

**Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
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<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Robert Fulton College Preparatory school will ensure that federal, state, and district requirements are followed by all staff members.</p> <ul style="list-style-type: none"> ○ All office personnel will be trained to request a copy of the student’s current IEP at the time of enrollment. ○ The student’s IEP will be reviewed and appropriate placement will be determined. If a student has a placement that is not offered at RFCP then we will call the Support Unit North to discuss placement options. ○ If the student is appropriately placed, then the Bridge Coordinator or Special Education Clerk will forward a copy of the IEP to the student’s counselor for programming. ○ Once the student is enrolled, the student’s active IEP in the Welligent IEP system can be accessed from their previous school. ○ If the student is transferring from another school district, office personnel will promptly request and obtain the IEP and any other records from the previous district. ○ They will also initiate a thirty-day IEP process. ○ There is a process in place for referring students who may require special services. ○ Any person who believes that a student may potentially require special education and related services may make a formal written request for a special education assessment. Once received, a team will review the plan. If the plan is approved, the administrator/designee has 15 days to provide the parents with a special education assessment plan, which the parent approves, signs, and returns. The assessments are conducted and reports prepared by the School Psychologist, School Nurse, Special

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		<p>Education Teacher and others, as applicable. The IEP is scheduled and the team is notified no later than 10 calendar days prior to the scheduled date of the meeting. The IEP meeting is held within 50 calendar days of receipt of the special education assessment plan signed by the parent. If the student is found eligible for special education and related services and the parent approves and signs the IEP, it is implemented immediately. The next IEP meeting is held within a year of the previous IEP to review its appropriateness.</p> <ul style="list-style-type: none"> ○ The school displays “Complaint Response Unit/Parent Resource Network” poster. ○ The school displays the monthly “Special Education Parent Training Calendar”. ○ “Are you puzzled by Your Child’s Special Needs?” is available in the special education office. The brochure is available in students’ primary language. ○ “A Parent’s Guide to Special Education Services is available in the office upon request and included in the IEP correspondence with parents. ○ Staff PDs on the special education process, differentiating instruction, and implementing the accommodations and modifications of the student IEP, as outlined in the “Special Education Policies and Procedures Manual.”
Outcome 2	Intervention Programs	<p>RFCP will implement a tiered Response to Instruction and Intervention framework to ensure the academic, behavioral and social/emotional success of all students at our school. We will provide necessary supports and interventions for students to achieve mastery of the content standards. Intervention programs applicable to the General Education population will be applicable as well to the Special Education population. Where indicated in a student's IEP, DIS Services, accommodations and modifications particular to the student will also govern types of intervention provided. RFCP will utilize data to improve teaching and learning, and</p>

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		<p>to develop multi-tiered layers of instruction and intervention supports based on student needs. The intervention framework utilized by RFCP has its foundation in the Response to Instruction and Intervention (RTI2) model of instruction. Student progress will be monitored on an ongoing basis using data obtained from a variety of assessments, (formal, informal, formative, and summative).</p> <p>Tier 1 will embody good first teaching practices rooted in the standards-based curriculum. Teachers will regularly access and utilize data to monitor student progress, to determine student areas of strength and weakness, and re-teach as necessary. Teachers will utilize research-based approaches to engage learners of all modalities. These approaches may include differentiated instruction, project-based learning, Specifically Designed Academic Instruction in English (SDAIE), technology integration, cooperative learning, interdisciplinary studies, and 21st Century skills. Students who do not make appropriate progress will be identified and referred for appropriate intervention. Factors for intervention referral may include: low standardized test scores, poor grades, excessive absences, behavior referrals, “at-risk” identification.</p> <p>Student participation in Tier 2 intervention programs is determined by data retrieved from My Data (i.e. Periodic Assessments, California Standards Test), work samples, teacher reports/recommendations, informal and formal testing. A Learning Center will be available for students with disabilities to provide targeted and specialized instruction that reinforces strategies for accessing the general core curriculum. A Learning Center Elective will be available for Resource students who require additional support to address their math and ELA, vocational, work habits and organizational skills. Special Day Students who are mainstreaming into at least one core curriculum class may be offered the support of a Learning Center Elective to address their math and ELA, vocational, work habits and organizational skills as determined by the IEP team. Teachers will use supplemental materials, such as Six Minute Solutions and Bridges to Literature, to reinforce the curriculum and to accommodate the needs of each student as outlined in the student’s IEP. Resource</p>

