



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Required Curriculum and Assessment for Students Participating on the Alternate Curriculum

NUMBER: BUL-6049.2

ISSUER: Sharyn Howell, Associate Superintendent
Division of Special Education

DATE: November 9, 2015

ROUTING
 All Schools
 Local District Superintendents
 Instructional Directors
 Special Education Service
 Center Administrators
 School Administrators
 Special Education Teachers

POLICY: The purpose of this Bulletin is to inform school site administrators and special education teachers of required curriculum and assessments for students with disabilities participating on the alternate curriculum.

MAJOR CHANGES: This bulletin replaces BUL-6049.1, dated May 6, 2013, and:

- Addresses required grade bands for alternate curriculum programs
- Addresses use of *Unique Learning System* for students with moderate to severe disabilities participating in general education core programs
- Addresses use of *Unique Learning System* in vocational programs for students aged 18-22 on the alternate curriculum
- Requires a yearly update in *Unique Learning System* profiles

BACKGROUND: The type of curriculum (alternate or general curriculum) must be decided for each student by Individualized Education Program (IEP) teams based on assessment data that is reflected in the present level of performance section of the IEP. Since the 2013-2014 school year, special day program teachers for students participating on the alternate curriculum have been required to use the *Unique Learning System* curriculum. *Unique Learning System* is a research-based English language arts, math, science, and social studies curriculum and is specifically designed for students with moderate to severe disabilities who are participating on the alternate curriculum. *Unique Learning System* is a curriculum featuring integrated, monthly thematic units that are aligned to Common Core State Standards (CCSS). Each unit contains 30 lesson plans and corresponding support activities and materials that teachers download for instructional planning and delivery. Unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with moderate to severe disabilities. *Unique Learning System* provides assessments and lessons for students in K-12 and vocational programs.

- I. K-12 Alternate Curriculum Programs
 - A. *Unique Learning System* utilizes different grade bands to ensure age-appropriate instructional materials for students. These grade bands are:
 - a. Elementary (K-2)
 - b. Intermediate (3-5)
 - c. Middle School (6-8)
 - d. High School (9-12)
 - e. Transition (CATS, CTC, Project SEARCH, other post-secondary vocational programs for students on the alternate curriculum)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

BACKGROUND (Cont.):

B. Students must receive instruction based on their grade level. Teachers can add supports or modifications as needed. Using out-of-grade level materials is not age appropriate.

C. *Unique Learning System's* vocational assessments and lessons should be used in conjunction with Community-Based Instruction. Please see BUL-4438.0: "Liability for Special Education Staff Supporting Community Based Instruction (CBI) Activities."

II. Students with Moderate to Severe Disabilities Participating in General Education

Teachers should continue to provide modifications/adaptations for students participating in core general education programs as outlined in the IEP. *Unique Learning System* has lessons that address Common Core standards and it is recommended to be used to support curriculum. Additionally, *Unique Learning System* has a library with a searchable collection of over 1,000 books available for classrooms. *Unique Learning System* also gives teachers access to *SymbolStix*, a web-based, symbol search engine with 26,000+ symbols for use in development of modifications and adaptations.

III. Students Ages 18-22 in Alternate Curriculum Programs

Various components of *Unique Learning System's* transition band (e.g. vocational assessments, social/life/work skills lessons) are beneficial for developing independence and employability and should be considered when appropriate for all students 18-22 as part of an overall vocational program.

IV. Students Identified as English Learners (ELs)

For students who have been identified as English learners (ELs), the *Oxford Picture Dictionary: Content Areas for Kids* and the *Oxford Picture Dictionary* are part of the additional required curricula for elementary and secondary English Learner students with disabilities.

GUIDELINES:

I. Required Unique Learning System Components

A. *Unique Learning System* is a required component of daily instruction in every K-12 alternate curriculum classroom. Daily lesson plans must indicate the use of *Unique Learning System* for a significant portion of the instructional day.

