 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 research based approach facilitates 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>Special Education is service to support student achievement in the core curriculum in an integrated setting. The three tiers are not synonymous with placement. In a tiered approach, IEP teams 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. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) yet now can receive those services in a variety of ways within the general education classroom and integrated learning centers.</p> <p><b>Tier I Base Instruction</b> Base instruction is grounded in grade level content standards and uses District approved curriculum and instructional strategies. It is focused on building content literacy, defined as fluent use of listening, speaking, reading and writing skills, and strategies needed to learn in each of the academic disciplines. Intervention is provided through the program using materials aligned with the course.</p> <p>Base instruction consists of the use of research-based curriculum and strategies in grade level content and performance standards that are effectively delivered. Base instruction includes the use of</p>

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		<p>accommodations as outlined in a student’s IEP. This provides opportunities for students with disabilities to:</p> <ul style="list-style-type: none"> <li>• learn content;</li> <li>• access grade level curricula and textbooks;</li> <li>• access content instruction from general education content specialists; and</li> <li>• integrate with general education peers.</li> </ul> <p>Base instruction requires the use of research-based instructional practices that support access to rigorous content curriculum. These include, but are not limited to, the use of:</p> <ul style="list-style-type: none"> <li>• active engagement;</li> <li>• advance organizers;</li> <li>• communication of clear expectations and purpose;</li> <li>• peer assisted learning;</li> <li>• scaffolded instruction;</li> <li>• strategy instruction; and</li> <li>• Universal Design procedures, such as, providing multiple representations of content, multiple options for expression, or multiple means of engagement to make curriculum accessible to all students.</li> </ul> <p>Intervention is provided during the regular instructional period. It is designed to be immediate, related to the core instruction, and based on ongoing progress monitoring. It consists of opportunities for remediation, provision of immediate and corrective feedback and prompting, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning.</p>

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		<p>Special education services are layered and may consist of any or all of the following:                      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; and                      Layer 4: Direct instruction non-intensive.</p> <p>Tier 2 Extended Instruction                      Extended instruction is that which is provided above the base program. It refers to the provision of additional support and services beyond the instruction and interventions embedded in the core program.</p> <p>As in Tier 1, Tier 2 instruction is based on the foundation of research-based instructional practices effectively delivered in grade level content and performance standards with the use of accommodations or modifications as outlined in a student’s IEP.</p> <p>The use of research-based instructional practices that support access to rigorous content curriculum is necessary to provide meaningful access for students. The instructional strategies listed in Tier 1 provide methods for meeting the needs of a number of students at risk for school failure. In addition, instructional support through the use of co-teaching and co-planning provides a higher level of support to students.</p> <p>Intervention consists of the use of supplemental materials targeted to address the specific areas of</p>



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		<p>weakness identified through ongoing progress monitoring. This level of intervention is intensive and explicit, and is provided above the base program. Intervention is based on the identification of specific needs and the use of research-based intervention materials designed to address the individual needs of the student. This is provided in addition to the classroom interventions described in Tier 1.</p> <p>Several general education intervention courses are in existence to address the literacy and math needs of students who are struggling with the acquisition of reading, writing, and mathematics.</p> <p>Special education services are layered and may consist of any or all of the following:                      Layer 1: Accommodations within the general education class                      Layer 2: Co-planning;                      Layer 3: Collaborative co-teaching;                      Layer 4: Direct instruction non-intensive; and                      Layer 5: Direct instruction, intensive services.</p> <p>Tier 2 students may access the Learning Center on an as needed basis and/or scheduled as an elective. Tier 2 serves to:</p> <ul style="list-style-type: none"> <li>• teach learning strategies;</li> <li>• support content instruction;</li> <li>• preteach content material; or</li> <li>• provide immediate reteaching.</li> </ul>

