

## 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><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>Manhattan Place Elementary School will adhere to the Search and Serve Procedures outlined in the LAUSD Special Education Policies and Procedures Manual to identify children who have or are suspected of having a disability and needing special education and Related Services. These procedures are in compliance with the Modified Consent Decree and US federal law, The Individuals with Disabilities Education Act (IDEA). The procedures for Search and Serve will include families of children who are school age, below school age and also students in private schools as well.</p> <p>During the enrollment of a new student, parents are required to complete the District’s Student Enrollment Form, Section 10- Special Services Section. This section informs the school of the enrolling student’s special education history and the need to provide special education supports and services. If the parent responds with a “yes” in any area of Section 10, Office Personnel will promptly request information from parent and/or previous school regarding special services (e.g. copies of current or past Individual Education Plan (IEP) or section 504 plans, etc.)</p> <p>Special Education brochures, publications, forms, and parent support information will be displayed in the office for dissemination at all times (i.e. Are You Puzzled Brochure, Parent Resource Network Brochure, Parent’s Guide to Special Education Services, Student Information Questionnaire Complaint Response Unit/Parent Resource Network). These brochures are available in different Languages.</p> <p>Professional development will be provided at the beginning of the school year to detail the procedures for referring students who may require special education services. This professional development will include the following: Review of the Special Education Request Form; procedures for requesting screening for related services, steps to identify students who may need special services.</p>
<p><b>Outcome 2</b></p>	<p><b>Intervention Programs</b></p>	<p>Manhattan Place ES will utilize the Response To Intervention (Rti<sup>2</sup>) framework to establish a process of providing increased levels of instructional time and intensity whereby the needs of all learners are identified. Students are supported early, and effectively, and high performing students have access to accelerate in learning. A three-tiered approach to intervention will be utilized to support the academic needs of all learners.</p>

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		<ul style="list-style-type: none"> <li>• Tier 1 Interventions- Student intervention at Tier I will be provided to meet the needs of a student who is not readily accessing the core curriculum for either social/emotional and/or academic reasons. These students will be identified for Tier 1 supports based upon ongoing Benchmark and Progress Monitoring tools (i.e. Dynamic Indicators of Basic Early Literacy (DIBELS) assessments, Voyager assessments, Periodic assessments, Running Records, portfolios), teacher observations and authentic student work samples. Students who are identified at an intensive and/or strategic level in reading and math will receive Tier I supports in the classroom. Ongoing progress monitoring will be utilized to monitor progress or to detect students that will receive the next level of supports.</li>   <li>• Tier 2 Interventions- Tier 2 interventions will include the set of strategic interventions for targeted groups of students who have experienced academic setbacks and need accelerated interventions and support to access the core curriculum. Students who need a Tier 2 intervention will be given additional individualized, intensive small group instruction in the learning center or in the Intervention lab. The Resource Specialist teacher will utilize both the push-in and pull-out model to provide intensive one on one instruction. This instruction will be dictated by the needs of the students, determined by their IEPs so they can receive maximum instruction in the Least Restrictive Environment. These Resource Program students as well as other students identified as intervention students in grades two through five will receive an additional forty-five minute block of instruction using the Voyager Program. Progress monitoring and benchmark assessments will be used to evaluate the growth of the students so adjustments can be made as needed. The Learning Center and the Intervention Lab will be utilized to support students in both language arts and math. Additionally, Tier 2 students will also have the opportunity to participate in the after school tutoring and Saturday intervention classes when offered.</li>   <li>• Tier 3 Interventions- Tier 3 also known as “Intensive Instruction” will be for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused and designed to accelerate progress. Students that will benefit from Tier 3 Intervention support in language arts will be provided instruction with the Language Program/ Voyager as determined by data driven assessments. Continual monitoring and</li> </ul>

