

LOS ANGELES UNIFIED SCHOOL DISTRICT SERVICE PLAN FOR STUDENTS WITH DISABILITIES

All LAUSD schools are responsible for providing services to students with disabilities in their service area. Providing appropriate legally mandated services is a school's obligation under the Individuals with Disabilities Education Act, 2004 and Section 504 of the Rehabilitation Act of 1973. Further, as you operate an LAUSD school you are obligated to abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. The plan you will develop must be designed to ensure you meet both your legally mandated obligations and the Modified Consent Decree requirements.

The plan is divided into three parts:

1. Part One - Instructions for completing the plan
2. Part Two - Assurances Page with signature(s)
3. Part Three - Services Plan

To assist you, the "Public School Choice Descriptors Rubric" is included as an attachment. These descriptors will be used in evaluating the plan in terms of completeness. It is suggested that the rubric be reviewed to ensure all major points are covered. Writing to the rubric ensures the minimal legally mandated obligations and Modified Consent Decree requirements are met. Schools are encouraged to expand upon the content to incorporate operational, staffing and instructional concepts of importance within the broad concepts framing the vision and mission of the school.

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<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Upon enrollment, the following steps are taken to ensure students with disabilities are identified:</p> <ul style="list-style-type: none"> • Complete enrollment Form, Section D • Parent Request For Reasonable Accommodations form • Provide “Are You Puzzled?” brochure to parents at time of enrollment • Certificated staff reviews enrollment packet • Cross-check enrollment/student information with Welligent • At time of enrollment ask, “Does your child have an IEP?” • Complete necessary assessments for students suspected of having a disability • Special Education policies and procedures are a regular component of the professional development plan <p>Ensure that all timelines are met</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>The following data is used to identify students for intervention programs:</p> <ul style="list-style-type: none"> • Formative and summative data • Benchmark and progress monitoring tools • RTI² assessment data from core program to more intensive instruction <p>This multi-tiered approach will incorporate a problem-solving process which will include: problem identification, problem analysis, intervention design, specific intervention strategies and progress monitoring (i.e., DIBELS)</p> <p>Data from progress monitoring will be used to inform instruction by:</p> <p>Assessment Domains</p> <ul style="list-style-type: none"> • Instruction (how we teach and what is being taught?) • Curriculum (what is being taught?) • Environment (context we’re learning is to occur) • Learner (characteristics intrinsic to the individual and to the concern) <p>Assessment Procedures</p> <ul style="list-style-type: none"> • Review (CUM, work samples, health records) • Interview (Teacher, Parent, TA, Student, Bus Driver) • Observe (Student-Peer relations, Student-Teacher relations, Parent-Student relation) • Test (Curriculum based, behavior rating scales, Norm-Referenced, Criterion Referenced)

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<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>PREVENTION</p> <ul style="list-style-type: none"> • Adhere to the District’s Discipline Foundation Policy School-Wide Positive Behavior Support, BUL-3638. • Provide parents with LAUSD Parent Handbook and a copy of the Code of Conduct • Teach the following “3 B’s!” behavioral expectations: <ol style="list-style-type: none"> 1. B= Be safe 2. B= Be respectful 3. B= Be Responsible • Define, reinforce and monitor “3 B’s” behavioral expectations in all common areas of the school. These include but are not limited to the following examples: HALLWAY- walk to the right, use inside voices, keep hands and feet to yoelf. CAFETERIA-sit in assigned area, use inside voices, recycle your trash, wait to be dismissed. PLAYGROUND- stay in assigned area, use good sportsmanship, freeze when the bell rings. <p>Procedures to define, teach, monitor, reinforce, and correct these behavioral expectations include:</p> <ul style="list-style-type: none"> • Conduct positive behavior support assemblies as needed • Teacher-guided campus tour to clearly explain behavioral expectations for each common area of the school • Display school-wide positive behavior posters outlining these expectations
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>Western Ave Elementary works closely with the personnel from the Division of Special Education, Local District 3 (LD3) and Support Unit Central West to identify students in the community who will be attending Western Ave. Currently there are 107 identified students who require special education services and the school is organized to meet their needs in the following ways:</p> <ul style="list-style-type: none"> • Resource Specialist Program, push-in/pull-out (27 students) • Specific Learning Disability class, grades 2-5 (15 students) • Pre-School Intensive (11) • Pre-School Mix (10 students AM Class; 11 students PM class) • Autism-Alternate/CAPA, grades 2-5 (7 students) • Autism-Core, grades K-5 (9 students) • Mild to Moderate Mental Retardation, grades 2-5 (12 students)