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		<p>Tier 3 Intensive Instruction</p> <p>Intensive instruction refers to the provision of significant instruction that is explicit, focused, based on ongoing progress monitoring, and provided beyond the base program outlined in Tiers 1 and 2. Group size for this instruction is small to provide for the level of intensity needed to bridge the achievement gap. Students assigned to this level demonstrate <i>severe</i> literacy or math deficits requiring more specialized, intensive instruction.</p> <p>Tier 3 instruction continues to focus on age/grade-level standards and is built on research-based instructional strategies unique to special education. Instruction is provided at the highest level of intensity, frequency, and duration, and is provided in an environment with a lower teacher-student ratio (possibly a learning center or a special day class). Strategies used may include the use of:</p> <ul style="list-style-type: none"> <li>• frequent progress monitoring of student learning;</li> <li>• direct and explicit instruction;</li> <li>• small group instruction;</li> <li>• controlled task difficulty;</li> <li>• intensive strategy instruction and application;</li> <li>• extended instructional time; and</li> <li>• ongoing systematic and corrective feedback.</li> </ul> <p>Intervention is intensive, provided in a smaller groups (creating small groups within a larger group), and tied to specific areas of student need as identified through ongoing progress monitoring. It is not provided as replacement of the core curriculum but in conjunction with grade level curriculum. This will require that teachers structure the instructional program and special education supports to</p>

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		<p>provide both content instruction and intervention in small groups. The move to block scheduling facilitates this type of instruction.</p> <p>Special education services are layered and may consist of any or all of the following:                      Layer 1: Accommodations within the general education class                      Layer 2: Co-planning;                      Layer 3: Collaborative co-teaching;                      Layer 4: Direct instruction non-intensive; and                      Layer 5: Direct instruction, intensive services. (Possible within a general education program or a special education class).</p> <p align="center">Instructional Plan for students using grade level standards</p> <p>Teachers will review the content standards and the power standards in their PLCs to become familiar with the standards that need to be addressed throughout the school year. All students will have access to grade level materials. During the PLCs, teachers will spend time backwards planning. Teachers will work together in various configurations, vertical grade planning, multiple level grade planning, and same grade level planning. Several sources of data will be analyzed utilizing the Data-Driven Decision Making protocol. As each student’s needs are identified within the tiers, the teachers will provide the instructional accommodate for students..</p> <p>Several documents will be reviewed with the teachers. This initial document is “Strategies to Improve Access to the General Education Curriculum.” Ideas gathered from reading this document will be used with data to look at differentiating instruction and assessments. Also, the document titled</p>

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		<p>“Accommodations and Modifications: Accessing the Curriculum” will be utilized to consider appropriate accommodations and modifications. Several teaching models will be considered to personalize the instruction for all students.</p> <p>As teachers assess the students and monitor the gains made, they can continue to plan accordingly with their peers. Those students, who may benefit from going to a regular classroom, working with peers or non special education teacher assistants, may do so. As teachers plan for multiple grade levels the essential standards and review of the ELA program to be used is critical. The teachers can focus on the stories at the different grade levels by grouping students for instruction and ensuring that those stories that teach similar key concepts albeit at different grade levels will be the ones that are covered.</p> <p style="text-align: center;"><b>Backwards Planning</b></p> <p>At CRMS #7, curricular planning will begin with the consideration of the desired results (goals or standards) and then derive the curriculum based on the evidence of learning (obtained through assessments) called for by the goals and standards. In this process, teachers will first consider what evidence will be accepted as to ascertain that students have achieved the desired understandings and proficiencies—before proceeding to plan teaching and learning experiences. Greater coherence among desired results, key performances, and teaching and learning experiences leads to better student performance.</p> <p>The backward design process consists of three general stages:</p> <ol style="list-style-type: none"> <li>1. Identify desired results – Teacher will identify what students need to know, understand, and</li> </ol>