B. Within the first month of the school year or upon new student enrollment, teachers must complete a "Profile" for each of their students. A "Profile" is an initial assessment that provides teachers, DIS/support staff, administrators, and IEP teams a detailed summary of student skills and suggested instructional strategies. This profile must be updated annually to account for changing student strengths and needs. Additionally, high school teachers will complete a transition profile that addresses the areas of employability, daily living, community, personal living, and lifelong learning. These results can be used in development of the Individualized Transition Plan.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

GUIDELINES (Cont.):

- C. Starting the second month of the school year and every month thereafter, teachers must complete unit “Checkpoints” or “Level 1 Checkpoints.” These “Checkpoints” are administered as pre- and post- assessments. The assessment version selected for the pre-test must correspond with each post-test in order to ensure the reliability of the assessment data. Teachers are to use the monthly “Checkpoint” that has been determined by the profile they have completed for each student.
- D. *Unique Learning System*, along with supplementary instructional materials and assessments, generates formative, curriculum-based assessment data that informs and guides teachers’ instruction. *Unique Learning System* assessment data also assists IEP teams in developing comprehensive present levels of performance and related goals through the process of data analysis and decision-making.

Note: The *Unique Learning System* curriculum is designed for students with moderate to severe disabilities; however, the instructional curriculum and corresponding assessments may require additional adaptations or modifications for some learners. Teachers should continue to modify the curriculum so that it is accessible for each student in their class while continuing to use age appropriate lessons and assessments.

II. In Person *Unique Learning System* Training for Teachers

Ongoing in-person training for *Unique Learning System* will be provided throughout the District. This is a required training for all special day program alternate curriculum teachers. Please visit the Learning Zone to sign up for the training titled, “*Unique Learning System/Supplemental Curriculum.*”

III. Online *Unique Learning System* Training and Observation Checklist

- A. Online training is designed to support teachers with specific elements within *Unique Learning System*. Online training should not be considered a replacement for an in person training.

Online Trainings are available on the Learning Zone for *Unique Learning System*:

- “*Unique Learning System*: How to Complete Student Profiles”
- “*Unique Learning System*: How to Complete Monthly Checkpoints”
- “*Unique Learning System*: How to Access Unique Lesson Plans”

- B. The *Unique Learning System* observation checklist is designed to assist administrators in ensuring that essential classroom elements are in place for students participating on the alternate curriculum (Attachment A). In addition to the checklist, there is training available on the Learning Zone that will provide an overview of *Unique Learning System* for administrators. This training covers important components of the *Unique Learning System* including monitoring teacher use and generating reports of student and classroom progress. The training is titled, “*Unique Learning System: An Administrative Overview.*”



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

GUIDELINES (Cont.):

- C. Enrollment Directions:
1. Go online to the Learning Zone at <https://lz.lausd.net>;
 2. Log in using your single sign-on username and password (the same sign-on you use for District email);
 3. Click on the “Courses” tab;
 4. Click on the “Course Catalog” link;
 5. In the “Program” drop-down menu, select “Special Education”;
 6. In the “Keyword” field type “Unique”;
 7. Click on “Search”;
 8. Click on the name of the desired training;
 10. Click on the “Enroll Now” button;
 11. Click “OK” to confirm your enrollment;
 12. Click “OK” again and close the existing active screen;
 13. Check your LAUSD e-mail account for confirmation of enrollment.

Charter School Teachers and Administrators:

All charter school teachers and administrators may obtain a single sign-on for gaining access to the Learning Zone and/or Welligent via the EZ-Access Request System for (see Attachment B).

Note: Charter School Teachers may attend in-person training; however, a *Unique Learning System* license will not be provided.

IV. Required English Language Development (ELD) Curriculum

- A. The *Oxford Picture Dictionary: Content Areas for Kids* is the required additional ELD curriculum for elementary students who are ELs. The required additional curriculum for secondary students who are ELs is the *Oxford Picture Dictionary*.
- B. Elementary ELs with disabilities who participate on the alternate curriculum must receive at least 45 minutes of daily ELD instruction using the *Oxford Picture Dictionary: Content Areas for Kids*. Instruction must be developed in conjunction with current ELD goals as written in students’ IEPs.
- C. Secondary ELs with disabilities on the alternate curriculum must receive at least 45 minutes of daily ELD instruction using the *Oxford Picture Dictionary*. ELD instruction must be developed in conjunction with current ELD goals as written in students’ IEPs.