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		<p>adjustments will be made within these tiers as needed. These intervention strategies proven successful will greatly increase the reading and writing abilities of students. Identification for the Language Program will be based on CST, CMA, CAPA scores, DIBELS, District, Authentic assessments and/or CELDT scores.</p>
<p><b>Outcomes 5, 17 and 18 LAUSD Board Policy</b></p>	<p><b>Discipline Foundations Plan and Behavior Support</b></p>	<p>Manhattan Place Elementary ES utilizes the district adopted program, Safe and Civil Schools. They will also implement the following different programs into the school day:</p> <p>Prevention: The common areas will have signs posted listing 3-6 positively stated behavioral expectations. Some of the common areas are: hallways, playground, cafeteria, restrooms and office. The students will receive explanations and examples of how these behaviors look and then will be reminded of these common area expectations when the need arises. There will be several assemblies during the school year to demonstrate and teach students these expectations, the first being at the beginning of the school year. Staff development meetings will be held for everyone including paraprofessionals and yard supervisors on how these expectations are to be implemented. When a student fails follow one or more of these expectations, the teacher or adult will remind and demonstrate for them what the behavior should be for that location and/or situation.</p> <p>Interventions: There are three tiers to the Behavior Support pyramid of RtI<sup>2</sup>. Tier 1 begins with instruction in a positively reinforce program utilizing Second Step activities to model appropriate behavior for students both inside and outside of school. The second Step program will be used by staff to model these behaviors. This program along with trained personnel will teach students exemplary school behavior and additionally how to become excellent citizens in the community.</p> <p>Tier 2 will utilize the structures from the Safe and Civil Schools program. Behavior Support Plans (BSP) will be implemented or created depending on the individual need of students. All teachers will be made aware of the student’s BSPs and are educated on how they are implemented. The teachers and faculty of the school will also utilize the Safe and Civil models, to ensure that all students who have difficulty following the school rules are taught and encouraged to abide by them.</p>

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		<p>Tier 3 procedures will only be implemented for the students who are having the greatest difficulty in following the existing intervention rules that have been put in place at Manhattan Place ES. Students who fall into this category and have gone through tiers one and two, but are still experiencing difficulties, will then have their challenges addressed. These students referred to the COST Team, have a Student Success Team meeting (SST), or additional follow-up SST meetings. A Functional Behavioral Assessment or a Functional Analysis Assessment may be conducted in order to identify what antecedent is causing the behavior(s) to escalate. These procedures may lead to a Behavior Intervention Plan or just an adjustment of their existing Behavior Support Plan.</p>
<p><b>Necessary for Planning, will be provided</b></p>	<p><b>Description of Student Population</b></p>	<p>Approximately 90 students are enrolled in the Special Education Program at Manhattan Elementary. Of the total number of students enrolled in the Special Education Program approximately 80% of the students are mainstreamed into the general Education curriculum.</p> <p>24 students are enrolled in the Resource Program (RSP). Students in the Resource program receive instruction in the General Education Classroom with Grade Level Standards Based Curriculum with Accommodations and Modifications using the push-in and pull out model.</p> <p>34 students are enrolled in the Specific Learning Disability (SLD) Special Day Program (SDP), and receive grade Level Standards Based Curriculum instruction with Accommodations and Modifications as specified in their IEPs.</p> <p>28 students in the developmentally Delayed (DD) program, receive grade level instruction using the DRP curriculum for Pre-School.</p>
<p><b>Outcome 2</b></p>	<p><b>Special Education Program Description</b></p>	<p>Highly qualified special education teachers provide instruction to all special Ed. classes. To ensure Equity and Access, each of the following programs promote Inclusion in the Least Restrictive Environment (LRE) based on the student’s IEP. Supports for program development in the student’s instructional setting includes: co-teaching, modeling, push-in/pullout model and small group instruction. Indirect Supports include. But are not limited to, curricular modifications, co-planning, and collaboration with general education teachers, IEP preparation and observations, technical supports, adaptive technology and use of computers.</p>

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		<p>General Education/Resource Program Support (RSP): provides grade level core curriculum instruction and services for students with disabilities who are assigned to general education classrooms.</p> <p>Specific Learning Disability (SLD) Special Day Program (SDP): provides a program that serves students with mild to moderate disabilities with similar and more intensive educational needs. Students are placed in this program when an IEP team determines that education in general education classes with the use of supplementary aids and services, including curriculum modification and behavioral support, cannot be achieved satisfactorily. Students receive grade level core curriculum instruction with accommodations and modifications to assist with accessing the core curriculum.</p> <p>Pre- School Mixed Class (PSM) Special Day Program (SDP): provides services to students with Developmentally Delayed (DD) to severe disabilities. Students are placed in this program when an IEP team determines that their progress in a general education program may be impacted due to the disability. It has been determined by the IEP team that these students are not making age appropriate progress developmentally when compared to other students at the same age level. The needs of the students have been defined through the IEP and a placement in a special day preschool program has been identified. The Desired Result Profile (DRP) standard based curriculum for general Ed. Pre-school is used for instruction, and if specified in the IEP, accommodations and modifications as determined in the students IEPs are used to support the needs of the students.</p>
<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p>Manhattan Place Elementary School will develop IEPs according to Los Angeles Unified School District guidelines and timelines.</p> <p>Following the referral, the student’s need for evaluation of special education services from the Student Success Team (SST), an assessment plan will be generated and sent home for parent/guardian (s) signature. Upon receipt of the signed assessment plan from the Parent/guardian, responsible assessors will be notified. It is at that time the sixty day time line will be implemented.</p> <p>When the assessments are completed, the first priority is to schedule the IEP meeting at the convenience of the parent(s)/guardian(s). Telephone conferencing may be held if the</p>