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		<p>be able to do.</p> <ol style="list-style-type: none"> <li>2. Determine acceptable evidence – Teachers will first think how they will determine if students have attained the desired learning. Teachers will consider a range of assessment methods. A combination of performance tasks and quizzes, tests are used to assess essential knowledge, skills.</li> <li>3. Plan learning experiences and instruction – With clearly identified desired results and appropriate evidence in mind, teachers will then plan instructional activities. This phase calls for teachers clearly understanding what will need to be taught and how best the content should be taught. Materials and resources best suited to accomplish the goals must be identified and available.</li> </ol> <p style="text-align: center;">Accommodations and Modifications</p> <p>The school will initiate a Students with Disability (SWD) Team will provide assistance in the implementation of the supplementary instructional program supports which include accommodations and modifications. The accommodations and modifications are essential for all students to access the general education curriculum. These supports are vital and are integrated into students IEP. The accommodation and modification on the IEP may include: classroom and campus environment needs; specialized equipment; pacing of instruction; alternate presentation of subject matter; material adaptation; modification of assignments; self management/follow-through strategies; social interaction support; tested adaptations; and identification and use of motivators and positive reinforcement strategies.</p> <p>The Students with Disability (SWD) Team will ensure the collaboration between general education</p>

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		<p>teachers, special education teachers, paraeducators, other school support staff and related services personnel. There will be opportunities to have staff work collaboratively in planning, instructing, and evaluating the performance of students with disabilities. There will be assistance and guidance for school staff to adjust their schedules and duties in order to implement LRE. There will be opportunities to work collaboratively with to provide staff development and technical assistance related to LRE in the implementation of instructional services. The team will ensure the development and implementation of instructional interventions within the general education program. Assume primary responsibility for including students with disabilities, who are assigned to their classes, in meaningful ways within instructional activities. The school will create the conditions for collaboration with the special educator to identify and implement specific curricular adaptations and instructional strategies identified as needed by the student with a disability. Create the condition to work collaboratively with others, utilize effective instructional practices to support effective LRE implementation. Provide opportunities for students with disabilities in the LRE setting to participate in meaningful ways with students without disabilities. Ensure that students’ related service IEP objectives are addressed in students’ daily schedules.</p> <p style="text-align: center;">Data-driven decision making</p> <p>CRMS #7 will utilize a cyclical problem-solving model to design differentiation of instruction. This process involves four steps and determines the best course of action for instructional differentiation for each student. The four steps of the cycle are:</p> <ul style="list-style-type: none"> <li>• Define the Problem</li> <li>• Plan an Intervention</li> <li>• Implement the Intervention</li> </ul>

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		<ul style="list-style-type: none"> <li>• Evaluate the Student’s Progress</li> </ul> <p>The team members will strive to have sufficient data points to best equip the members in determining what should occur next. This problem-solving cycle will essentially be repeated for each intervention. With each intervention, instruction will become more complex and more intensive as students move through the instruction and master targeted skills.</p> <p style="text-align: center;">Progress Monitoring</p> <p>CRMS #7 will utilize progress monitoring to assess students academic progress in core educational skill areas. The results of progress monitoring will be used to set appropriate individual goals and adjust instruction as needed. Implementing progress monitoring will require determining students’ current levels of performance, as well as identifying learning objectives. Students’ academic functioning will be evaluated on a regular basis—weekly, biweekly, or monthly, based on individual students’ needs. Actual and expected rates of learning will be compared. This will inform the teacher of students’ progress, which allows him/her to make appropriate instructional decisions.</p> <p>CRMS #7 will utilize The National Association of State Directors of Special Education nine essential characteristics for progress monitoring. Accordingly, progress monitoring should:</p> <ol style="list-style-type: none"> <li>1. Assess the specific skills embodied in state and local academic standards.</li> <li>2. Assess marker variables that have been demonstrated to lead to the ultimate instructional target.</li> <li>3. Be sensitive to small increments of growth over time.</li> <li>4. Be administered efficiently over short periods.</li> </ol>

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		<p>5. Be administered repeatedly (using multiple forms).                      6. Results in data that can be summarize in teacher-friendly data displays.                      7. Be comparable across students                      8. Be applicable for monitoring an individual student’s progress over time.                      9. Be relevant to development of instructional strategies and use of appropriate curriculum that addresses the area of need.</p> <p>CRMS #7will access the resources of the National Center on Student Progress Monitoring (<a href="http://www.studentprogress.org">www.studentprogress.org</a>) in order to assist its teachers in implementing effective progress monitoring. The Tools Chart at this website will be helpful as CRMS #7 teachers compare tools in order to choose the progress monitoring tool most appropriate for use in the school.</p>
<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	At this time, we do not anticipate having students with severe disabilities. Should this occur, we will use the Alternative Curriculum Guide and consult with Support Unit East.
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	Based on an assessment by a qualified assessor, the IEP team determines whether or not a student requires related services to benefit educationally form his or her instructional program. The IEP team’s determination of related services shall be included in a summary offer of FAPE within the IEP. The appropriate District personnel will be contacted by the IEP team administrator before the IEP team meeting to ensure that the team is fully knowledgeable of the array of program options for the students. The school will ensure that all elements of the IEP are implemented with fidelity in order for