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		<p>Specialists will collaborate with general education teachers to employ strategies that will increase student success.</p> <p>To the extent possible, students with disabilities will be educated in the general education classes. However, there are students who, due to their disabilities, are unable to be successful in the core general education classes. The Special Day Program at RFCP provides special day classes to address the needs of these students. The special day classes consist of more intensive instruction in a small group environment, with Program Support (paraprofessionals). Special Day Teachers will use data to facilitate the IEP team’s determination of student goals and objectives in the student’s IEP. They will regularly monitor student progress and use data to determine areas of strength that will enable a student to mainstream into one or more general core curriculum classes.</p> <p>A Social Skills elective will be available to students with autism and other students with special needs who require additional support in this area.</p> <p>Additionally, further school wide interventions available to general education students will be provided as appropriate to special education students.</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>RFCP will implement a school-wide Positive Behavior Support and Discipline Plan.</p> <p align="center"><u>Prevention</u></p> <p>Staff PD on Classroom Management using Positive Reinforcement and Token-Based Economies, as outlined in <i>CHAMPs: A Proactive and Positive Approach to Classroom Management</i>.</p>

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		<ul style="list-style-type: none"> ○ In order to encourage responsible behavior, students will understand what the behavioral expectations are and will know how to meet the behavioral expectations. ○ Positive reinforcement for responsible student behavior in the form of verbal praise, positive notes home, rewards. Appropriate behavior will be acknowledged and reinforced on an ongoing basis. ○ Opportunities for staff to collaborate and communicate Best Practices. ○ Consultation with School Psychologist to identify preventive practices. ○ Use the whole school plan for outline of school wide Positive Behavior Support. <p align="center"><u>Intervention</u></p> <p><u>Tier 1</u></p> <ul style="list-style-type: none"> ○ Use the whole school plan for outline of school wide Positive Behavior Support. ○ All teachers will have access to their students’ IEPs, and be aware of a student’s Behavior Support Plan. <p>Discipline and behavior programs applicable to the General Education population will be applicable to the Special Education population as well. Where indicated in a student’s IEP, accommodations and modifications particular to the student will also govern the types of discipline and behavior support provided. Appropriate DIS personnel, such as DIS Counselor and School Psychologist, will be consulted as applicable. Additionally, the limit of ten days for suspensions will be adhered to.</p> <p><u>Tier 2</u></p> <ul style="list-style-type: none"> ○ Teachers maintain a behavior log and a phone log to record data and interventions/strategies implemented.

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		<ul style="list-style-type: none"> ○ Students may be referred to the Student Success Team (SST) or the Coordination of Services Team (COST) to be evaluated for additional behavioral and/or academic support. <p><u>Tier 3</u></p> <ul style="list-style-type: none"> ○ Teachers will use data to determine if the student requires a Behavior Support Plan in their IEP. ○ Teachers will have the opportunity to collaborate with one another, with counselors, with the school psychologist, and the administrative staff to ensure that the student needs outlined in the IEP are addressed. ○ School will maintain at least 2 staff members, including the School Psychologist, who are trained Behavior Intervention Case Managers (BICMs) and trained to write Functional Behavioral Assessments (FBAs) or Functional Analysis Assessments (FAAs). These BICMs are available onsite to collaborate with teachers to help them implement strategies to increase positive behaviors and reduce problem behaviors.
Necessary for Planning, will be provided	Description of Student Population	RFCP will serve students with disabilities in grades 6 through 12. Based on the current population of students with disabilities, it is projected that RFCP will enroll approximately 301 students with disabilities (approximately 16% of the student population). RFCP will service students with disabilities that include, but are not necessarily limited to: specific

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		<p>learning disabilities, autism, mental retardation, hard of hearing, orthopedic impairment, health impairment, and multiple disabilities.</p> <p>Approximately 109 students participate in the Resource Specialist Program. RFCP will maintain five Resource Specialists to address the needs of the Resource students. Resource Specialists will work collaboratively with general education teachers to support students in general education classrooms.</p> <p>Approximately 192 students participate in the Special Day Program. Special Day teachers will serve students needing targeted instruction outside of the general education classroom for all or part of the instructional day.</p> <ul style="list-style-type: none"> ○ RFCP will have Special Day Classes for students with Specific Learning Disabilities. ○ RFCP will maintain an AUT class for students with autism who are on the alternative curriculum. This population will take the CAPA. ○ RFCP will maintain an AUT class for students with autism who are on the Diploma Track. This population will take the CST and CAHSEE. ○ RFCP will have a CBI (Community Based Instruction) class that utilizes CBI strategies for students on the alternative curriculum. These students will learn life skills, as well as how to access community resources. <p>Student progress will be monitored using SIS (Student Information System), My Data, and the Welligent IEP System. An Administrator overseeing Special Education and the Bridge Coordinator will be assigned to coordinate the programs. Special Education Paraprofessionals will be assigned to assist in the classrooms. Appropriate classroom space is reserved for these programs. Location of the classrooms will be integrated with the general education classrooms.</p>

