

**Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION**

APPENDIX E

Applicant Team Name: South Region Elementary School #11 (SRES #11)

| MCD OUTCOME | COMPONENT | SCHOOL PLAN |
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| <p>Federal Requirement, District publications and forms are available</p> | <p>Search and Serve</p> | <p>SRES#11 personnel will comply with the requirements of the Individuals with Disabilities Act, the Federal law, California law, District policies including the conditions of the Modified Consent Decree to ensure that “A free appropriate public education is available to children with disabilities residing in the State between the ages of three and 21, inclusive, including children with disabilities who have been suspended or expelled from school.”</p> <p>SRES #11 will implement the Individuals with Disabilities Act with efficacy using the guidelines found in the District’s Special Education Policies and Procedures Manual.</p> <p>In order to identify students with disabilities the school will implement the following search and serve procedures:</p> <ol style="list-style-type: none"> 1. Distribute the <i>Are You Puzzled by Your Child’s Special Needs?</i> brochure to every student (in the appropriate language) to take home at the beginning of each school year. 2. Students with disabilities, requiring special services, enrolling in the school are identified and promptly provided the appropriate services. The mechanism for implementing the procedure is the District’s <i>Student Enrollment Form</i> that must be completed by parents at the time they are enrolling their child. Section 10- Special Services on the <i>Student Enrollment</i> asks five questions: If all questions in Section 10 are answered NO, further follow-up is not required, other then checking NO on question A(1) on the Special Services Follow-up Section of the form. If any question in Section 10 is answered YES, the Special Services Follow-up Section of the form must be completed to ensure that the student who requires special services is identified and promptly provided appropriate school programs and services. 3. The school staff will have knowledge of the process and procedures for referring students who may require special services. School staff will participate in professional development designed to inform them of special education policies and procedures. 4. Designated staff will be knowledgeable about developing an assessment plan and steps to take when a signed assessment plan is or is not returned. |

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| | | <p><i>Publications and Forms</i> In addition to the distribution of <i>Are Your Puzzled by Your Child's Special Needs?</i> brochure the following publications and forms will be maintained in the school office and made available to parents and staff (upon request):</p> <ul style="list-style-type: none"> • Student Enrollment Form • Parent Request/Reasonable Accommodations Form. The form will be maintained in the student's special education folder. • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> <p><i>Assessment Process:</i> Any person (school staff and parent/guardian) who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing and entered on the Request for a Special Education Assessment Form. Once a written request for a special education assessment has been received, the administrator/designee has 15 calendar days of receipt of the written request to develop and provide the parents with a special education assessment plan. Administrator/designees will take the following actions to ensure that requests for a special education assessment are handled properly:</p> <ol style="list-style-type: none"> 1. Copies of the Request for A Special Education Assessment Form and the Student Information Questionnaire for Parents and Guardians Form are kept by the administrator/designee. The administrator/designee and the school staff will be knowledgeable about the referral process and how to access the forms. 2. The appropriate forms will be provided to parents, staff and others upon request. They may also be provided when a parent/guardian responds affirmatively to questions A, B, or D in Section 10 of the Student Enrollment Form. Information on |

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| | | <p style="text-align: center;">the form will be entered on the Welligent IEP system.</p> <p><i>Parent Support</i> The school will prominently display the Parent Resource Network poster that provides parents information about where to call if they have questions or complaints concerning special education. The Complaint Response Unit/Parent Resource Network Notification Letter and brochure will be distributed annually. When appropriate, refer the parent to the District’s Parent Resource Network. School staff will assist parents in completing forms and answering questions they may have. Parent training will be provided in the areas of support strategies, available resources for students with or suspected of having special needs and how to seek services for their children. The Special Education Parent Training Calendar will be posted and distributed monthly.</p> |
| <p>Outcome 2</p> | <p>Intervention Programs</p> | <p>The school will establish a Problem Solving Team, which will meet and examine specific student data, brainstorm strategies and interventions, and develop a plan of action to address the social, academic, and emotional needs of all students. This process will be used to identify the specific students participating in intervention program. The Problem Solving Team will be composed of the following: administrator, bridge coordinator, resource specialist teacher, intervention teacher, EL coordinator, general education and special education teachers and support staff such as psychologist and counselor. The Problem Solving Process within the Response to Instruction and Intervention (RtI²) Framework will be used throughout the school year to determine the appropriate level of intervention and services necessary for individual students to be successful. These wrap around services will allow the students’ emotional, academic and social issues to be addressed. The students will be identified and referred by: teachers, parents, peers, school support staff, and self.</p> <p>The social, academic, and emotional needs of all students will be addressed through the systematic implementation of the RtI² model. The three tiers will address the students’ special education needs as follows:</p> <ul style="list-style-type: none"> • Tier 1- Core- Universal preventative, proactive, and positive school-wide discipline |

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| | | <p>practices that include: established expectations, explicitly taught expectations, reinforcement and acknowledgment of following expectations, and systematic correction and re-teaching of behavioral errors.</p> <ul style="list-style-type: none"> • Tier 2 Strategic- Supplemental targeted interventions for students who are in need of behavioral support in addition to a school-wide positive and proactive system. Targeted behavioral interventions include matching of students with intervention based on need in an efficient system of delivery. (ex. behavioral contracts, weekly home- school reports, group counseling, parent education classes, and school based mentoring • Tier 3-Intensive- Intensive individual interventions for students who have not responded to a school-wide positive and proactive system and targeted intervention. This level of intervention, wrap-around services, often requires collaboration with family, community agencies, and juvenile justice officials. (ex. Family focused intervention provided by the school psychologist and other outside agencies) <p>The District’s RtI² multi-tiered framework and approach for the delivery of rigorous and relevant instruction and intervention will be utilized with students with disabilities. The five essential components of RtI² are:</p> <ul style="list-style-type: none"> • <i>Multi-tiered Framework to Instruction and Intervention:</i> Instruction and intervention which is differentiated, culturally responsive, evidence-based and aligned to grade level and content standards • <i>Problem Solving Progress:</i> Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention • <i>Data-based Decision Making:</i> Instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures • <i>Academic Engaged Time:</i> Effective use of the number of minutes each day/week in which students are engaged in instruction |

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| | | <ul style="list-style-type: none"> • <i>Professional Development:</i> On-going professional development to ensure that teachers and all school staff are prepared and supported to meet the needs of all students <p>The three tiers of RtI² include:</p> <ol style="list-style-type: none"> 1. Tier 1 which is “good first teaching” characterized by differentiation. 2. Tier 2 includes additional in-class support for student mastery of standards and essential skills. 3. Tier 3 includes intensive intervention for struggling students. <p>The Tier 1 instruction/support is characterized by the implementation of “good first teaching” and effective in-class intervention using the following strategies:</p> <ul style="list-style-type: none"> • Academic Engagement Time (AET) • Differentiated instruction • Add depth and complexity to curriculum • Scaffold lessons • Explicit instruction in vocabulary, fluency, comprehension strategies and skills • Flexible groupings • Learning centers • Higher level thinking questions • Independent study • Preview, review, re-teach, and frontload <p>The Tier 2 instruction/support is characterized by “good first teaching” and effective in-class intervention using the following strategies:</p> <ul style="list-style-type: none"> • Explicit instruction in vocabulary, comprehension strategies and skills • Academic Engagement Time (AET) • Effective student engagement in instruction • Strategic or supplemental intervention • Specially Designed Academic Instruction in English (SDAIE) strategies |

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| | | <ul style="list-style-type: none"> • Graphic Organizers • Scaffold lessons • Additional time to learn using core instructional strategies or a different instructional pedagogy • More intensive vocabulary and comprehension skills and strategic instruction. • Use of Triumphs Intervention Guide, the Treasures ELD Guide, Voyager and/or ELD Practicum, and/or Language!(Version 4) <p>Tier 3 instruction/support is characterized by “good first teaching” and effective pull-out intensive intervention support using the following strategies:</p> <ul style="list-style-type: none"> • Academic Engagement Time (AET) • Frequent monitoring of assessments and student progress • Cooperative learning environment • Academic language development • Graphic organizers • Instructional Conversations • Use of Triumphs Intervention Guide, the Treasures ELD Guide, Voyager and/or ELD Practicum, and/or Language!(Version 4) • Use of stand alone intervention program, such as Read 180, Language!(Version 4) to provide intensive, accelerated and small group intervention <p>Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for the general education and special education students to receive Tier 3 targeted support. Implementing the Small Learning Communities will allow for more flexibility such as <i>mainstreaming</i> and multi-graded classrooms.</p> <p>In order to provide targeted instruction and services to students with disabilities through RtI², summative and formative data will be used at the beginning of the year to universally screen students. Additional data related to behavior, attendance, transiency rate, social and</p> |