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		<p>the student to achieve the goals and objectives. Each teacher will have access to the IEP to ensure student is receiving mandated services. There will be time allotted for related service provider and teachers communicate to ensure the implementation of IEP. A Related Service Schedule will be maintained by the school administrator.</p>
<p><b>Outcome 9 (for programs with students 14 and older)</b></p>	<p><b>Transition Planning Strategies</b></p>	<p>According to LAUSD Policy, CRMS # 7 is committed to providing a coordinated set of transition instruction and services to students with disabilities, ages 14 and older (or younger, if determined appropriate by the IEP team), which are results oriented and based on individual student strengths, preferences and needs, in compliance with Federal and State laws and regulations. Transition services for students with disabilities are embedded in standards-based core curriculum and may include specially designed instruction or related services, if required to assist a student with a disability to benefit from special education.</p> <p>Students with disabilities shall be provided transition services as follows: Beginning at age 14, younger if appropriate, and updated annually, each student’s IEP must include a statement of the transition service needs of the student that focuses on the student’s course of study (such as participation in advanced placement courses or a vocational education program).</p> <p>Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student’s IEP must include a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed community linkages.</p> <p>Transition services are a collaborative effort between the student, all school site staff, parents, and</p>

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		<p>appropriate community agencies. They focus attention on how the student’s educational program in middle and senior high school can be planned to help the student meet his or her goals for a successful transition to adult living. The Individualized Education Program/Individual Transition Plan (IEP/ITP) meeting serves as a communication and planning vehicle among parents, students, appropriate community agency representatives, and District staff, and enables them, as equal participants, to joint, informed decisions regarding the student’s transition needs, appropriate transition services and activities, educational program supports and placement, and the degree to which other agency representatives will participate.</p> <p>Transition services are a coordinated set of activities that:</p> <ol style="list-style-type: none"> <li>1. Are designed with a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post school activities including postsecondary education, vocational training, integrated employment, including supported employment, continuing and adult education, adult services, independent living or community participation;</li> <li>2. Are based on the individual student's needs, taking into account the student's strengths, and preferences and interests, as they are determined through the process of age appropriate assessment;</li> <li>3. Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate acquisition of daily living skills and functional evaluation.</li> </ol>

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<b>Federal requirement</b>	<b>Access to Extra-Curricular/Non academic activities:</b>	All special education students will have access to all extracurricular/non academic activities that are open to all students. Accommodations will be made to ensure participation by SWDs.
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	Extended school year will be provided for students with disabilities who have unique needs and require special education and related services outside of the school year. Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the students’ continued progress. All students who are eligible for special education and related services must be considered for ESY services, however, federal and state rules and regulations do not require that every student with a disability receive ESY services a part of the IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services. We will follow all district policies and procedures as it relates to ESY. We will seek the support of the special education unit in order to ensure that we are compliant with all state and federal regulations.
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	

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<b>All</b>	<b>Professional Development</b>	<p>Teachers will have high quality professional development in order to build collective efficacy. Teachers will engage in the analysis of student data, sharing best practices, and engaging in decision making in order to grow and learn in a safe environment. Teachers will be provided with leadership roles in data collection, decision making and problem solving. They will engage in reflective practice by listening and learning to reflect on their values, assumptions, and discussions through a dialogue process. This will involve the use of the problem solving process that is part of the Response to Instruction and Intervention (RTI<sup>2</sup>). All teachers will participate in professional development sessions that cover the strategies that are most effective to deal with tier 1, tier 2, and tier 3 of the RTI<sup>2</sup> triangle. The professional development calendar will reflect the data driven dialogues as these will be scheduled after the results of the periodic and performance based assessments are administered to students. Teachers will meet by grade level and in vertical teams to ensure that the standards are being covered and that backward planning is part of the professional development sessions at the beginning of the school year.</p>