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<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>To ensure that all students receive the support needed to succeed in the general education program, we will implement a multi-tiered approach to instruction and intervention that responds to student needs and is directed by student performance data, which is derived from multiple measures. The multi-tiered approach has its basis in good first teaching, consistent use of data to inform instruction and identify students for targeted intervention, and provide support to assist students in achieving proficiency. When special education services are deemed appropriate outside of the general education classroom, the content will continue to be based on grade level content standards and expectations.</p> <p>Where feasible, special day classes will be conducted jointly with general education classes in the same subject and grade level. The general education and special day teacher will teach the class in a collaborative model.</p> <p>RFCP will provide a range of opportunities for Special Education students to participate in RFCP's programs. All students for whom the Least Restrictive Environment is the General Education setting, in one or more subjects, will be afforded that opportunity.</p> <p>In addition, RFCP will maintain a Resource Program, with students provided collaborative support in the General Education classroom as well as Learning Center support and classes when needed.</p> <p>For students with more restrictive needs, a Special Day class program at all grade levels will be provided. RFCP intends to maintain the current Autism program currently in place at RFCP. A CBI (Community-Based Instruction) Program will also be in place. Additionally, RFCP intends to offer expansion of its programs to accommodate the needs of students. Fulton does not intend to turn away students with Special Needs, whom the school can accommodate.</p>

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<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>The Special Education staff at RFCP, including responsible Assistant Principal, Bridge Coordinator, Department Chair and Special Education Clerk, and School Psychologist will maintain calendars to assure that time lines are followed. The school will rely upon the District Welligent System, the SIS system and such other documentation as needed to meet the timelines.</p> <p>The Welligent system will be used to notify team members of upcoming IEP meetings, to provide communication during assessment and to assign follow up activities. IEP team members will communicate in both in-person and written form.</p> <p>Meetings will be held in the main IEP room in the Special Education Office, in the Resource Office and in larger conference rooms as needed. The spaces utilized for IEP meetings will ensure confidentiality and, if necessary, teleconferencing.</p> <p>Parents are invited to IEP meetings by official notice as well as by advance and reminder telephone calls. Translation services are provided, as needed, for parents in their primary language.</p> <p>If parents consent to the IEP, it will be implemented immediately. If parents do not consent, an effort to resolve disagreements at the school site will be made by taking additional time to review options, clarifying portions of the IEP, having additional persons with special expertise join the IEP team and/or providing parents an opportunity to observe a class or program.</p> <p>To ensure the proper implementation of the IEP, copies of the most recent IEP will be provided to all service providers and stakeholders. Resource Specialist teachers and other support providers will use Welligent to document services provided as required in MCD Outcome 13.</p>

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<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>To determine if a special education referral is appropriate, an IEP evaluation team will review student records, academic history, prior assessments (standardized tests, formal/informal assessments), academic and behavioral interventions, teacher/parent information and concerns.</p> <p>Language Factors: Prior to referral for assessment, the Bilingual Coordinator will review the student’s language development history, including: program placement, CELDT results, ELD level, CST scores, intervention history, and classroom grades.</p> <p>Exclusionary Factors: Prior to referral for assessment, it will be determined whether the unique educational needs of the student are not primarily due to: environmental, cultural, or economic factors; lack of instruction in math and reading; limited English proficiency; social maladjustment; or temporary physical disability.</p> <p>Referral Procedure- Parents and guardians will be instructed on the referral process to assess for special education services. Teachers/Staff will also be trained on how to refer a child for assessment. Upon receipt of referral for special education services, the referring party will receive a written response from the school within 15 days (not counting school vacations). If the school determines that an assessment of the student is not appropriate, the referring party will receive a written notice of this decision. If the school determines that an assessment is appropriate, the parent/guardian will receive an Assessment Plan. An Assessment Plan describes the types and purposes of the assessments, which may be used to determine the student’s eligibility for special education services. The assessment will cover all areas related to the student’s suspected disability including, if appropriate:</p> <ul style="list-style-type: none"> ○ Health and Development, including vision and hearing ○ General Ability ○ Language Function ○ Motor abilities