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| | | <p>emotional issues will be used in the screening process. Throughout the year assessments used to measure growth, monitor progress, and inform changes in instruction will be compiled and implemented. The school will use Core K-12, teacher generated test, periodic assessments in math, CST, Voyager Assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Treasures Triumphs.</p> <p>Core subject areas will be augmented for the student with disabilities who are English Learners with supplemental materials which are relevant to the instructional program, aligned with standards and are appropriate for student language abilities and needs. These supplemental materials will primarily focus on vocabulary development and comprehension. These materials will be selected through the grade level and Small Learning Community collaboration. The following supplemental materials may be selected for use: Building Academic Vocabulary, Pictorial Mathematics, and Lucy Calkins Writers Workshop, and Write from the Beginning. The teachers will investigate resources such as these to ensure that they will enhance the core curriculum.</p> <p>SRES #11 will be organized into 3 Small Learning Communities (SLC). The entire school community will have shared responsibility and accountability for student academic progress and conduct. The Small Learning Communities will facilitate a personalized instructional program through the use of strategies to meet the academic needs of all students. Each Small Learning Community will be autonomous in creating and implementing programs which may be unique and innovative for their community. The structure of Small Learning Communities will facilitate the formation of Professional Learning Communities (PLCs). These PLCs will allow teachers opportunities to collectively plan the instructional program, share instructional best practices, review formative and summative data, create and implement short and long term instructional goals, select appropriate core and supplemental materials, and develop formative assessments. This collaboration enables teachers to learn from, and be supportive of each other.</p> |

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| <p>Outcomes 5, 17 and 18 LAUSD Board Policy</p> | <p>Discipline Foundations Plan and Behavior Support</p> | <p>SRES #11 will create a School-Wide Positive Behavior Support Plan (SWPBSP) which will be based on the following guiding principles: respect, responsibility, appreciation of differences, honesty safety and life-long learning. A Student Standards of Conduct will be developed by staff, parents and community as a supplement to the District School-Wide Positive Behavior Support guidelines and the Coordinated Safe and Health School Plan. There will be clear expectations established for students, parents and staff regarding acceptable student behavior in the classroom and throughout the school campus. There will be school-wide expectation for safe, respectful and responsible behavior. The Small Learning Communities and the administrator will determine how these expectations will be followed. Along with clear expectations there will be a system of accountability with shared responsibility by all stakeholders including students. The system of accountability will include incentives that promote positive behavior as well as consequences.</p> <p><i>Common Area Expectations</i> The school will establish for each common area the following expectations for safe, respectful and responsible behavior:</p> <p>Lunch Area:</p> <ul style="list-style-type: none"> • Speak in soft voice • Clean your space after eating • Dispose your trash properly • Walk quietly to the lunch area • Carry a tray with two hands • Use good table manners <p>Hallways:</p> <ul style="list-style-type: none"> • Walk at all times • Keep your hands, feet, objects to yourself |

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| | | <ul style="list-style-type: none"> • Watch for opening of doors • Always have a hall pass <p>Playground:</p> <ul style="list-style-type: none"> • Stay in your play area • Share equipment with others • Use positive language to encourage others • Play fairly and follow rules of the game <p>Bathrooms:</p> <ul style="list-style-type: none"> • Wash your hands after using the restrooms • Use restrooms appropriately • Keep your feet on the floor • Throw all paper towels in the trash • Always go to the restroom with a partner <p>Line up area</p> <ul style="list-style-type: none"> • Walk to designated line up area • Face forward • Keep hands at your side • Watch and listen for signals from adults <p>Auditorium</p> <ul style="list-style-type: none"> • Walk when entering and exiting • Sit quietly during presentations • Applaud with your hands only • Give your attention to the speaker <p>Library</p> |

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| | | <ul style="list-style-type: none"> • Walk when entering and exiting • Use quiet voices • Wash your hands before entering • Return books to designated place <p>To maintain a safe and orderly environment, where students and adults will be expected to be safe, respectful and responsible, the school will establish organizational systems that involve routines, procedures and schedules. Examples of these systems include:</p> <ul style="list-style-type: none"> • Collaboration between home and school to establish and enforce appropriate standards of conduct for students • Clear communication with students, parents and staff through newsletters, discipline assemblies etc. • Schedules such as play area schedules, assigned seating for lunch and breakfast, assigned dismissal gates, and auditorium seating, etc. • Expectations for student conduct displayed in classrooms, hallways, bathrooms, auditorium, cafeteria, library, etc. (Student assemblies will be held where a power point presentation will clearly indicate the expectation for being safe, respectful and responsible) • Procedures, such as traffic patterns during dismissal, to and from the yard, to and from school • Trained supervision staff to be knowledgeable of the school-wide discipline behavior support plan • Behavior assemblies to define and teach school wide expectations • Individual and classroom incentives will be developed to reinforce positive behavior • Referrals to Student Success Team (SST) for students with difficulties following expectations <p>The social, emotional, academic, and behavioral needs of all students will be addressed</p> |

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| | | <p>through the systematic implementation of the RtI² model. The three tiers will address the students' needs as follows:</p> <ul style="list-style-type: none"> • Tier 1- Core- Universal preventative, proactive, and positive school-wide discipline practices that include: established expectations, explicitly taught expectations, reinforcement and acknowledgment of following expectations, and systematic correction and re-teaching of behavioral errors. The SWPBSP will compliment the instructional program characterized by rigorous quality "good first teaching". Second Step and Too Good for Drugs curriculum will be selected to teach violence prevention. Other programs and resources will be explored by the school site. • Tier 2 Strategic- Supplemental targeted interventions for students who are in need of behavioral support in addition to a school-wide positive and proactive system. Targeted behavioral interventions include matching of students with intervention based on need in an efficient system of delivery. (ex. behavioral contracts, weekly home- school reports, group counseling, parent education classes, and school based mentoring. Review of suspension data and Office Discipline Referral (ODR) data will be used to monitor, reinforce and correct the behavior expectations for Tier 2 support. Explicit instruction in vocabulary, comprehension strategies and skills. Academic support will be provided to students with disabilities (SWD) based on their IEP goals and objectives through small group instruction, Universal Access time, and peer tutoring, • Tier 3-Intensive- Intensive individual interventions for students who have not responded to a school-wide positive and proactive system and targeted intervention. This level of intervention, wrap-around services, often requires collaboration with family, community agencies, and juvenile justice officials. (ex. Family focused intervention provided by the school psychologist and other outside agencies) Review of suspension data, Office Discipline Referral (ODR) data, and outside agency behavior documentation, will be used to monitor, reinforce and correct the behavior |

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| | | <p align="center">expectations for Tier 3 support.</p> <p>For students with serious behavior problems, a Functional Analysis Assessment (FAA) will be requested when:</p> <ul style="list-style-type: none"> • There is a serious behavior problem that is self-injurious, assaultive, or causes serious property damage or is pervasive and maladaptive for which instructional/behavioral approaches specified in the student’s IEP are found to be ineffective. • There is a behavioral emergency (the demonstration of a serious behavior problem which has not been exhibited previously but poses a clear and present danger for serious bodily harm to the individual or others, and cannot be immediately prevented by a less restrictive response than the use of an emergency intervention). • When it is determined that the student is exhibiting a serious behavior problem and more information is needed, an assessment plan requesting a Functional Analysis Assessment (FAA) must be developed and implemented by the school site designated Behavior Intervention Case Manager (BICM) after parental consent is given. The designated BICM will receive training in behavior analysis with an emphasis on positive behavior interventions. The BICM will develop a proposed Behavior Intervention Plan (BIP) or Behavior Support Plan (BSP). <p>The Behavior Support Plan will assist the IEP team in analyzing the behavior, developing alternative behaviors, establishing reinforcement strategies, making recommendations for accommodations, modifications, and supports and identifying communication systems for all team members. It is understood that there would be considerable data collection and review of the data as part of the preparatory activities prior to the IEP. Assessment activities may include communication with all community resources and agencies serving the student and family.</p> <p>For students with disabilities a Behavior Support Plans will be developed if the student has behavior impeding the learning of the student or his/her peers. Strategies, including positive</p> |