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		<p>parent(s)/guardian(s) are unable to attend the meeting in person. Parent(s)/ guardian(s) will be provided the appropriate District publications: the Parent’s Guide to Special Education Services (including Procedural Rights and Safeguards), The IEP and You in the parent’s/ guardian(s) primary language. An interpreter will be provided at no cost to the parent(s) / guardian(s) if requested by the parent/ guardian (s). At the request of the parent(s)/ guardian(s), a translated copy will be provided in a timely manner.</p> <p>Parent meeting Notification will be sent home ten days prior to the IEP meeting. Efforts are made to involve parent/guardian(s) in the IEP meeting. A secure meeting area will be provided to ensure confidentiality. At the end of the IEP meeting, the IEP will be locked in the welligent system and parent(s)/ guardian(s) will sign if he/she agrees with the decision of the IEP team, and a copy will be provided to the parent(s)/guardian(s). It is then, that appropriate copies of the goal pages, offer of Free and Appropriate Public Education (FAPE), Behavior Support Plan (BSP) if applicable and Present Level of Performance (PLP) pages will be distributed to all necessary teachers and support staff.</p> <p>It should also be noted, that a parent/guardian (s) has a right to agree/ disagree with the IEP team decision. If a parent disagrees, the responsible administrator will follow the necessary District guidelines on the “Procedural Safeguards to Resolve Disagreement over what is appropriate for the child.”</p> <p>The district’s computerized Welligent tracking system will be used to monitor IEP dates for services and to adhere to timely completion of all iep’s (annuals, three year evaluations, amendments, 30 days and initials).</p> <p>Student progress will be monitored every five weeks to correspond with the school site progress-reporting period and to ensure that the IEP goals are being met. If a parent or teacher has concerns that the student is not making academic progress, the parent(s)/guardian(s) or the teacher may request an IEP meeting. The request will be presented to the Assistant principal, Instructional Educational Specialist APEIS. During the parent conference period a Report of progress based on the</p>

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		IEP goals and objectives will be given to the parent(s)/guardian(s).
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<p>The initial step in identifying students with special needs is a collaborative effort. Teachers, parent(s)/guardian(s) and administrators meet to identify academic concerns and provide additional supports at home and in the classroom. Teachers access My Data for history related to test results, attendance behavior, etc.</p> <p>When a teacher suspects that a student in his/her classroom might have academic/behavior challenges a referral is completed for further evaluation. A Coordinated of Services Team (COST) Form detailing areas of student’s academic/behavioral needs is completed. The COST team will meet and discuss all supports and services as deemed necessary. The COST team will determine if there if intensive academic/counseling intervention support is required.</p> <p>In addition, a Student Success Team (SST) referral could be completed at that time by the teacher. After the completion of an SST form, the team will meet on a scheduled date to discuss the student’s needs. Follow-up SSTs are held to monitor progress of interventions provided or to make a recommendation for Special Ed. Evaluation. If Special Education is recommended, there are basic steps in the special education process that will be followed: Referral for Assessment, Assessment, Development and Implementation of an IEP and IEP Review/Meeting.</p> <p>The SST team decides whether the delay is due to language acquisition or if it has to do with attendance, homelessness, lack of instruction, or any other factors that would impede the child’s learning. All of these factors are addressed prior to considering a referral for assessment. All areas of suspected disability are checked on the assessment plan so that all areas of need are addressed and properly assessed.</p>