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		<ul style="list-style-type: none"> • Speech Only, K-5 (5 students) • Related Services: Adapted Physical Education and Occupational Therapy, DHH <p>Western Ave works in collaboration to ensure that the needs of the community in LD3 are met. Assessments will determine the level of Least Restrictive Environment. At the IEP meeting, parent and the Administrative Team decide together what the best placement is for the student. An additional determination will be made as to whether a student will require an alternate academic curriculum. Collaborative services include the following:</p> <ul style="list-style-type: none"> • Co-teaching • Co-planning • Parent councils • Learning Center • Professional Learning Communities • Grade level Planning • Student Success Team (SST) • Professional Development <p>Instructional Coaching</p>
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>All special education students are offered a Free and Appropriate Public Education (FAPE) which is provided with the Least Restrictive Environment (LRE) when placement is considered. Student placement options begin with the least restrictive to most appropriate for the student, which is determined by the team and parent at the IEP meeting. Students with eligibilities of OHI, MR, AUT, SLD, VI and SLI will receive accommodations and modifications in order to participate in and have access to grade-level standards and to the core curriculum, per their IEP in the general education, special day class, resource and/or learning center setting. Both general and special education educators will share best practices to meet the students needs related to; instruction, curriculum, and behavioral supports layered within the school environment.</p> <p>Students with disabilities are integrated into every aspect of the Western Ave Elementary School program, from recess and lunch, extracurricular activities (art, dance and music), special events (Holiday programs and fieldtrips) along with their non-disabled peers, with adult supervision and support. Grade level standards will be implemented by general and special education teachers</p>

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		<p>who are co-planning and co-teaching to adhere to the California State Standards. Students who have been assessed and need an alternative curriculum will receive instruction using the SEACO Alternate Curriculum and will be assessed using the CAPA or CMA instruments.</p> <p>The General Education teacher and the Specialist will work together on IEP goals through co-teaching specialized push-in and pull-out sessions of approximately 30 minutes duration, three times a week. Students will also participate in the Learning Center for 30 minutes per week of reading intervention. Students will be given 30 minutes of reading intervention 4-5x/week for 45 minutes daily. These students will also be given homework as well.</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>To ensure that the needs of the students are met, the IEP process is implemented and monitored if the following way:</p> <ul style="list-style-type: none"> • At the beginning of the school year, all IEPs are scheduled on a master calendar, per the IEP due dates provided by Welligent. Dates and notification requirements are monitored accordingly • All IEP team members receive a copy of the master calendar in order to plan accordingly • Parents are notified at least three weeks prior to meeting and given a reminder call the week of meeting. Teleconferencing is offered for parents who can not attend. An interpreter is available as needed • One week prior to meeting, the team will meet to discuss what actions shall take place at the meeting to meet the needs of the student. Team members include APEIS (or Administrative Designee), Teacher, RSP, and other participants such as Speech and Language Teacher, Occupational Therapist, School Psychologist, and Adapted Physical Education • During the meeting parents are notified of their rights and given "The IEP and YOU" pamphlet and "Parents Guide to Special Education Services." IEP meetings are held in room 27 to ensure confidentiality. A document reader is used to display the IEP on the screen • To ensure implementation of the IEP and next steps the MEETING AGENDA is closely followed and includes: <p>START UP</p>

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		<ul style="list-style-type: none"> • Welcome • Introductions • Outcomes • Overview/Time Constraints • Ground Rules • Decision Making Process • Rights <p><u>IEP DEVELOPMENT</u> Present Levels of Performance</p> <ul style="list-style-type: none"> • Cognitive • Communication • Health • Academics • Motor Functioning • Prevocational/Vocational • Social-Emotional/Socialization/Behavior • Self-Help <p>ELIGIBILITY RECOMMEND/ESTABLISHED GOALS & OBJECTIVES PLACEMENT & CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT SUPPORTS & SERVICES OFFER OF FAPE NEXT STEPS SIGNATURES</p>
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>Following are the procedures for the identification and assessment of students:</p> <ul style="list-style-type: none"> • When a student is not making adequate behavioral and/or academic progress with in-class interventions, the student is referred to the Student Success Team (SST). The teacher fills out the SST request form which includes: Reason for Request, Readiness, Reading, Written Language, Identify areas in which the student displays significant difficulties or functions significantly below the extended level in learning behaviors, social