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| | | <p>behavioral interventions, strategies and supports will be considered in the plan. If a particular support is required and a description is contained in the IEP all necessary staff will be informed of their specific responsibility. This includes proactive action planning to address behavior(s) impeding learning. The BSP will include positive behavioral interventions, strategies and supports. The BSP will focus on understanding ‘why’ the behavior occurred then focus on teaching an alternative behavior that meets the student’s need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies and effective communication.</p> <p>A BIP is based on a Functional Analysis Assessment (FAA) and designed to support students whose serious behaviors interfere with his/her learning or the learning of others; interfere with the implementation of IEP goals and objectives; are self injurious, assaultive, or cause serious property damage; are severe, pervasive, and maladaptive; and require frequent and systematic behavioral interventions. The purpose of the BIP will be to enable the student to achieve a better quality of life through improved self-determination and self-control. It is also to be used to guide the on-going professional development for new team members who join the student’s collaborative team. An effective BIP will delineate: Evaluation procedures that include planned documentation, criteria for measuring success and for modifying the plan, and dates for periodic review, no later than one year.</p> |
| <p>Necessary for Planning, will be provided</p> | <p>Description of Student Population</p> | <p><i>Student Population</i> A Specific Learning Disability and a Resource Specialist Class will be designated by the District for SRES #11. The number of students and the disabilities of those students have not been identified as of February 6, 2012. The three sending schools currently have the following special education programs: Resource Specialist Program, Specific Learning Disabilities, Primary Autism class, Early Elementary, Preschool Mixed class. These programs may serve but it is not limited to students with the following disabilities: Autism, Specific Learning Disability, Other Health Impaired, Speech or Language Impairment, and Mental Retardation.</p> <p><i>School Organization</i></p> |

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| | | <p>SRES #11 personnel will comply with the requirements of the Individuals with Disabilities Act, the Federal law, California law, District policies including the conditions of the Modified Consent Decree to ensure that “A free appropriate public education is available to children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.”</p> <p>SRES #11 will be organized into 3 Small Learning Communities (SLC). Each Small Learning will include students with special needs. The Small Learning Communities will facilitate a personalized instructional program through the use of strategies to meet the academic needs of all students. In the Small Learning Communities, teachers will educate the whole child through an alignment of the standards to the instructional program, and implementation of strategies which address all students’ (Students with Disabilities, English Language Learners, Standard English Learners, and at-risk students) abilities and needs. Using the RtI² model, excellent teaching will take place through differentiation of instruction using small flexible grouping of students. Flexible groups allow teachers to personalize and differentiate instruction, evaluate the progress of students in a holistic manner, and adjust the student’s instructional, academic program and behavioral needs when necessary.</p> <p>Per the IEP, special education students will be mainstreamed into grade level general education classrooms, where teachers will group students for Independent Work Time (IWT) using response to instruction and intervention (RtI²). Based on the RtI² model, all special education students will receive “good first teaching” using the direct instruction model followed by IWT. Special education students will receive Tier 2 instruction based on formative assessment data, where they will be placed in flexible groups (teachers will meet by Small Learning Communities to determine instructional strategies and grouping of students based on data).</p> <p>Response to Instruction and Intervention (RtI²), the District’s framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for general education and</p> |

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| | | <p>support staff such as psychologist and counselor. The problem solving process will be used throughout the school year to determine the appropriate level of intensity and service necessary for individual students to be successful. These wrap around services will allow the students’ emotional and social issues to be addressed. The students will be identified through teacher/parent referral, peer or self-referral or through a school support staff.</p> |
| <p>Outcome 2 , 3, 4</p> | <p>Special Education Program Description</p> | <p><i>Least Restive Environment(LRE) Continuum</i> LRE is required by Federal and State law.</p> <ul style="list-style-type: none"> • Students with disabilities attend schools that are as close to their home as possible. • An individualized determination of the appropriate placement for educating a student with a disability which is made by the IEP team at least annually, including the student’s parents and, when appropriate, the student. • Consideration of the full continuum of educational options to meet individual student needs. Based on the programs from the three sending schools, the LRE continuum of placement options may include General Education with inclusion and related services, the Resource Specialist Program and/or a Special Day Program such as the Specific Learning Disability program, Primary Autism program, Early Elementary, or Preschool Mixed program. • Placement of students with disabilities with peers who are at or near the same chronological age. • Bringing supports and services to students where students need them. • Providing access to the general education curriculum. • Collaboration and shared responsibility between general and special education educators, administrators, parents, and students with disabilities. • Providing special education programs and services at all schools in the District, maximizing opportunities for interaction between students with and without disabilities <p><i>Standards-Based Education</i> All students with disabilities will have access to a rigorous standards based instructional program. Additionally, the IEP will be used to ensure that students make the necessary progress to meet the targeted goals and objectives. Students with special needs will also have</p> |

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| | | <p>full access to the appropriate grade level curriculum and instructional resources. Based on the disability and as determined in the IEP, the student’s academic needs will be met through a District approved alternate curriculum.</p> <p><i>Collaborative Services</i> SRES #11 will be organized into 3 Small Learning Communities (SLC). Each Small Learning will include students with special needs. The Small Learning Communities will facilitate a personalized instructional program through the use of strategies to meet the academic needs of all students. In the Small Learning Communities, teachers will educate the whole child through an alignment of the standards to the instructional program, and implementation of strategies which address all students’ (Students with Disabilities, English Language Learners, Standard English Learners, and at-risk students) abilities and needs. Using the RtI² model, excellent teaching will take place through differentiation of instruction using small flexible grouping of students. Flexible groups allow teachers to personalize and differentiate instruction, evaluate the progress of students in a holistic manner, and adjust the student’s instructional, academic program and behavioral needs when necessary.</p> <p>SRES #11 will be organized into 3 Small Learning Communities (SLC). The entire school community will have shared responsibility and accountability for student academic progress and conduct. The Small Learning Communities will facilitate a personalized instructional program through the use of strategies to meet the academic needs of all students. Each Small Learning Community will be autonomous in creating and implementing programs which may be unique and innovative for their community. The structure of Small Learning Communities will facilitate the formation of Professional Learning Communities (PLCs). Special Education teachers and staff will be an integral part of the school’s PLCs. Teachers in their PLCs will collaborate, co-plan and co-teach. In co-planning, teachers will plan for modifications, accommodations, assessment strategies and behavioral support for the students. In co-teaching, teachers will share instructional responsibilities, plan together and provide behavior support for all students in the classroom. These PLCs will allow teachers opportunities to collectively plan the instructional program, share instructional best practices,</p> |

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| | | <p>review formative and summative data, create and implement short and long term instructional goals, select appropriate core and supplemental materials, and develop formative assessments. This collaboration enables teachers to learn from, and be supportive of each other.</p> <p>Mainstreaming Per IEP, special education students will be mainstreamed into grade level general education classrooms, where teachers will group students for IWT using response to instruction and intervention (RtI²). Based on the RtI² model, all special education students will receive “good first teaching” using the direct instruction model followed by IWT. Special education students will receive Tier 2 instruction based on formative assessment data, where they will be placed in flexible groups (teachers will meet by Small Learning Communities to determine instructional strategies and grouping of students based on data).</p> <p>Mainstreaming will take place at all levels in order to provide all students with full access to all school resources, services and experiences. This would include the following: assemblies in the auditorium and the yard, special events and programs, recess and lunch, field trips and when appropriate in accordance with the IEP, core curricular areas such as language arts, math, science or social studies and Mainstream or English Language Development. In the classroom the students with disabilities will be fully integrated in all aspects of the school day.</p> <p>Learning Center Response to Instruction and Intervention (RtI²), the District’s framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Tier 3 supports will be utilized specifically with students in special education who need intensive intervention. The Learning Center will be another opportunity for general education and special education students to receive Tier 2 and 3 targeted supports. The Learning Center will also allow for the implementation of small and flexible grouping of special and general education students during intervention periods.</p> <p>Differentiation</p> |

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| | | <p>Response to Instruction and Intervention (RtI²) the District’s multi-tiered framework and approach for the delivery of rigorous and relevant instruction and intervention will be utilized with students with disabilities.</p> <p>The five essential components of RtI² are:</p> <ul style="list-style-type: none"> • <i>Multi-tiered Framework to Instruction and Intervention:</i> Instruction and intervention which is differentiated, culturally responsive, evidence based and aligned to grade level and content standards • <i>Problem Solving Progress:</i> Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention • <i>Data-based Decision Making:</i> Instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures • <i>Academic Engaged Time:</i> Effective use of the number of minutes each day/week in which students are engaged in instruction • <i>Professional Development:</i> On-going professional development to ensure that teachers and all school staff are prepared and supported to meet the needs of all students <p>The Three Tiers of RtI² include:</p> <ol style="list-style-type: none"> 1. Tier 1 which is “good first teaching” characterized differentiation. 2. Tier 2 includes additional in-class support for student mastery of standards and essential skills. 3. Tier 3 includes intensive intervention for struggling students. <p>The Tier 1 instruction/support is characterized by the implementation of “good first teaching” and differentiation using the following:</p> <ul style="list-style-type: none"> • Academic Engagement Time (AET) • Differentiated instruction • Add depth and complexity to curriculum • Scaffold lessons |