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<p><b>Outcome 2</b></p>	<p><b>Instructional Plan for students using grade level standards</b></p>	<p>All students with the exception of those who are on the alternate curriculum will be instructed in their appropriate grade level using the district adopted curriculum that focuses on the California Core Standards. The students will be instructed in the core curriculum using differentiated instruction with the accommodations as stipulated in their IEPs. The students will be given the district assessments and either the CST/CMA as outlined in their IEP. A CELDT pre-test will be administered to second language learners that are not yet reclassified. English Language development (ELD) will be monitored consistently. English Learners (ELD levels 1-4, or ESL 1-2) are placed in a Structured English Emergence programs. The SEI program provide instruction in English, including: content based ELD, Primary Language support, Specially Designed Academic Instruction (SDAI) in English for access to grade level content. English Learners are grouped by their English proficiency levels for daily ELD/ESL instruction. EL with reasonable fluency in English ELD level 5 are placed in the mainstream program.</p> <p>The Curriculum and instructional program will embody clear expectations for improving student outcomes for all students –regardless of prior proficiency level or demographics. Instruction will be guided and modified set by nationally accepted grade level benchmarks and as established by Common Core Standards.</p> <p>Meeting and exceeding state and federal accountability targets will be a priority. Instruction will be data driven using information gathered from reading, writing, and mathematic assessments, both formative and summative. These assessments will be used to differentiate and modify instruction, monitor student progress, and determine the effectiveness of the instructional program.</p> <p>Curriculum and instruction will be designed to provide strong foundational academic and study skills, including mastery of standards tested on the California Standards Tests (CST)/California Modified Assessment CMA and new national K-12 Core Standards.</p> <p>Instruction will foster grade level reading with engagement and skill. Students will write in three common core areas: narrative, argumentative, and expository. Mathematics will be designed with heavy emphasis on number sense, fractions, and decimals. Multiplication, division, and basic facts</p>

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		<p>will promote algebra preparedness. Instruction will be guided by student strengths and weakness, thereby meeting learning needs and measuring instructional program effectiveness.</p> <p>Teachers will collaborate on a weekly/bi-weekly basis to plan lessons that are data driven. Pre-assessments are used to determine the level of Interventions. Instruction will be given based on the district’s adopted Language Arts/Mathematics programs, Treasures/Scotts Foresman assessments, authentic assessments, teacher made test and the district blueprints of upcoming assessments. The teachers will plan their lessons using the power standards in order to address the most vital components of the standards to ensure that all students are given equal access to the core curriculum. The curriculum will be broken down using the accommodations that are stated in the students’ IEPs and making sure that students have a good understanding of the lessons and are able to demonstrate what they have learned. Teachers will utilize the accommodations/modification as stated in the IEPs when planning for instructions.</p> <p>When classrooms include multi-grade levels the teacher will compare the standards and see how they align with one another across grade levels. The teacher will make sure that they are addressing all of the standards. When the same standard is to be taught for more than one grade level, then a lesson will be taught across the grade levels at the same time.</p> <p>The teachers will work collaboratively when students are to be mainstreamed in the General Ed. Setting. The curriculum will be broken down using the accommodations that are stated in their IEPs to ensure that students have better understanding of the lessons and are able to show what they have learned.</p> <p>Teachers will utilize pre-tests, My Data, and Periodic Assessment results to group their students accordingly for the lessons. Students will work in collaborative groups if the lesson lends itself to it. The teacher will frequently check for students’ understanding of the subject matter.</p>
<p><b>Outcome 7A, 7B</b></p>	<p><b>Instructional Plan for students using Alternate Standards</b></p>	<p>Alternate standards will be utilized for the students that have alternate curriculum specified in their IEPs. The students that are on an alternate curriculum will be instructed using modifications/accommodations so they are able to fully maximize their learning and be able to reach their full potential.</p>