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		<p>adjustment, processing</p> <ul style="list-style-type: none"> • The Language Appraisal Team (LAT) meets to consider language acquisition factors for English learners (ELs) prior to the referral for assessment • The teacher attaches work samples and a current report card. Student school history is reviewed. Intervention log checklist includes consultation with support staff and community agencies • During the meeting, a follow up SST meeting is scheduled to review what actions will take place. Follow-up actions will be detailed in a timeline which includes names of responsible individuals and dates • Procedures to ensure that all areas of suspected disability are addressed to determine if further assessment of student is needed will be planned and implemented • When a student is referred to be assessed for an IEP, an Assessment plan must be approved and signed by a parent/guardian. The plan details what areas will be tested such as speech, academics, health, vision, hearing, motor abilities, and social emotional status <p>An initial IEP meeting must be scheduled and met within 60 days of parent signature</p>
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>Refer to PSC section developed by instructional plan team.</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Refer to PSC section developed by instructional plan team.</p>
<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>Co-teaching and co-planning between general educators and special educators include scheduling student services such as speech, OT, PT, counseling and Resource services into the daily routine where it does not interfere with the core curriculum. A weekly Special Education Team meeting will be used to discuss planning, differentiation, mainstreaming and outcomes. Each service provider tracks services by logging into Welligent Tracker and documenting time and</p>

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		activity.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	Western Ave Elementary 5 th graders have a Transition IEP to transition services from elementary to middle school.
Federal requirement	Access to Extra-Curricular/Non academic activities:	To ensure access to extra-curricular/non-academic activities, all special day class students: <ul style="list-style-type: none"> • Spend 30% of their day mainstreaming with the general education population Are included in every non academic activity offered at Western Ave such as morning assemblies, physical education, art, dance, computer lab, field trips, after school sports, Holiday programs and special events with adult support when needed
Federal requirement	Providing Extended School Year	In order to ensure Extended School Year (ESY) programs and services in excess of the regular school year are provided for students receiving special education services, the following guidelines are in place: <ul style="list-style-type: none"> • ESY programs and services are determined by the IEP team using the District guidelines and will address individual student needs • The IEP teams use the Federal and State criteria as a guide to determine whether ESY is appropriate for the student to make reasonable progress on goals • IEP teams determine whether regression and recuperation will occur and during the summer break, using Welligent progress notes and date from previous, shorter breaks • Annual budget planning includes an allocation for personnel and resources to provide ESY services
Federal Court requirement	MCD Outcomes (to be woven among others)	Review narratives regarding MCD Outcomes 1, 2, 5, 6, 7, 10, and 11-18.

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All	Professional Development	<p>The Special Education teachers, School Psychologist, and Speech and Language Specialist are part of the collaborative planning in the summer with the general education team, included are the following activities:</p> <ul style="list-style-type: none"> • 4 days of New Teacher Training for all Special Ed K-5 teachers, in which the Instructional Guidelines are introduced, contextualized, practiced and planned • Site-based In-Service for staff to develop rapport, building communication pathways and learn about collaboration, strengths and weaknesses • Each Special Education teacher is expected to develop a PD for their staff on their role, accommodations and modification, positive behavior support and expectations of general education as part of the IEP team • All training is planned to ensure differentiated application of knowledge and skills and will explicitly address tiered instruction/intervention <p>All teachers and assistants participate in weekly PD workshops and presentations led by the school site team, and all Special Education staff attend monthly Special Education Collaborative meetings led by the Program Specialist</p>
Outcomes 6, 8, 16	Staffing/Operations	Please refer to PSC section B-8 a, b, and c regarding the staffing model and the recruitment and selection of teachers.
	Fiscal	N/A

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<p>Outcome 14</p>	<p>Parent Participation</p>	<p>The Special Education programs are embodied with frequent communication with parents and by creating the following ways for parents to meaningfully participate as a member of the IEP team:</p> <ul style="list-style-type: none"> • Parents are informed in their preferred communication mode. For example, parents who prefer or need communication in a language other than English will be provided with a translator for the following activities: scheduling IEPs, scheduling interviews for initial evaluations, and during all IEP meetings • Additionally, parents are offered documents in their first/native language from Welligent when available and will be given translation through the LAUSD Translation services upon request • All LAUSD procedures are in place which allow for parent concerns/complaints to be filed and to ensure responses are provided in a timely manner <p>School administration and the Instructional Team work to ensure that parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups.</p>