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| | | <ul style="list-style-type: none"> • Explicit instruction in vocabulary, fluency, comprehension strategies and skills • Flexible groupings • Learning centers • Higher level thinking questions • Independent study • Preview, review, re-teach, and frontload <p>The Tier 2 instruction/support is characterized by “good first teaching” and effective in-class intervention using the following:</p> <ul style="list-style-type: none"> • Explicit instruction in vocabulary, comprehension strategies and skills • Academic Engagement Time (AET) • Effective student engagement in instruction • Strategic or supplemental intervention • SDAIE strategies • Graphic Organizers • Scaffold lessons • Additional time to learn using core instructional strategies or a different instructional pedagogy • More intensive vocabulary and comprehension skills and strategic instruction. • Use of Triumphs Intervention Guide, the Treasures ELD Guide, Voyager and/or ELD Practicum, and/or Language!(Version 4) <p>Tier 3 instruction/support is characterized by “good first teaching” and effective pull-out intensive intervention using the following:</p> <ul style="list-style-type: none"> • Academic Engagement Time (AET) • Frequent monitoring of assessments and student progress • Cooperative learning environment • Academic language development • Graphic organizers |

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| | | <ul style="list-style-type: none"> • Instructional Conversations • Use of Triumphs Intervention Guide, the Treasures ELD Guide, Voyager and/or ELD Practicum, and/or Language!(Version 4) • Use of standalone intervention program, such as, Read 180 Language!(Version 4) to provide intensive, accelerated and small group intervention <p>Tier 3 supports will be utilized specifically with special education students who need intensive intervention. The Learning Center will be another opportunity for the general education and special education students to receive Tier 3 targeted support. Implementing the Small Learning Communities will allow for more flexibility such as <i>mainstreaming</i> and multi-graded classrooms.</p> |
| <p>Outcomes 8, 10, 13, 14, 15</p> | <p>IEP Process: Implementation and Monitoring</p> | <p>The Individualized Education Program meeting will take place at SRES #11 Elementary School in a room which will ensure the confidentiality of the process. This room will be equipped with internet access, a computer, a printer and a telephone line in the event that teleconferencing is necessary to conduct the IEP.</p> <p>An Individualized Education Program (IEP) Team will meet whenever any of the following occurs:</p> <ul style="list-style-type: none"> • A student has been assessed pursuant to an assessment plan. This includes initial assessments, triennial assessments, re-evaluations or other assessments. • At least annually, to review the student’s progress and eligibility and make necessary revisions. • A student demonstrates a lack of anticipated progress. • The parent or District staff member requests a meeting to review the IEP. There is a proposal to change the student’s eligibility, services, or placement. • There is student misconduct that results in a second suspension. • The student reaches eight cumulative days of suspension. • A student with an IEP transfers into the LAUSD from another school district. |

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| | | <p>IEP meetings will be held within the following timelines:</p> <ul style="list-style-type: none"> • 60 calendar days from receiving the signed assessment plan from the parent. • 30 calendar days from the time that a parent or teacher requests a meeting to review the IEP. • 30 calendar days from the time a student transfers to LAUSD from another district. <p>The following persons are required at IEP team meetings:</p> <ul style="list-style-type: none"> • One or both parents of the student. The term parent means a person having legal custody of a child. • A person acting in place of a parent, such as a grandparent or stepparent with whom the child lives. • An individual designated by the parent to represent the interests of the student. • The administrator/administrative designee who is qualified to provide or supervise the provision of special education, knowledgeable about the general curriculum and linguistically appropriate goals, objectives and programs and knowledgeable about the availability of the resources of the District, including program options available to address the needs of the student. Have the authority to commit District resources and be able to ensure (by such means as administratively directing, coordinating, monitoring, reporting on, etc.) that the delivery of services that are described in the student’s IEP will actually be provided. • At least one special education teacher or special education provider of the student. If the only special education service the student is or may be receiving is language and speech related services, the speech-language pathologist may be the special education provider. At an initial IEP meeting, the special education teacher should be the special education teacher who may be serving the student or a special education teacher with the appropriate qualifications. • At least one general education teacher of the student, if the student is or may be participating in general education. • A person knowledgeable about the assessment procedures used to assess the student, |

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| | | <p>familiar with the results of the assessment and qualified to interpret the instructional implications of the results. This may be one of the teachers listed above, the psychologists and related services providers.</p> <ul style="list-style-type: none"> • The student when appropriate or with the approval or at the discretion of the parent. • For a student who is being considered for eligibility as a student with learning disabilities one person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, speech-language therapist, or reading teacher should attend the meeting. At least one person, other than the student’s general education teacher, who observed the student’s academic performance in the general classroom setting, for example a special education teacher, psychologist, administrator, or another general education teacher. • When a transition plan is being developed for a student age 16, or younger at the discretion of the IEP team, representatives of the agencies, other than the District, that are likely to provide or pay for the provision of transition services are to be invited. • For a student who is being considered for dual placement (placement in a nonpublic and public school), representative(s) from the nonpublic school and the public school where the student will be dually enrolled, including general education teachers, special education teachers and administrators and a representative from the student’s school of residence if the public school in which the student will be dually enrolled is not the school of residence. • Representatives from County Mental Health or other agencies as appropriate. • District staff that have responsibilities for behavior intervention, as appropriate. • For a student who has been placed in a group home by a juvenile court, a representative of the group home must be invited. <p>The District’s Welligent IEP system will provide a master calendar of the dates by which all annual reviews and three year IEP reviews must be held. Using the Welligent IEP system, will allow SRES #11 Elementary School to schedule IEP meetings far enough in advance to coordinate and facilitate team member preparation and participation. In addition to the master calendar for upcoming IEPs, team members will also receive written communication</p> |

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| | | <p>through email or an intra-office memorandum that will include an IEP calendar with assigned time and dates.</p> <p>Parents will receive written notification of their child’s IEP meeting at least 10 calendar days prior to the meeting using the <i>LAUSD Notification to Participate in an Individualized Education Program (IEP) Meeting</i> form. The notice will be in the parent’s primary language. The Welligent IEP system will be used to generate the notice in the parent’s primary language. With the notification, a copy of <i>A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)</i>, <i>The IEP and You</i>, and <i>The ITP and You</i> (when an individualized transition plan will be developed or reviewed at the IEP meeting) in the parent’s primary language will be attached.</p> <p>Records will be kept as to attempts to convince the parents to participate in the IEP meeting. The school will show an effort to arrange a mutually agreed upon time and place for the IEP meeting. If a parent requests, the school will hold an IEP meeting via video or audio conferencing or other alternative means. The school’s documentation of attempts to contact parents will be through detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parents and any responses received, records of visits made to the parents’ home or place of employment and the results of those visits and written or verbal confirmation provided by the parents that they do not wish to attend the meeting.</p> <p>Staff will be notified at least 10 calendar days prior to the meeting using the Welligent IEP system. If an ITP is being developed for a student that involves the participation of representatives from outside agencies, they will be notified of the meeting.</p> <p>Before the meeting, the administrator/administrator’s designee will review the completed <i>Parent Request/Reasonable Accommodations</i> form, signed Notification or the Welligent IEP system to determine if the parent has requested any accommodations at the meeting and arrange that they be provided. The Welligent IEP system will inform the school if an</p> |