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		<p>Teachers that are using the alternate curriculum will plan with their colleagues so that they can adapt the lessons to the needs of their students. These teachers will utilize the results from informal assessments and observation to enable them to plan accordingly for their students. The lessons will be broken down into smaller parts and adapted to the students needs so they can be successful. The students will be instructed using hands on lessons to the maximum extent possible. If appropriate, students will also be instructed using different accommodation/modifications as stated in their IEPs which might include calculators, smart boards, document readers, computer software and, manipulative and low incident equipment that enhances the student’s understanding of the lessons.</p> <p>Special Day class students will be mainstreamed with their general education Peers as deemed appropriate in their IEPs in order that they have the interaction of the general population. The students will participate in programs, field trips, school sponsored activities, and any other functions at the school site that is available.</p>
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<p>Support services will be provided to students as stated in their IEPs. The service providers will be given schedules for the classes of the students who will receive services as stated in their IEPs. The service providers will be required to track and document the minutes services were provided to the students in Welligent system in order to document evidence of the services provided. The service providers will also be notified through Welligent or the Los Angeles unified school email when an IEP for the students they are providing services for is scheduled. This is to ensure they are active participants in the IEP process. A copy of the Master schedule for up-coming iep's will be made available for the teachers and service providers.</p>
<b>Outcome 9 (for programs with students 14 and older)</b>	<b>Transition Planning Strategies</b>	<p>Not applicable to Manhattan Place Elementary School (Kindergarten – 5<sup>th</sup> grade)</p>

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<p><b>Federal requirement</b></p>	<p><b>Access to Extra-Curricular/Non academic activities:</b></p>	<p>Students will have access to all school related activities before school, during recess, lunch, after regular school, weekends, holidays and summer vacations.</p> <p>Social interactions are encouraged to support students’ social and emotional growth while participating in all extracurricular activities.</p> <p>Accommodations will be made to support students with IEPs encouraging inclusion for increased participation in all school based activities both academic/ non-academic. Students will have access to accommodations and/or modifications they need to access all school and extracurricular activities (e.g. lunch, nutrition, clubs, field trips, computer labs, and after-school activities). These supports will fall into three main categories: access to the environment (e.g., early dismissal to allow time to get to lunch), personnel (e.g. paraprofessional, peer buddy), and equipment (e.g. use of calculator, computer, and wheel chairs etc.). The appropriate personnel will be identified to be responsible for providing these supports, (e.g., special education teacher, general education teacher or paraprofessional, yard aide, or peer buddy).</p>
<p><b>Federal requirement</b></p>	<p><b>Providing Extended School Year</b></p>	<p>The IEP team will reference the district guidelines in regards to the provision of the Extended School Year for qualified students with special needs. The team will consider recoupment of the academic skills gained over the school year as to regression occurring, and identify the students that will benefit from the Extended School Year (ESY). Proper Extended School year (ESY) documentation will be completed by parents/guardian (s) and responsible staff prior to enrollment.</p> <p>The Designated Instructional Services (DIS) services that are to be provided during the Extended School Year (ESY) will also be outlined on the correct forms in order that interruption of services shall not occur. The district will provide remediation curriculum for students who attend Extended School Year highlighting their goals.</p> <p>If ESY is not available at West Athens ES, the parents/guardians will be informed of the Extended School Year location. If the IEP team recommends transportation for ESY then the parent will be provided with the appropriate information about the pick- up and drop- off locations and times.</p>

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<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	<p>West Athens Elementary School will adhere to the following guidelines;</p> <ul style="list-style-type: none"> <li>• Modified Consent Decree (MCD) Report often and check for compliance among the outcomes.</li> <li>• Implementation of LAUSD’s Special Education Policies and Procedures manuals</li> <li>• Principal’s Checklist to ensure stabilization of the Special Education Process completed by the committee.</li>   <li>• Use of Welligent Master Calendar and Student Information System ( SIS) to schedule/distribute IEP meeting calendar to Special Education Staff</li> <li>• The completion of all IEPs within 60 days after receipt of written request for assessment</li>   <li>• Assistant Principal, EIS will schedule IEPs to be completed a month in advance of due date (MCD 10)</li>   <li>• Use formal and informal student assessments</li>   <li>• RSP teachers to complete resource log in a timely manner (within three days of service provided)</li>   <li>• A Behavior Intervention Case Manager (BICM) trained staff member on site at West Athens ES at all times</li> </ul>
<b>All</b>	<b>Professional Development</b>	<p>Professional development has been planned so that all teachers, general and special education are able to develop a culture of collaboration and work together to plan their lessons. Professional development will enrich the lessons that the teachers present and will address all three tiers of RtI<sup>2</sup>.</p> <p>The teachers will be given many opportunities to observe other teachers and collaborate so that they can develop ways to meet the needs of all students, with or without an IEP. The teachers will be able to discuss strategies, plan implementation, and collaborate on how to address the needs of every student in their classroom.</p>