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		<ul style="list-style-type: none"> ○ Social and Emotional Status ○ Self-help, including orientation and mobility ○ Career and vocation abilities and interests <p>The school must receive the Assessment Plan with a parent/guardian signature of consent before the student may be assessed. The parent/guardian has at least 15 days from receipt of the Assessment Plan to sign and return it. The school has fifty days (not counting school vacations) upon receipt of the signed Assessment Plan to complete the assessment and hold an IEP meeting.</p> <p>Monitoring by ethnicity: RFCP will use the guidelines that have been developed by LAUSD to assure students truly meet the eligibility criteria for special education placement and are ethnicity-neutral along with meeting the MCD Outcome 18.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>RFCP will adhere to the Individuals with Disabilities Education Act (IDEA), which requires that students with disabilities be educated in the least restrictive environment.</p> <p>Grade-level standards are used in all Resource-supported classes, all Special Day LD classes, and the CORE Autism class. These classes all use the grade-level materials supplied to general education classes. Accommodations and/or Modifications outlined in the student’s IEP will be implemented to support student progress.</p> <p>Special Education teachers and General Education teachers will collaborate and use backward planning to determine appropriate pacing plans, and to ensure that grade-level standards are being addressed. They will identify desired results, and the benchmarks they will need to achieve along the way to reach their goal. They will review content standards by grade level and prioritize essential teaching. Teachers will regularly monitor student progress, using assessment data to determine which standards are being met and which standards need to be revisited.</p>

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		<p>Accommodations and modifications written into the student’s IEP will be implemented in the classroom. Accommodations may include (but are not limited to): extended time, small group instruction, preferential seating, use of graphic organizers, repetition, and check for understanding. Modifications may include (but are not limited to): shortened assignments, providing alternate assignments, simplifying task directions, or utilizing specialized curriculum.</p> <p>In addition to those students programmed into a Learning Center Elective, students may have access to the Learning Center on an as needed basis to learn new strategies and to reinforce content instruction. Focus will be on Academic Literacy, Vocabulary, Language, and Academic Content.</p> <p>In a limited number of classes, principally Autism and Mental Retardation, students at multiple grade levels may be assigned. The teacher will be responsible for lesson plans for each subject and grade level. As appropriate, the teacher will introduce new material and concepts. Classroom and other paraprofessionals assigned to students will guide students as necessary through exercises designed to help them master material.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Alternate Standards:</p> <p>RFCP will use the ELA-i CCSESA/SEACO Curriculum Guide as the basis of curriculum and instruction in Moderate/Severe classes.</p> <p>RFCP will use the Alignment Matrices of the ELA-i CCSESA/SEACO Curriculum Guide as the basis for aligning curriculum and instruction with CORE standards for ELA, ELD, Mathematics, Science, History/Social Studies and Health.</p>

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		<p>Instruction will be designed to maximize each student’s educational attainment to achieve independence in life activities. As in the general education program, accommodations and modifications will be provided based on student needs.</p> <p>Backward Planning: In collaboration with the IEP team, teachers in the alternate curriculum will use backward planning to design curriculum and instruction, to guide assessment practices, and to refine instruction based on evaluation of observed outcomes. They will devise an appropriate pacing plan for the school year. They will identify desired results and benchmarks along the way to determine that they are on track to achieve their goal. They will design assessments in alignment with their expected outcomes. They will collect and analyze student work to inform instructional decisions. They will use assessment results to evaluate and refine instruction.</p> <p>In classrooms with multi-age groups of students, teachers will focus on developing interdisciplinary instructional experiences that address common themes across grade levels. The IEP team determines related services that are needed to benefit the student educationally. These services are outlined in the summary of FAPE (part 2).</p>
Outcome 13	Plan to provide Supports & Services	<p>The IEP team determines related services that are needed to benefit the student educationally. These services are outlined in the summary of FAPE (part 2)</p> <p>Resource services will be provided through staff Resource teachers and assigned paraprofessional staff. Special Day services will be provided through Special Day teachers and assigned paraprofessional staff. DIS services will be provided through DIS staff either hired directly by RFCP or purchased through the District as needed. Welligent tracking programs will be used to monitor provision of services.</p>