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Federal Requirement, District publications and forms are available for use	Search & Serve	Processes are developed to ensure: <ul style="list-style-type: none"> • Students with disabilities are identified upon enrollment. • Staff is aware of the Special Education procedures used by the school site. • An assessment process is available for students suspected of having a disability. • Appropriate publications and forms are maintained at the site. • Parent Support Information is available. 	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2	Intervention Programs	<ul style="list-style-type: none"> • Identifies process for determining student participation in intervention Programs. • Includes benchmark and progress monitoring tools. • Describes a multi-tiered approach to interventions, from core program to more intensive instruction. • Identifies programs to be used and purposes for the program. • Discusses progress monitoring and how it will inform instruction. 	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and does not fully describe an intervention 1- Plan does not describe an intervention process and lacks research-based elements.
Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	Prevention 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations.	4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident. 2-Need for structures are acknowledged,

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		<p>Intervention Tier 1 structures are in place to promote positive behavior effective academic support violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.</p>	<p>planning is incomplete. 1-No structures or planning is evident.</p>
Required for Planning	Description of Student Population	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities:</p> <ul style="list-style-type: none"> • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students. 	<p>4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.</p>
Outcome 2, 3, 4	Special Education Program Description	<ul style="list-style-type: none"> • Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress • Provides how a "Learning Center" will be used to support 	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, multi-levelled instruction, differentiation, and specific strategies for implementation 3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation 2- Plan lacks some elements in the description of the Special Education Programs which should</p>

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		student learning <ul style="list-style-type: none"> • Reflects the use of supplemental aids and supports to support student learning • Explains how and when students with disabilities will be integrated with their non-disabled peers 	include a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1- Plan does not describe the Special Education Programs
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	A process is planned ensuring: <ul style="list-style-type: none"> • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process. 	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ul style="list-style-type: none"> • A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure “all areas of suspected disability are addressed”. • Monitoring of referrals by ethnicity is planned. 	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes are acknowledged, planning is incomplete. 1-No planning is evident.

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

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Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> • Plan describing how students with support services will have those services provided. • Plan for monitoring the provision of services using the Welligent Tracking Log. 	<p>4 - Plan provides an explicit and thorough description of planning for students with support services.</p> <p>3 - Plan provides a strong description of planning for students with support services.</p> <p>2- Plan lacks either the service provision or monitoring element.</p> <p>1- Plan does not describe either service provision or monitoring.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<ul style="list-style-type: none"> • Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. • All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. • Students graduating with a diploma, certificate of completion, or aging out of the system will have a “Senior Inventory” and “Summary of Performance” on file in their records and will be provided with a copy for future reference. • Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older.</p> <p>1- Plan does not describe instructional planning for students with disabilities 14 and older.</p>

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Federal Requirement	Access to Extra-Curricular/Non-academic activities:	<p>Access to Extra-Curricular/Non-academic activities:</p> <ul style="list-style-type: none"> • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students' with disabilities have access to? • What additional activities will students have access to? 	<p>4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes are acknowledged, planning is incomplete. 1-No planning is evident.</p>
Federal Requirement	Providing Extended School Year	<ul style="list-style-type: none"> • There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. • There is a plan to ensure ESY programs and services in excess of the regular school year are provided. • Instructional programs are developed for the ESY period to address individual student needs. • Annual budget planning includes an allocation fro personnel and resources to provide ESY services. 	<p>4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2- The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is evident.</p>

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Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> • 1: Participation in Statewide Assessments, English Language Arts • 2: Participation in Statewide Assessments, Mathematics • 3: Graduation Rate • 4: Completion Rate • 5: Reduction of Suspension • 6: Least Restrictive Environment • 7A: Least Restrictive Environment, SLD, SLI, OHI • 7B: Least Restrictive Environment, MD, OI • 8: Home School • 9: Individual Transition Plan • 10: Timely Completion of Evaluations • 11: Complaint Response Time • 12: Informal Dispute Resolution • 13: Delivery of Special Education Services • 14: Parent Participation at IEP Meetings • 15: Timely Completion of IEP translations • 16: Qualified Special Education Teachers • 17: Behavioral Support Plans for students with Autism or Emotional Disturbance • 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance 	Woven Throughout

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All Outcomes	Professional Development	<p>Professional Development</p> <ul style="list-style-type: none"> • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address Tiered Instruction. 	<p>4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.</p>
Outcome 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. • Credential verification and monitoring processes are planned. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Clerical Support for compliance is planned. • A plan is developed for maintaining specialized equipment as needed. • A plan is available for providing for health protocols. 	<p>4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met 3-A process is described and some planning is evident to ensure staffing and operational needs are met. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.</p>
	Fiscal	<p>Charters</p> <ul style="list-style-type: none"> • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year “unaudited actuals of revenues and expenditures” (required end of year report) . 	<p>4-All four items are planned for. 3-Three items are planned for. 2-Two or fewer are planned for. 1-No planning is evident.</p>

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APPENDIX E

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