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<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	<p>The teachers at Manhattan Place are highly qualified and hold the appropriate credentials to teach their assigned class. The district will confirm that all new teachers hold the appropriate credentials for their position.</p> <p>The classes will be balanced according to the federal service norms and will be staffed by appropriate personnel along with a baseline assistant.</p> <p>Students who have specialized equipment will have a required location to keep their equipment when not in use and it will be placed in that secure location to ensure that it is not damaged in any way.</p> <p>If a student has any health issues, the school nurse and all appropriate personnel will be notified in writing as to what precautions need to be taken, and what to do in case of an emergency. If any personnel need to be trained for handling certain medical situations then that will be done immediately upon enrollment of the student to ensure their safety.</p>
	<b>Fiscal</b>	<p>Funds in Program 2817 are allocated primarily to provide substitute coverage for special education and general education teachers to attend IEP meetings. This fund can also be utilized to manage and organize clerical activities for special education compliance.</p>
<b>Outcome 14</b>	<b>Parent Participation</b>	<p>IEP Notifications will be sent to parents/ guardians in their primary language 10 days prior to IEP meetings. Parents/guardians will be given the opportunity to reschedule IEPs if IEP dates are not convenient for the parents/guardians. At the beginning of the school year, parents/guardians will receive the Parent Request for Reasonable Accommodations form to list possible accommodations (i.e. interpreters, or Braille copies of the IEP document) to support parent in accessing the IEP.</p> <p>The parent(s)/guardian(s) of a child with a disability are expected to be equal participants along with school personnel, in developing, reviewing, and revising the IEP for their child. This is an active role in which the parent(s)/guardian(s) do the following:</p>

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		<p>(1) provide critical information regarding the strengths of their child and express concerns for enhancing the education of their child;</p> <p>(2) participate in discussions about the child’s need for special education and related services and supplementary aids and services; and</p> <p>(3) join with the other participants in deciding how the child will be involved and progress in the general education curriculum, participate in state and district-wide assessments, and what services the agency will provide to the child and in what setting.</p> <p>Parents/guardians will receive a calendar of all Special Education Parent Trainings, Conferences and Leadership Meetings on a monthly basis.</p> <p>If parent(s)/guardian(s) request an IEP to address concerns for their child’s special education program, an IEP will be scheduled within 30 days to address parent’s/ guardian’s concerns.</p> <p>All parents/ guardians will be given the opportunity to participate in leadership opportunities that are available at the school site. They will be invited to join the parent center, attend school meetings for parents, and to socialize with the school community. The parents/guardians will also be informed of different trainings and meetings that are happening at the district and state levels so they can become knowledgeable about their child’s disability. Parents of students with special needs are encouraged to volunteer and participate in different school site activities so they are able to see how their children are being encouraged to grow and are included in the daily routines of the school.</p>