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| | | <p>interpreter is required. If required, arrange for an interpreter to be present. The school will make arrangements for any equipment (including someone knowledgeable about its operation), materials, forms etc. that will be needed at the meeting. Parents intending to audio tape record the meeting must give notice to the administrator/designee at least 24 hours prior to the meeting. If the parent tape records the meeting, the school will also tape record the meeting without parental approval. If school/District staff want to audio tape record the meeting, parents will be notified in writing at least 24 hours prior to the meeting and informed that they have the right to refuse to have the meeting recorded. Any recording made by the District is subject to the Federal Family Educational Rights and Privacy Act (FERPA) and thus subject to confidentiality requirements. The school will determine the individual who shall have a responsibility for the writing IEP during the meeting.</p> <p><i>Ensuring IEP Implementation</i></p> <p>Following the meeting, copies of the IEP will be distributed to all staff who will be implementing it. The Administrator/Designee will monitor the implementation of services using the Most Recent Services by Service Report (306) and Most Recent Services by Student Report (307) available in the Welligent IEP system. SESAC reports will be printed and distributed monthly to Related Service providers to ensure that all students are being serviced.</p> |
| <p>Outcomes 10, 18</p> | <p>Procedures for Identification and Assessment of Students</p> | <p><i>Intervention Plan</i></p> <p>Before a child is assessed for identification of special education services the school’s Student Success Teams (SST) will meet to identify targeted intervention support and services. The SST consist of general education teachers, special education teacher, administrator designee, psychologist, the parent, the nurse and counselor. The SST will review the child’s strengths and challenges in school and at home. The parent, teacher and support staff will review the child’s academic and social history. Based on this discussion and data review intervention activities and supports will be identified. In addition, the child’s health will be reviewed and the recommendation for additional District and outside agency services will be made if necessary.</p> <p>An important outcome of the SST meeting is to develop a plan of action for the student, which will involve key strategies to address the academic and behavior needs. The teacher</p> |

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| | | <p>and the parent will receive specific recommendation for intervention support with a timeline for implementation. The action plan includes a second SST date scheduled with enough time for effective implementation of the proposed intervention strategies and program.</p> <p>As part of the second SST the team will review the child’s progress and determine if additional intervention support is required or does the child’s lack of continued academic progress require an assessment plan to be generated by the school and signed by the parent.</p> <p>During the SST meeting a thorough review of the child’s history in the areas of school academic progress, school attendance, health, early infancy development is reviewed in order to identify factors that might explain the child’s inability to be successful at school. If the child’s primary language is other than English the SST will refer the child to the Language Acquisition Team which will meet to review second language acquisition issues. The SST will consider the following before making the determination to assess a child: Does the child have a: social maladjustment, a lack of instruction in math or reading, a temporary physical disability, Limited English proficiency or any environmental, cultural or economic factors.</p> <p><i>Referral Procedures</i> Parents or guardians may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for assessment. Within fifteen (15) days, not counting school vacations greater than five (5) days, of the receipt of a referral for assessment, the parent will receive a written response from the District. If the District determines that an assessment of the child is not appropriate, the parent will receive a written notice of this decision. If the District determines that an assessment is appropriate, the parent will receive an Assessment Plan.</p> <p>An Assessment Plan describes the types and purposes of the assessments which may be used to determine the child’s eligibility for special education services. Before a child can be assessed, a parent or guardian must consent to the assessment by signing the Assessment Plan. The parent has at least fifteen (15) days from the receipt of the Assessment Plan to</p> |

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| | | <p>consent to and sign it. The school has sixty (60) days, not counting school vacations greater than five (5) days, of the receipt of the signed Assessment Plan to complete the assessment and hold an Individualized Education Program (IEP) meeting.</p> <p>An assessment involves gathering information about a child to determine whether the child has a disability and, if he or she is eligible, the nature and extent of special education services that the child may need. Assessments may include individual testing, observation of the child at school, interviews with the child and school personnel who work with the child, and review of school records, reports and work samples. This information will be used to determine that all areas of suspected disability are addressed.</p> <p>After a child has been assessed, an Individualized Education Program (IEP) meeting will be held. The IEP meeting must be held at a time and place convenient for both the parent and the school's representatives. At this meeting, the IEP team will discuss the assessment results and determine whether the child is eligible for special education services. If the child is eligible, then an IEP will also be developed during the meeting. If the child is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting his or her needs. In addition, every three years, the child will be reassessed and his or her IEP reviewed as part of an overall comprehensive reevaluation of the child's progress.</p> |
| <p>Outcome 2</p> | <p>Instructional Plan for students using grade level standards</p> | <p><i>Grade Level Material:</i> In order to address the needs of all students with disabilities SRES #11 will implement a sound instructional core program where the focus will be on rigorous standards-based “good first teaching”. In addition to “good first teaching”, push-in and pullout intervention programs will be accessible to students. Response to Instruction and Intervention (RtI²) is the framework used for rigorous instruction. All the students at the school including the students with disability will have access to grade level materials and supplemental instructional materials. The students in special day classes and in the resource program will use the grade level textbooks. Teachers will provide differentiation and scaffold support in order to allow</p> |

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| | | <p>the students to have access to grade level standards and materials.</p> <p><i>Planning</i> In order to provide targeted instruction and services to students through RtI², summative and formative data will be used at the beginning of the year to universally screen students. Additional data related to behavior, attendance, transiency rate, social and emotional issues will be used in the screening process. After the universal assessment the teachers in their PLCs will participate in backward planning using the child’s IEP goals and objectives as their guide. The teachers will set milestone goals which will be monitored through assessments (teacher made and district generated). The planning will allow the special education teachers and the general education teachers to design specialized lessons and activities for the students to be able to meet their IEP goals and objectives. Teachers in multi-grade classes will benefit from the planning opportunities with the PLC.</p> <p><i>Multi-Grade Classes</i> Multi-grade class teachers will collaborate, co-plan and co-teach in a PLC. In co-planning, teachers will plan for modifications, accommodations, assessment strategies and behavioral support for the students. In co-teaching, teachers will share instructional responsibilities, plan together and provide behavior support for all students in the classroom. These PLCs will allow teachers opportunities to collectively plan the instructional program, share instructional best practices, review formative and summative data, create and implement short and long term instructional goals, select appropriate core and supplemental materials, and develop formative assessments. This collaboration enables teachers to learn from, and be supportive of each other.</p> <p><i>Data-Decision Making for Differentiation of Instruction and Assessments</i> Throughout the year assessments used to measure growth, monitor progress, and inform changes in instruction will be compiled and implemented. The teachers will meet in their PLCs and plan appropriate grade level lessons using the prescribed curriculum. The teachers will do progress monitoring in order to help the teacher identify required intervention.</p> |

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| | | <p>Assessing student progress is an essential component of the curriculum and will shape and inform instruction on an ongoing basis. Assessments provide teachers with the data and information needed to understand the level and nature of their understanding of concepts presented, and how well children use inquiry skills. The teacher will use assessment data to monitor individual and groups of students' development and progress, make appropriate adjustments to their teaching, and share the results of the assessments with parents, administrators and other staff. Assessment results will serve as data for the school to continually re-shape their professional development plan so as to provide teachers with differentiated support. As professional learning communities the school will be data-driven and focused on results. The continuous use of formative and summative assessments will assist teachers in becoming data driven and results oriented in order to answer the following four key questions:</p> <ol style="list-style-type: none"> 1. What is it we want our students to learn? 2. How will we know when each student has learned it? 3. How will we respond when students don't learn? 4. How will we respond when students already know? <p>SRES #11 will participate in the District's on-line CORE K-12 Assessment Process. This assessment process will enable teachers and staff to do the following:</p> <ul style="list-style-type: none"> • Collect information of the student learning that will be helpful in planning instruction • Determine whether the assessment provided is helping students achieve grade level standards • Identify at-risk students not meeting grade level standards • Monitor the progress of students who need additional Tier 2 or Tier 3 support <p>The teachers at SRES #11 will use the results of the formative and summative assessments to further intervene, differentiate and group students appropriately.</p> <p>SRES #11 plans to use summative and formative assessments as a measure of student progress and as an essential component to shape and inform instruction on an ongoing basis.</p> |

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| | | <p>Data from the California Standards Test (CST), California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), Standards Based Test in Spanish (STS), the California English Language Development Test (CELDT), ELD Portfolios, the district’s periodic assessments, the CORE K-12 on-line standards based assessment, progress report cards, arts portfolios, and classroom observations will be used to determine student progress and to adjust the instructional practices in the classroom.</p> <p>The District’s CORE K-12 Comprehensive Assessment program will be a key instructional tool for the teachers at SRES #11. These assessments will provide teachers with information to make important decision about student and learning. The CORE K-12 Assessments will include the following:</p> <ul style="list-style-type: none"> • Diagnostic assessments- will identify students in need of intervention and assist the school administrator with program placement. This information can be gathered from student work, teacher observation, quizzes, prior test scores and teacher made test. • Periodic assessment- will provide data to inform teachers and administrators about the effectiveness of the instructional programs so that instruction can be changed to increase student achievement. Teachers will be able to identify areas of strengths and areas of weaknesses that need targeted instruction and reinforcement. • Progress monitoring- Teachers will be able to determine if the students understand the content they are learning, provide information on critical skill areas, and provide information on the “ next steps” teachers can use to help students overcome any difficulties. These assessments would be done frequently and take a variety of forms: mini-assessments focused on specific standards, assessments created from an item bank, quizzes, unit test, essays, project based learning, portfolios and teacher observations. • Summative assessments- will provide information on how well students can demonstrate knowledge of standards. The following are considered summative assessments: CST, end of course test, final exams, term papers, research projects, student-led conferencing, self and peer assessments and project-based learning. <p>Formative and summative assessment will be used to determine student progress. Formative</p> |