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		<p>The DIS counselor, a licensed professional, will provide school Mental Health Services at the middle-school level. The School Psychologist will provide Counseling and Guidance services at the high school level.</p>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>RFCP will provide transition services directly through school staff and the Department of Transition Services (DOTS).</p> <p>By age 14, each student’s IEP will include an Individual Transition Plan (ITP). The ITP will include activities in the areas of Education/Training, such as familiarizing our students with the Disabilities Office at Community Colleges, Universities, Trade Techs, and Occupational Centers, Employment through the Workability Program or any other job assistance program, and Daily Living Skills. The ITP will be updated annually. Students will be assessed for their ITP with the use of formal and informal questionnaires, surveys, and interviews. The assessments will be used to determine the student’s strengths, preferences, and interests. Prior to their sixteenth birthday, students will complete a commercially produced transition assessment such as COPS (Career Orientation Placement Survey), IDEAS, and Ready, Set, Go Inventories, which survey the student’s interests to facilitate career exploration. Students who are graduating with a diploma or certificate of completion, or aging out of the system will have a “Senior Inventory” and “Summary of Performance” on file in their records. They will also be provided a copy for future reference. The District will be provided copies of the High School Credit and Completion Status Certification Form for Grade 12 Students with an IEP.</p>
<p>Federal requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p>	<p>All special education students will have access to all extracurricular/non-academic activities that are open to all students. Special Education students will be actively recruited and encouraged to participate in all extra-curricular and non-academic activities available to general education students. These activities may include, but are not limited to, clubs, sports, band, student government, and field trips. Accommodations will be made to ensure participation by students with disabilities.</p>

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		<p>Students with disabilities will have access to all electives that are available to the general education population. Students will receive accommodations and support as outlined in the IEP. Special Education teachers will collaborate with Elective teachers to discuss strategies to address student needs.</p>
<p>Federal requirement</p>	<p>Providing Extended School Year</p>	<p>Extended School Year (ESY) will be provided for students with disabilities who have unique needs that require special education and related services outside of the academic school year. These services are provided to assist students with disabilities in maintaining skills through the intersession, which may otherwise regress.</p> <p>All students who are eligible for special education and related services will be considered for Extended School Year. However, federal and state regulations do not require every student with a disability to receive ESY services. The IEP team makes the decision as to whether or not ESY services should be provided based on student need. In determining the need for ESY services, the IEP team will consider: the severity of the student’s disability, and the extent of regression likely to occur due to the interruption in the student’s educational program.</p> <p>RFCP will contract with LAUSD to provide ESY services to those students whose IEPs call for those services.</p> <p>IEP teams will determine, using District-provided guidelines, the appropriateness of ESY for each student RFCP will contract with LAUSD to provide ESY services to those students whose IEPs call for those services.</p>

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Federal Court requirement	MCD Outcomes (to be woven among others)	RFCP is committed to implementing a comprehensive special education program that complies with all Federal, State, and District mandates, including the Modified Consent Decree.
All	Professional Development	<p>Special Education faculty will have access to all Professional Development opportunities available to the faculty as a whole. General Education faculty will be invited to Special Education Professional Development opportunities.</p> <p>Professional Development will include analysis of student data. This data will be reviewed throughout the school year upon receiving the results of Periodic and performance-based assessments.</p> <p>The Special Education Department will meet to collaborate on best practices, classroom management, problem-solving, and addressing issues unique to the department. This time will also be used for IEP instruction and updates. Paraprofessionals will attend these PDs as well.</p> <p>Special Education teachers will attend Content Area Department meetings to remain informed about content and pacing, and to ensure that they are teaching the standards in alignment with the General Education Curriculum. Paraprofessionals will attend the Content Area PD of their teacher.</p> <p>Teachers will participate in professional development sessions involving strategies of Response to Intervention and Instruction (RTI2). They will learn effective strategies related to Tier 1, Tier 2, and Tier 3 of the RTI2 instruction.</p>

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Outcomes 6, 8, 16	Staffing/Operations	<p>RFCP will recruit credentialed Education Specialists, and a full-time School Psychologist, who are organized, and who have high expectations of our student population. They will demonstrate the ability to teach the standards in alignment with the General Education curriculum while providing accommodations as outlined in the students' IEPs.</p> <ul style="list-style-type: none"> ○ Credential will be verified through CCTC . ○ District Information Systems such as ISIS (Integrated Student Information System), MyData, and Welligent will be used to identify student services, monitor progress, collect student health information, and track records. ○ Welligent will be used to create IEPs for students with disabilities, as well as to track and monitor student services. ○ The Bridge Coordinator and the full-time Special Education Clerk will ensure compliance. ○
	Fiscal	(Refer to Main Body)