ATTACHMENTS: Attachment A: *Unique Learning System* Classroom Observation Checklist
Attachment B: Instructions and Information About Welligent EZ Access



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

RELATED RESOURCES:

- REF-4160.0: “Course Codes for High School Students with Disabilities Participating in the District Alternate Curriculum”
- REF-4294.0: “Course Codes for Middle School Students with Disabilities Participating in the District Alternate Curriculum”
- REF-6124.1: “IEP Guidelines for Documenting English Language Development (ELD) Instruction for Students with Disabilities
- REF-5750.0: “Required Procedures for School Site Administrators to Verify Support Provided to Substitute Teachers in Alternate Curriculum Special Day Program Classes”
- REF-5828.0: “Secondary ELD Course Codes for Students with Disabilities on the Alternate Curriculum”
- BUL-3778.0: “Policies and Procedures for Identifying English Learners with a Disability as Low-Verbal/Non-Verbal”
- REF-5994.1: “Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities”

ASSISTANCE:

Special Education Administrators of County Offices Alternate Curriculum Guide

For assistance or further information, please contact Ryan Morse, Specialist, Division of Special Education, at 213-241-4966 or via email at ryan.morse@lausd.net.

For technical support/Learning Zone log-in assistance, please call the ITD Help Desk at (213) 241-5200 (select option 4) or log on to http://techsupport.lausd.net/email_setup.

School Name:
Number of Students Present:

Teacher Name:
Number of Paraprofessionals:

Date:

General:	Routinely Evident	Somewhat Evident	Not Evident	N/A
Unique Learning System materials are evident in multiple instructional areas of the classroom.				
Standards-based instruction reflects the chronological grade band of the students with age and ability respectful materials.				
All team members show consistent responses and interactions with individual students. (e.g., wait time before prompts, responding to communication forms, natural cues to encouraging independence)				

Communication / Behavior:	Routinely Evident	Somewhat Evident	Not Evident	N/A
All students are presented with communication opportunities, including verbal and non-verbal modes of expression.				
Level of prompting is appropriate to meet the individual student's participation levels, while maintaining the greatest level of independence and addressing appropriate wait time.				
Students are offered communication supports (e.g. objects, pictures, text) and technology as needed to increase responses.				
A socially supported communication environment reflects various levels of student-student-teacher engagement.				

Literacy / Reading:	Routinely Evident	Somewhat Evident	Not Evident	N/A
There is evidence of shared reading experiences, including visual supports or voice output options to build on student participation.				
There is evidence of differentiated reading instruction to build on word recognition and "learning-to-read" skills. (e.g. word wall, phonics activities)				
Age respectful / leveled reading materials are available and accessible to all students.				
Comprehension activities are scaffold using a variety of formats appropriate to the different levels of students. (e.g. symbol support, text)				

Writing Activities:	Routinely Evident	Somewhat Evident	Not Evident	N/A
There is evidence of varied writing activities for all levels of learners including errorless writing, response to literature, book reports, topic paragraphs and journaling activities.				

Math Activities:	Routinely Evident	Somewhat Evident	Not Evident	N/A
There is evidence of math instruction for all level of learners ranging from errorless engagement to full independence.				
Instructional math reflects application to real life skills (e.g., scenarios, money, measurement and time).				

Social Studies / Science Activities:	Routinely Evident	Somewhat Evident	Not Evident	N/A
Lessons align with the current topic for the month and presented in age/grade appropriate materials.				

Profiles / Assessments:	Routinely Evident	Somewhat Evident	Not Evident	N/A
Student profiles and assessments are completed and up to date.				
Evidence of data from assessments is being utilized to drive instructional strategies				

Life Skills Activities:				
The following life skills instruction was demonstrated during observation:				

Assistive Technology:

The following technology was utilized during the observation: (e.g. interactive whiteboard, voice output, communication devices, alternative keyboards, switch-activated software, Apple® iPod, iPad)

- 1.
- 2.
- 3.