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| | | <p>assessments, used to modify and validate instruction, will include observations, written assessments, performance assessments, graphic assessments, Treasures and Mathematics Periodic Assessments, teacher-made assessments, and self-assessments. Leadership indicators will be assessed through student portfolios. The portfolios would include but not be limited to a DVD of a performance, work samples, learning logs, audio recordings, art projects, interviews, journals, artifacts, etc.</p> <p>Summative assessments are administered to determine if students have mastered specific competencies and to identify instructional areas that need additional attention as determined by the California Standards Tests, California Modified Assessment (CMA), California Achievement Tests, Sixth Edition (CAT/6) Survey, California Alternate Performance Assessment (CAPA), Standards Based Test in Spanish (STS), periodic assessments in reading and math, and science, end of the unit tests, and the California English Language Development Test (CELDT), ELD Portfolios, progress report cards, portfolios, and teacher observations to determine student progress and to adjust the instructional practices in the classroom.</p> <p><i>Accommodations and Modifications</i> The school will adhere to the modifications and accommodations which are found in the child’s IEP. The IEP team will review the child’s disability in making the determination regarding accommodations and modifications:</p> <p>Examples of accommodations and modifications are as follows:</p> <ul style="list-style-type: none"> • Assignments are broken down into smaller parts • Cloze sentences • Sentence starters • Uniformed instruction for the assignment are adjusted to meet students needs • Use of tools such as calculators, reference materials, learning charts are allowed • Changes in course content |

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| | | <ul style="list-style-type: none"> • Changes in strategies • Additional scaffolding • Changes in test or assignment presentations • Changes in locations • Changes in schedules, timing • Use picture cards to support text comprehension • Use of computer for written assignments <p><i>Allowable Modifications for students in the core curriculum:</i></p> <ul style="list-style-type: none"> • Reading materials are provided at the child’s independent level • Project-based assessments • Present oral report instead of written report • Test item read-aloud for entire test |
| <p>Outcome 7A, 7B</p> | <p>Instructional Plan for students using Alternate Standards</p> | <p>Should our school receive students who will be instructed using the Alternate Standards, the IEP Team will refer to the extensive plan cited on the special education website.</p> <p>The IEP Team will identify the current level of performance using assessment measures appropriate for alternate standards. For students instructed in the alternate curriculum, the IEP Team will identify the alternate achievement standard that needs to be mastered based on the need identified in the present level of performance. Alternate standards for reading, English language arts and math can be assessed through the goal bank on the Welligent IEP system.</p> <p>For students in an alternate curriculum, the IEP Team will select the appropriate annual goal from the goal bank, based on student need and on expected level of achievement in one year. The team will use the conditions and mastery level to personalize the goal. The Team will develop at least two measurable objectives connected to the goal that will lead to goal achievement.</p> |

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| Outcome 13 | Plan to provide Supports & Services | <p><i>Supports and Services</i> Students will be provided the services and support indicated in their IEP. The school principal and APEIS will monitor the implementation of these support and services.</p> <p><i>Monitoring Tool</i> All support services required for students will be documented in the Welligent IEP system. The administrator will have access to and will review the administrator's report on a regular basis to monitor all support services for all special education students. Welligent Tracking logs will be monitored by the APEIS, Bridge Coordinator and principal on a monthly basis. Meeting updates will be held to ensure compliance with what is written in the IEP with regards to special services.</p> |
| Outcome 9 (for programs with students 14 and older) | Transition Planning Strategies | Not applicable |
| Federal requirement | Access to Extra-Curricular/Non academic activities: | <p><i>Participation in Non-Academic Activities</i> To the maximum extent appropriate to the child's needs, each child with a disability participates with nondisabled children in nonacademic and extracurricular services and activities (§300.553). Teachers will meet in SLC including Special Education teachers and plan for the year. All activities will include the Special Education Students. A schedule will be developed to outline the activities for the year i.e. field trips, programs, and the playground schedule and any other extra-curricular /non-academic activity.</p> <p><i>Accommodations</i> The school is ADA approved so all students have access to all areas of the campus. There is a wheel chair lift in the multipurpose room to accommodate wheel chair bound students' access to the stage for programs.</p> <p><i>General Education Electives/Extra Curricular</i></p> |

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| | | <p>Teachers have been requested to volunteer 20 hours a year at SRES # 11. Clubs will be formed according to the teachers' expertise. The afterschool clubs will include but not be limited to a Library club, music club, dance club, drama club, technology club and gardening club. All students in the school will be encouraged to participate in at least one after school club. No student will be denied access to these after school activities. Additional activities may include a student council, student helpers, and play leaders/safeties during recess and noontime, and volunteers to assist kindergarten students. Students in special education will be given equal access to all activities.</p> |
| <p>Federal Requirement</p> | <p>Providing Extended School Year</p> | <p><i>Determining ESY Services</i> Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. The decision to provide ESY services must be based on student need as indicated on the IEP. ESY services are limited to those services provided during the school year; however, all services need not be included during ESY. When determining the need for ESY, IEP teams should pay particular attention to: severity of the disabling condition; areas of learning critical to maintaining IEP skills; extent of regression caused by interruption in educational programming; rate of recoupment following interruption of instruction and the availability of alternative resources such as intervention programs and general education summer school. A Regression-Recoupment Criterion will be applied. To consider the regression-recoupment criterion the IEP team must: 1. Determine which skills or behaviors may be at risk of regression during the summer/intersession period. Note: They must be skills or behaviors that have been taught during the implementation of the student's current IEP goals and objectives. 2. Review data and other documentation that predict the level of regression and the time that it would take the student to regain the skills or behaviors. 3. Determine which skills and behaviors, if any, will require a recoupment period in excess of what might be expected from typical students.</p> |

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| | | <p>4. Determine whether the skills or behaviors can be maintained through activities, the student can do without ESY services. 5. Determine the skills and behaviors to be maintained during the ESY, the corresponding IEP goals and objectives, and the services that would be required to maintain the skills or behaviors during the summer/intersession period.</p> <p><i>Plans for ESY</i> In planning the instructional program for a child, the IEP goals and objectives will be reviewed and included in the planning. The school will review the materials needed for the ESY program.</p> <p><i>Budget Planning</i> The annual budget provided by the state and LAUSD will include an allocation for personnel and resources to provide ESY services.</p> |
| Federal Court requirement | MCD Outcomes (to be woven among others) | <p>Outcome 1. Since 1997, the Individuals with Disabilities Education Act (IDEA) required that “children with disabilities are included in general State and District-wide assessment programs, with appropriate accommodations or modifications in administration, if necessary.” The No Child Left Behind Act also requires that students with disabilities be included in State accountability systems. Students with disabilities in the State identified grades are required to participate in the Statewide assessment, Standardized Testing and Reporting (STAR) program. IEP teams cannot exempt students with disabilities from testing, but can recommend accommodations and modifications. Students with disabilities who are participating in the District curriculum or the District curriculum with accommodations or modifications are required to participate in the District assessment program for their age appropriate grade level.</p> <p>Outcome 2. This would include periodic assessments for: language arts, math and science.</p> <p>Outcome 3 & 4. Not applicable</p> |