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<p>Outcome 14</p>	<p>Parent Participation</p>	<p>Parents of students with disabilities will be included in the school wide plan to engage parents in their child’s education. They will have access to the Parent Center on campus. RFCP will develop programs to utilize parents as volunteers and maintain an open classroom environment. RFCP will use Connect Ed and the school website to keep parents updated, informed, and involved in school events and happenings.</p> <p>Parents of students with disabilities will be provided full information about their child’s identification, evaluation, placement, instruction, and reevaluation for special education and related services. The Bridge Coordinator and Special Education clerk will maintain open communication with parents. They will encourage and enable parents to attend their child’s IEP meeting and participate in the decision-making process regarding their child’s education. Translation services will be provided as needed. To the extent possible, IEP’s will be scheduled at times that are convenient for parents. The Bridge Coordinator will communicate with parents regarding special education and related services, responding to parent complaints and concerns, education them about the importance of their role in their child’s education, and working with parents to advocate for the educational needs of their child.</p> <p>RFCP will inform parents of training and other opportunities available to parents, both programs sponsored by LAUSD and those sponsored by other providers.</p>

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<p>Federal Requirement, District publications and forms are available for use</p>	<p>Search & Serve</p>	<p>Processes are developed to ensure:</p> <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. 	<p>4 All processes are well described and clear planning is evident.</p> <p>3 All processes are described and some planning is evident.</p> <p>2 Need for processes are acknowledged, planning is incomplete.</p> <p>1 No planning is evident.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<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. 	<p>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</p> <p>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</p> <p>2 – Plan lacks research based elements and does not fully describe an intervention</p> <p>1 – Plan does not describe an intervention process and lacks research-based elements.</p>

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Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	<p>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.</p> <p>Intervention Tier I 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>4 - All structures are well described and clear planning is evident.</p> <p>3 - All structures are described and some planning is evident.</p> <p>2 - Need for structures are acknowledged, planning is incomplete.</p> <p>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.</p> <p>3 - All three elements are addressed and students are planned for.</p> <p>2 - All three elements are acknowledged.</p> <p>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 	<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</p> <p>3 - Plan provides a strong description of the</p>

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		<p>be provided, including co-planning, co-teaching,</p> <ul style="list-style-type: none"> ○ 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 student learning ○ 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 	<p>Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation</p> <p>2 - Plan lacks some elements in the description of the Special Education Programs which should include a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation does fully describe an intervention</p> <p>1- Plan does not describe the Special Education Programs</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>A process is planned ensuring:</p> <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. 	<p>4 - All five elements are met, organization is clear and calculated to ensure the needs of the students are met.</p> <p>3 -All five elements are addressed and students are planned for.</p> <p>2 - All elements are acknowledged.</p> <p>1 - No planning is evident.</p>

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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. 	<p>4 - All processes are well described and clear planning is evident.</p> <p>3 - All processes are described and some planning has begun.</p> <p>2 - Need for processes are acknowledged, planning is incomplete.</p> <p>1 - planning is evident.</p>
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 	<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</p>

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		<p>curriculum based, informal assessments and alternate standards.</p> <ul style="list-style-type: none"> ○ 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>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>
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 	<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</p>

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		<p>“Senior Inventory” and “Summary of Performance” on file in their records and will be provided with a copy for future reference.</p> <ul style="list-style-type: none"> ○ Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. 	<p>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>
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.</p> <p>3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities.</p> <p>2 - The need for processes are acknowledged, planning is incomplete.</p> <p>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.</p> <p>3 - Some planning is evident to ensure students have access to Extended School Year services.</p> <p>2 - The need for an Extended School Year plan is acknowledged, planning is incomplete.</p> <p>1- No planning is evident.</p>

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

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All Outcomes	Professional Development	<p>Professional Development</p> <ul style="list-style-type: none"> ○ Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. ○ Training ensures differentiated application of knowledge and skills to meet the needs of all students. ○ Explicitly address Tiered Instruction. 	<p>4 - Planning addresses clear opportunities for collaborative learning regarding the needs of all students.</p> <p>3 - Planning addresses some opportunities for collaborative learning regarding the needs of all students</p> <p>2 - The need for professional development is acknowledged, planning is incomplete.</p> <p>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</p> <p>3 -A process is described and some planning is evident to ensure staffing and operational needs are met.</p> <p>2 - The need for processes are acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>

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	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.</p> <p>3-Three items are planned for.</p> <p>2-Two or fewer are planned for.</p> <p>1-No planning is evident.</p>
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.</p> <p>3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged.</p> <p>2- The need for processes is acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>