Observation / Notes:

eNews: EZ Access Request System for Welligent.

No More Paper Request Forms for Welligent access. Your paper form will be rejected!

Applying for access to Welligent just got easier. The EZ Access team has developed a new electronic method to replace paper requests for Welligent access through EZ Access System. EZ Access is available to all Charters Schools, NPS/NPAs, and other non-LAUSD employees.



Before you apply...

- Make sure your computer is connected to the internet.
- Make sure you have an active District Single Sign-On (SSO) Account.
- Go to <https://ezaccess.lausd.net> and sign in using your LAUSD username and password
- Follow the instructions and links on the EZ access user guides.

Obtaining District Single Sign-On (SSO) Account Access

Single Sign-On (SSO) for Non-LAUSD/Charter Schools Using EZ Access Instructions for Site Administrators

Single Sign-On (SSO) for Non-LAUSD/Charter Schools Using EZ Access Instructions for Teachers, Service Providers, and other Users/Requestors

Common Questions about Welligent:

- > Who needs to apply for access to Welligent?
- > Can administrators submit Welligent access request for teacher, and approve them?
- > Can I approve my own access to Welligent in EZ Access if I am an administrator?

Resources:

Division of Special Education

Welligent Support

Information Technology Division

My Data

LAUSD Max

Learning Zone

Special Education Support

eNews: EZ Access Request System for Welligent.

Who needs to apply for access to Welligent?

All special education teachers and support staff working with students with disabilities at the school need access to Welligent. Support staff can be Principals, Assistant Principals, Coordinators, Related Services Providers, Psychologists and others. In essence, anyone that needs access to students' Individualized Education Programs (IEPs) should apply for the appropriate access, using the EZ Access system. Access is granted through user roles. Please make sure to review The Welligent User Roles to determine what level of access is appropriate when applying. The following user roles are available: Example of User Roles for Charter Schools—

User Role	People who have this user role
Charter Special Ed. Administrator	Director, Principal, Assistant Principal; no other employee should apply for this user role.
Charter Administrator Designee	Dean, Counselor, coordinators. etc.
Charter Caseload Manager	School principals, APs, coordinators, and other assigned personnel who will manage any or all of related services at the charter school (BID, BII, APE, LAS, OT, OT-Clinic, PT, PUC and RSP) and will be assigning or re-assigning students to providers and documenting for all services if needed.
Charter Other IEP Access	Special Education Clerk or office clerks that need access to manage the IEP such as schedule, set-up, send notifications, etc.
Charter Special Ed. Teacher	Special Education Teacher who needs access to student's Welligent IEP and Classroom Management.
Charter Psychologist	School Psychologist who needs access to student's Welligent IEP and Service Tracking.
Charter RST	Special Education Teacher who needs access to student's Welligent IEP and Classroom Management and Service Tracking.
Charter DIS/Related Service Provider	Nurse, Counselor, LAS, OT, BII, BID providers, etc. who needs access to student's Welligent IEP and Service Tracking.

Can administrators submit Welligent access request for teacher, and approve them?

Administrators cannot apply on behalf of anyone, since doing so would require using other employees' username and passwords, which violates LAUSD security policy. All employees must individually apply for access through the [EZ Access system](#).

Afterwards, school administrators must go into the EZ Access system to approve the requests. Instructions on how to do this can be found in the [Administrators' Guide to Approving Access](#).

Can I approve my own access to Welligent in EZ access if I am an administrator?

Yes, only if you are a single Site Administrator. Administrators, who are defined as Administrator Designees (Assistant Principals, Coordinators, etc.) cannot approve their own requests. Instead, the site administrator (principal) at the school must approve the request. Then, the site administrator can designate up to three site approvers (Administrator Designees).

What if an employee works at multiple schools?

Employees (teachers and staff) must request access, separately, for each school to which they are assigned. Instruction on how to do this can be found in the [EZ Access Guide for teachers, service providers or other users](#).