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**APPENDIX D**

**Applicant Team Name: CRMS#7 School of Arts and Culture**

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	<p>The teachers who will be targeted to join the family of educators at CRMS#7 must be committed to understanding and addressing the issues facing the South Los Angeles neighborhood being served by the school. Preferably, the teachers must have experience working at schools within the feeder pattern of schools, or are themselves a product of the neighborhood. Additionally, the selected teachers must have the highest expectations for all students, and embrace the Election to Work Agreement agreed upon by the school’s stakeholders from year to year. All the adults on campus must have a genuine interest in serving the community and children of the school.</p> <p>CRMS #7 will utilize the district information systems such as the Integrated Student Information System (ISIS) and Welligent computer System to collect student health information, track student records, monitor progress and identify services. CRMS #7 will also utilize Welligent IEP System to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, and appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE).</p>
	<b>Fiscal</b>	<b>N/AError! Not a valid bookmark self-reference.</b>
<b>Outcome 14</b>	<b>Parent Participation</b>	<p>The educators of CRMS #7 understand that the parents are one of the most valuable and powerful influences on a child’s education. All too often in secondary schools, parents are not viewed by as true partners in improving student performance and defining the needs of the school community. Engaging with parents and developing leadership capacity will be one of the primary goals of the school’s leadership and the principal community partner, One-LA.</p>

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		<p>Through careful examination of the parental concerns raised by a focus group, in a meeting conducted by Families in Schools at Carver Middle School on September 27, the message is clear: Parents want to help improve their local schools, and they want the school leadership team and teachers to support them in doing so. The main issues that arose from the focus group included improving communication between the teacher and parent, developing better relationships with the adults at the school and the parents, providing more opportunities and a wider variety of parental workshops, defining the expectations and assessment measures of the students, explaining the process of post-secondary and career preparedness, and teacher professionalism.</p> <p>To address the parent concerns identified at the Carver Middle School meeting, the leadership team of CRMS #7 School of Arts and Culture is committed to giving the parents not only the opportunity to be heard and influence the development of the school culture, but the physical space and time to do so. Being a community-based school, CRMS #7 will be open to the parents and community of the students who attend. With this in mind, it is imperative that the school has a functioning parent room will serve as a welcoming center for new enrollees and community partners. Not only will students be introduced to the services provided at CRMS #7 School of Arts and Culture, but parents will be introduced to the engagement opportunities facilitated by the parent leadership organizations and counsels.</p> <p>A community representative will be a vital member of the school community, serving as both an organizer and a manager of the parent volunteer opportunities. The person who is hired for this position will operate the welcoming center and schedule parent meetings and trainings based on a</p>

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		<p>needs assessment. Teachers will be able to collaborate and share with parents on a rotational basis in the parent center with the help of the community representative. The school’s auditorium will be utilized for larger parent trainings, the monthly English Learner Advisory Council (ELAC) meetings, and Compensatory Education Advisory Council (CEAC) meetings. All parent engagement opportunities will be posted at the school’s information center, monthly calendars, and on the website.</p> <p>Finally, parents will play an important role in the personalization of the students’ education through the weekly seminar class. All teachers will act as an advisor to their small cohort of students enrolled in their seminar class, and each teacher will solicit parental assistance. CRMS #7 School of Arts and Culture intends to empower at least one parent to be the “room parent” for each cohort of students in the seminar classes, following the teacher and specific group of students for the entire three years of attendance at the middle school. This parent will work in conjunction with the community representative to organize celebrations and events at the school-wide level, as well as for the individual students in their seminar class. The room parent will also promote the reflective culture of the school as parental feedback and concerns will be analyzed on a small group level (by parents of the seminar class students) in attempt to be proactive in the problem solving process. Communication and contact with the parents on behalf of the teacher and room parent or community representative will ensure that all parents are informed of student progress and school events.</p>