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| | | <p>Outcome 5. Federal and State laws generally require schools to be pro-active and to implement interventions at the earliest sign that a student’s behavior is impeding his/her ability to learn. Students who receive special education services may be suspended only when other means of correction have failed to bring about proper conduct. Out of school suspension typically has little relationship to the misconduct and does not support behavioral change.</p> <p>Outcome 6, 7A & 7B. LRE is required by Federal and State law.</p> <ul style="list-style-type: none"> • Students with disabilities attend schools that are as close to their home as possible. • An individualized determination of the appropriate placement for educating a student with a disability which is made by a team, including the student’s parents and, when appropriate, the student. • Consideration of the full continuum of educational options to meet individual student needs. • Placement of students with disabilities with peers who are at or near the same chronological age. • Bringing supports and services to students where students need them. • Providing access to the general education curriculum. • Collaboration and shared responsibility between general and special education educators, administrators, parents, and students with disabilities. • Providing special education programs and services at all schools in the District, maximizing opportunities for interaction between students with and without disabilities <p>Outcome 8. A student’s placement must be in the Least Restrictive Environment, which includes the school that he or she would attend if not disabled unless the IEP Team determines that another placement is necessary.</p> <p>Outcome 9. Not Applicable</p> <p>Outcome 10. Section 300.343(b) requires each public agency to ensure that within a</p> |

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| | | <p>reasonable period of time following the agency's receipt of parent consent to an initial evaluation of a child, the child is evaluated and, if determined eligible, special education and related services are made available to the child in accordance with an IEP. The section further requires the agency to conduct a meeting to develop an IEP for the child within 30 days of determining that the child needs special education and related services.</p> <p>Outcome 11. The District will provide lawful responses to parents filing complaints in accordance with the following performance standards:</p> <ol style="list-style-type: none"> a. 25% will be responded to within 5 working days. b. 50% will be responded to within 10 working days. c. 75% will be responded to within 20 working days. d. 90% will be responded to within 30 working days. <p>Outcome 12. The District's Informal Dispute Resolution (IDR) process is an optional process where parents identify their issues and concerns and the District attempts to work with the parent to quickly and informally resolve the issues and concerns identified. The process is completed within 20 business days in most cases.</p> <p>Outcome 13. 93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.</p> <p>Federal and State laws require that specific documents become part of the school records for a student with a disability. The District requires schools to maintain the following mandated records in the green folder:</p> <ul style="list-style-type: none"> • Access log (front outside cover). • Student Success Team notes or other pre-referral intervention information. |

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| | | <ul style="list-style-type: none"> • Request for Special Education Assessment. • Student Information Questionnaire for Parents and Guardians, if applicable. • Special Education Assessment Plan. • Assessment reports, with the following exceptions: <ul style="list-style-type: none"> o Assessment reports developed by District Psychological Services, as well as those psychological reports in the form of an independent educational assessment report, are maintained by the Psychological Services field offices o Health reports are maintained by the Health office at the school of attendance. • Parent Consent for Release of Information, if applicable. • Parent Notification of Meeting and Intent to Participate. • Individualized Education Program <p>Outcome 14. The Congressional Committee Reports on the IDEA Amendments of 1997 express the view that the Amendments provide an opportunity for strengthening the role of parents, and emphasize that one of the purposes of the Amendments is to expand opportunities for parents and key public agency staff (e.g., special education, related services, regular education, and early intervention service providers, and other personnel) to work in new partnerships at both the State and local levels (H. Rep. 105-95, p. 82 (1997); S. Rep. No. 105-17, p. 4 and 5 (1997)). Accordingly, the IDEA Amendments of 1997 require that parents have an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child. (§300.501(a)(2)). Thus, parents must now be part of: (1) the group that determines what additional data are needed as part of an evaluation of their child (§300.533(a) (1)); (2) the team that determines their child's eligibility (§300.534(a)(1)); and (3) the group that makes decisions on the educational placement of their child (§300.501(c)). In addition, the concerns of parents and the information that they provide regarding their children must be considered in developing and reviewing their children's IEPs (§§300.343(c) (iii) and 300.346(a) (1) (i) and (b)); and the requirements for keeping parents informed about the educational progress of their children, particularly as it relates to their progress in the general curriculum, have been strengthened (§300.347(a) (7))</p> |

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| | | <p>Outcome 15. The school is responsible to provide appropriate written linguistic translations of any of these documents in the language requested by the parent as long as it is feasible to do so. If the school does not have the translation resources necessary to address the parent's request, the school may request such services from the District's Translation Unit.</p> <p>Outcome 16. The school administrator in collaboration with Human Resources will make every attempt possible to hire qualified credentialed Special Education teachers.</p> <p>Outcome 17. Once school starts, determinations for Behavioral Support Plans will be made by the Administrator/Designee for students whose eligibility is Emotional Disturbance or Autism.</p> <p>Outcome 18. At least 90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.</p> |
| All Outcomes | Professional Development | <p>Special Education Teachers will participate in all Professional Development. Special Education teachers will review each student's Individualized Education Plan (IEP) and share the information with teachers in the Learning Communities where students will be placed based on the grade and age of the student.</p> <p><i>Collaboration</i> Compelling evidence indicates that working collaboratively represents an effective best practice for school improvement. In a Professional Learning Community, teachers engage in collaboration to analyze and improve their classroom practices. Special education teachers will participate in their respective grade level PLC along with the general education teachers on their grade level. Collaboration among teachers in each community, on and across grade levels, enables teachers to collectively plan the instructional program, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, develop formative assessments to monitor students'</p> |

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| | | <p>mastery of standards and/or use standardized student assessments which identify and determine achievement of all students. This collaboration enables teachers to learn from, and be supported by each other. Teachers will be given opportunities to observe best practices in the classrooms of colleagues. The PLCs at SRES # 11 will focus on the PLCs 3 Big Ideas: a Focus on Learning, a Focus on Collaboration and a Focus on Results. (DuFour, DuFour, Eaker Many, 2006) The implementation of these 3 Big Ideas will result in improved teaching and learning and guide the work of the teachers. These Professional Learning Communities will foster a positive and nurturing culture that promotes and encourages teacher retention and continuous growth.</p> <p><i>Differentiation</i> The professional development for the teachers will include differentiated instruction characterized by Response to Instruction and Intervention (RTI²) as the framework for the delivery of instruction for SRES # 11 with a focus on providing a standards-based program for all students. Professional development will be planned to meet the diverse needs of all students including the English Learner, Standard English Learner, and students with learning needs. Parent input will be sought through parent councils regarding professional development needs.</p> <p>To measure the effectiveness of the professional development plan, pre and post assessment data will be used as a comparison to demonstrate clear and compelling evidence of professional growth over time. Teachers will need to know how to guide students toward improved achievement in the targeted area of learning. The professional development plan will include a roadmap of what is to be done. The objective of each teacher will be based on student learning. Specific research and standards based indicators will be developed. A chronology of processes and outcomes stated in student-performance terms will be developed. Differentiated professional development will allow the teachers to have their unique professional growth areas addressed.</p> |

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| | | <p>The principles for gradual measurable improvement of teaching and instruction are:</p> <ul style="list-style-type: none"> • Expect improvement to be continual, gradual and incremental • Maintain a constant focus on Student Learning Goals • Focus on Teaching • Make improvement in the work of the teacher • Build a system that learns from its own experience. <p><i>Tiered Instruction</i></p> <p>Response to Instruction and Intervention (RtI²), which is the District’s framework for the delivery of rigorous and relevant instruction, will also be utilized with students with disabilities. Teachers who are teaching students with disabilities will receive professional development on RtI² and providing students with tiered instruction. The professional development will assist the teachers to identify tiered instructional strategies which could be implemented in the classroom. In addition, teachers will be provided training on “good first teaching”, push-in and pullout intervention programs.</p> <p>Teachers will also receive professional development on Tier 3 supports which will be utilized specifically with special education students who need intensive intervention. Teachers will receive training on the following Tier 3 instructional strategies and support for effective intensive intervention:</p> <ul style="list-style-type: none"> • Academic Engagement Time (AET) • Frequent monitoring of assessments and student progress • Cooperative learning environment • Academic language development • Graphic organizers • Oral language development • Communal learning |

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| | | <ul style="list-style-type: none"> • Task-Based Language Teaching (TBLT) strategies • Instructional Conversations • Use of Treasures Intervention Guide, the Treasures ELD Guide, Voyager and/or ELD TBLT, and/or LANGUAGE! (Version 3) • Use of stand-alone intervention programs, such as, Read 180, LANGUAGE! (Version 4) to provide intensive, accelerated, and small group intervention |
| <p>Outcomes 6, 8, 16</p> | <p>Staffing/Operations</p> | <p><i>Recruitment of Highly Qualified Staff</i> The Assistant Principal-EIS/designee is responsible for the following: ensuring the legal requirements for the Individualized Education Plan (IEP) process are met, that the services in the IEP are delivered and monitored, that the Modified Consent Degree implementation plans are addressed, that appropriate instruction and services are addressed and provided to students with disabilities in the least restrictive environment, and that parents are active participants and involved in the IEP process.</p> <p>A Bridge Coordinator will be budgeted by the School Site Council. The responsibilities of the Bridge Coordinator will include the following: support the instructional and compliance activities involved in working with students with disabilities; monitor professional development for special and general education teachers on effective strategies, accommodations, and/or modifications; monitors the intervention for ELA and math; and coordinates the integration of special and general education. The position will require the person to have a masters degree, success in the classroom, an administrative credential and experience with special education programs. The Assistant Principal-EIS and the Bridge Coordinator will be responsible for keeping parents informed, holding meetings, writing, and distributing newsletters to parents of children with identified learning disabilities.</p> <p><i>Credential Verification</i> The LAUSD Human Resources will verify the teacher credential. In addition, the LAUSD will provide support in the area of recruitment and selection of Highly Qualified Teachers and the District Intern program will provide the training necessary to have non-credential</p> |