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<b>Federal Requirement, District publications and forms are available for use</b>	<b>Search &amp; Serve</b>	Processes are developed to ensure: <ul style="list-style-type: none"> <li>• Students with disabilities are identified upon enrollment.</li> <li>• Staff is aware of the Special Education procedures used by the school site.</li> <li>• An assessment process is available for students suspected of having a disability.</li> <li>• Appropriate publications and forms are maintained at the site.</li> <li>• Parent Support Information is available.</li> </ul>	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
<b>Outcome 2</b>	<b>Intervention Programs</b>	<ul style="list-style-type: none"> <li>• Identifies process for determining student participation in intervention Programs.</li> <li>• Includes benchmark and progress monitoring tools.</li> <li>• Describes a multi-tiered approach to interventions, from core program to more intensive instruction.</li> <li>• Identifies programs to be used and purposes for the program.</li> <li>• Discusses progress monitoring and how it will inform instruction.</li> </ul>	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and does not fully describe an intervention 1- Plan does not describe an intervention process and lacks research-based elements.
<b>Outcome 5, 17, 18</b>	<b>Discipline Foundations Plan and Behavior Support</b>	<b>Prevention</b> 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations.	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><b>Intervention</b> Tier 1 structures are in place to promote positive behavior, effective academic support; violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is 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>
<b>Required for Planning</b>	<b>Description of Student Population</b>	<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"> <li>• The number of students is known.</li> <li>• The disabilities of students are identified.</li> <li>• School organization is planned to meet the needs of these students.</li> </ul>	<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>
<b>Outcome 2, 3, 4</b>	<b>Special Education Program Description</b>	<ul style="list-style-type: none"> <li>• Describes least restrictive environment continuum of placement options for this school based on student eligibilities</li> <li>• Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum</li> <li>• Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching,</li> <li>• Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress</li> <li>• Provides how a “Learning Center” will be used to support</li> </ul>	<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, multi-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"> <li>• Reflects the use of supplemental aids and supports to support student learning</li> <li>• Explains how and when students with disabilities will be integrated with their non-disabled peers</li> </ul>	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
<b>Outcomes 8, 10, 13, 14, 15</b>	<b>IEP Process: Implementation and Monitoring</b>	A process is planned ensuring: <ul style="list-style-type: none"> <li>• There are procedures to monitor IEP meeting dates and notification requirements.</li> <li>• There is an internal communication system planned for team member’s pre/post IEP Meeting.</li> <li>• There are follow up mechanisms to ensure implementation of the IEP.</li> <li>• Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing.</li> <li>• Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.</li> </ul>	4-All five elements are met; organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<ul style="list-style-type: none"> <li>• A systematic intervention plan has been developed.</li> <li>• A systematic and uniformly applied referral procedure is planned.</li> <li>• Language acquisition and exclusionary factors are addressed prior to the referral for assessment.</li> <li>• Procedures are planned to ensure “all areas of suspected disability are addressed”.</li> <li>• Monitoring of referrals by ethnicity is planned.</li> </ul>	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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<b>Outcome 2, 3, 4</b>	<b>Instructional Plan for students using grade level standards</b>	<ul style="list-style-type: none"> <li>• Discusses the use of grade level materials</li> <li>• Provides a description of backward planning, using assessments and standards</li> <li>• Illustrates how accommodations will be used and what modifications can be used for students in core curriculum</li> <li>• Explains planning for multi-grade levels</li> <li>• Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment.</li> </ul>	<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>
<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	<ul style="list-style-type: none"> <li>• Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes.</li> <li>• Provides a description of backward planning, using curriculum based, informal assessments and alternate standards.</li> <li>• Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum</li> <li>• Explains how students in multi-age groups will be taught.</li> <li>• Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment.</li> </ul>	<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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<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<ul style="list-style-type: none"> <li>• Plan describing how students with support services will have those services provided.</li> <li>• Plan for monitoring the provision of services using the Welligent Tracking Log.</li> </ul>	<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>
<b>Outcome 9 (for programs with students 14 and older)</b>	<b>Transition Planning Strategies</b>	<ul style="list-style-type: none"> <li>• Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills.</li> <li>• All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday.</li> <li>• Students graduating with a diploma, certificate of completion, or aging out of the system will have a “Senior Inventory” and “Summary of Performance” on file in their records and will be provided with a copy for future reference.</li> <li>• Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.</li> </ul>	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older.</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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<b>Federal Requirement</b>	<b>Access to Extra-Curricular/Non-academic activities:</b>	<p><b>Access to Extra-Curricular/Non-academic activities:</b></p> <ul style="list-style-type: none"> <li>• How will students participate in Nonacademic/Extracurricular activities?</li> <li>• How will accommodations be provided for students to participate in these activities?</li> <li>• How will Students participation in General education elective classes be accomplished?</li> <li>• What extra curricular e.g. clubs, teams will students' with disabilities have access to?</li> <li>• What additional activities will students have access to?</li> </ul>	<p>4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities.                      3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities.                      2- The need for processes are acknowledged, planning is incomplete.                      1-No planning is evident.</p>
<b>Federal Requirement</b>	<b>Providing Extended School Year</b>	<ul style="list-style-type: none"> <li>• There is a plan to guide IEP Teams in determining when Extended School Year is appropriate.</li> <li>• There is a plan to ensure ESY programs and services in excess of the regular school year are provided.</li> <li>• Instructional programs are developed for the ESY period to address individual student needs.</li> <li>• Annual budget planning includes an allocation fro personnel and resources to provide ESY services.</li> </ul>	<p>4-Clear planning is evident to ensure students have access to Extended School Year services.                      3-Some planning is evident to ensure students have access to Extended School Year services.                      2- The need for an Extended School Year plan is acknowledged, planning is incomplete.                      1-No planning is evident.</p>

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

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

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