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| | | <p>teachers receive their special education credential.</p> <p><i>Office Clerical Support</i> The school will identify an office technician who will be trained on Special Education programs including enrollment, identification, timelines and the use of the Welligent IEP system.</p> <p><i>Services Ratios/Norms</i> Mandated service norms will be honored in accordance to norm allocation requirements for each special day program at the school.</p> <p><i>Specialized Equipment</i> An annual inventory report of specialized equipment (iPads, LCD projectors, Elmo projectors, digital cameras etc.) will be completed and will include serial numbers, location of the equipment and the type of equipment. The equipment will be stored in a safe and locked building during breaks longer than a month.</p> <p><i>Health Protocols</i> Students identified with special needs through the special education process will have access to a well-trained nurse. The nurse’s office will be well equipped and supplied, which could include locked cabinets, an examination table, a refrigerator, a wheel chair, a stretcher, and a cabinet to keep the students’ health records. The students with an IEP will also have access to counseling and other resources. If any students require a health protocol the nurse would be available to implement the protocol. In the absence of a nurse, the substitute nurse will have a health protocol notebook available which delineates the protocols and the students that need to have it administered.</p> |

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| | Fiscal | The school will follow a per-pupil funding model and will also qualify for categorical funds. These funds will be spent for all qualifying children including students with special needs. |
| Outcome 14 | Parent Participation | <p><i>Parent Communication</i> Standard District special education forms, notices, and procedural guides including the <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure and <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i>, are available in the predominant languages of the District and may be ordered from the District School Supplies and Equipment Warehouse at no charge to the school. The principal/designee at each school should maintain an adequate supply of these forms to annually address the linguistic needs of parents. Parents are entitled to request a written translation of an assessment report in order to be fully informed regarding the assessment results. Such requests are to be met, unless clearly not feasible to do so. If the school does not have the necessary resources to provide the written translation, the principal/designee may request a written translation by the District's Translation Unit. The Congressional Committee Reports on the IDEA Amendments of 1997 express the view that the Amendments provide an opportunity for strengthening the role of parents, and emphasize that one of the purposes of the Amendments is to expand opportunities for parents and key public agency staff (e.g., special education, related services, regular education, and early intervention service providers, and other personnel) to work in new partnerships at both the State and local levels (H. Rep. 105-95, p. 82 (1997); S. Rep. No. 105-17, p. 4 and 5 (1997).</p> <p><i>Participation in IEP</i> Accordingly, the IDEA Amendments of 1997 require that parents have an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child. (§300.501(a)(2) The District's Informal Dispute Resolution (IDR) process is an optional process where parents identify their issues and concerns and the District attempts to work with the parent to quickly</p> |

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| | | <p>and informally resolve the issues and concerns identified. The process is completed within 20 business days in most cases. A parent does not have to go through the IDR process before initiating Due Process Proceedings. However, the IDR process is often a better process for resolving disputes because it is faster and less formal than Mediation Only and Due Process proceedings. As such, when disputes arise, school sites should provide parents with the IDR pamphlet and explain the advantages of using the IDR process. Mediation Only is an optional state-administered process that parents may choose where a mediator assigned by the California Office of Administrative Hearings (OAH) assists a parent and the school district in discussing possible resolutions to their disagreement. The State-assigned mediators are trained in the mediation process, are not employees of the school district, and do not have a personal or professional interest in the dispute. At a mediation conference, the mediator facilitates communication between the parent and the school district so that all perspectives are clarified. The mediator may also suggest options for resolving the dispute. No attorneys or advocates may participate in the mediation. In addition, communications exchanged in a mediation conference are confidential and may not be used in any subsequent due process hearing or civil proceeding. The goal of the mediation is to reach an agreement on how to resolve the dispute. If the parties reach an agreement, it will be documented in a settlement agreement and provided to the parent and District for approval and execution. Once it is executed, a mediation settlement agreement is enforceable under State and Federal law. If an agreement cannot be reached through the Mediation Only process, either party may request a due process hearing to resolve the disagreement. Mediation Only can be an effective process when the parties are open to communicating with each other and finding a mutually agreed upon solution. It is less threatening and costly to the parties than the due process hearing process described below, since it does not include witnesses, exhibits, cross examination, attorneys or paid advocates. Due Process Proceedings are the most formal option for resolving a disagreement regarding an IEP. Due Process Proceedings include among other things, a resolution period, an optional pre-hearing mediation, and a formal hearing with documentary evidence, witness testimony and arguments presented by each side. Special education laws and regulations set forth specific procedures and timelines that apply to Due Process Proceedings. Due process hearings are frequently stressful, time consuming, and</p> |

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| | | <p>costly for both sides. While school District personnel should never counsel a parent against requesting a due process hearing, it is important to advise parents of the various options for resolving disagreements, what each option entails and that utilizing an informal dispute resolution process or mediation does not preclude the parent from requesting a due process hearing at a later date.</p> <p><i>Parent Engagement</i> SRES #11 will engage parents through Epstein’s Framework of six types of family and community involvement. We will employ the research-based practices outlined in Ms. Epstein’s School, Family and Community Partnerships: Preparing Educators and Improving schools. However we will also build our engagement program on the more recent work of Anne T. Henderson and Karen L. Mapp, <i>A New Wave of Evidence</i> and <i>Beyond the Bake Sale</i>. We are fully aware that this research body has been proven highly effective in addressing the type of diverse student population that comprises SRES #11. Both bodies of research clearly demonstrate that students whose families are involved in their learning earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education. All parents, including parents with students with disabilities, will be involved in their child’s education through engagement opportunities. Parents of children with disabilities will be encouraged to serve on all school leadership councils. Their feedback and participation will be valued.</p> <p>The schools will select/elect parents, teachers, parent support staff, and an administrator to serve on the School Family Action Team (SFAT) and these persons will participate in ongoing professional development from the Local District 7 Parent Engagement Unit. All SFAT stakeholder representatives will be responsible for sharing new knowledge with their peers, at the school, and ensure that the Parent & Family Center support staff implement ongoing parent training. The School Family Action Team will also provide periodic updates to the School Site Council on the school’s parent engagement activities and provide input toward the parent sections of the Single Plan for Student Achievement</p> |

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| | | <p><i>Parent Training Opportunities</i> Parents of students with disabilities will be offered opportunities to attend school and district sponsored training. The school will advertise classes which are offered through the Special Education Office. The District’s Parent Resource Network Parent training will be provided in the areas of support strategies, available resources for students with or suspected of having special needs and how to seek services for their children. The Parent & Family Center staff will conduct monthly trainings to empower parents in the support of academic achievement of their children. The trainings topics will include but not limited to:</p> <ul style="list-style-type: none"> – RtI²-What a Parent Needs To Know – Family Story Time – College Awareness/Preparation Program – Positive Behavior Support at Home – Math and Literacy Workshops – Science and Technology Workshops – How to Interpret Summative and Formative Data – How to Identify a High Quality School – Early Signs of At-Risk Behaviors in Youth – Healthy Lifestyle for Families – The Road to High School Graduation and College: Preparing for College Begins Now – Implementing Common Core Assessments <p><i>Parent Complaint</i> Parents will be encouraged to speak with the principal, AP-EIS or coordinator regarding any complaints regarding their child. The school is committed to responding and addressing the needs of all the parents. The school will prominently display the Parent Resource Network poster that provides parents information about where to call if they have questions or complaints concerning special education. School staff will assist parents in completing forms and answering</p> |

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| | | questions they may have. |

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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-leveled 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-leveled 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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| <p>Federal Court requirement</p> | <p>MCD Outcomes (to be woven among others)</p> | <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 | <p>Woven Throughout</p> |

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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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| 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> |