

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

APPENDIX E

Applicant Team Name: STEAM HS-Science, Technology, Engineering, Arts, & Math-STEAM HS at SRHS #8 – member of the SRHS #8 Schools Collaborative team as written in this plan.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Following the LAUSD Special Education Policy manual based on state and federal law governing special education, the SRHS #8 Schools Collaborative will actively seek to identify students with special needs in their student population.</p> <p>1. At the beginning of the year, LAUSD’s <i>Are You Puzzled by Your Child’s Special Needs?</i> Brochure will be given to every student take home. Also, the following publications will be readily available in the main office for parents and staff upon request:</p> <ul style="list-style-type: none"> • <i>Are You Puzzled by Your Child’s Special Needs?</i> Brochure • Student Enrollment Form • 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>The Parent Resource Network poster will be posted in the main office.</p> <p>2. SRHS #8 Schools Collaborative will use the district enrollment form for students enrolling at the school which has the parents answer the following five questions:</p> <p>A. Did the student receive special education services at his/her previous school? B. Did the student have an Individualized Education Program (IEP) at his/her previous school? C. Did the student have a Section 504 Plan at his/her previous school? D. Does the student have difficulties that interfere with his/her ability to go to school or learn? E. Has this student been identified for Gifted and Talented Educational services (GATE)?</p> <p>If the parent answers no to all of the questions, no further action is required. If the parent answers yes, the school administrator or designee will do the following:</p> <p>a. Incoming student is from another LAUSD school-the school will look up the IEP on Welligent and provide the services as stated on the IEP. Should any concerns or possible changes need to be addressed, the school will hold a review IEP.</p> <p>b. Incoming student is from a school in California that is outside the district-the school the SA will obtain a copy of the active IEP from the other school district in order to provide comparable services after consulting with the parents until a 30 day IEP can be held.</p> <p>c. Incoming student from another school where an assessment has begun-the administrator and/or designee will collaborate with the previous schools to complete the assessment and hold an initial IEP.</p>

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		<p>d. Incoming student from another state-the administrator and/or designee will collaborate with parents and provide comparable services until a new evaluation is conducted.</p> <p>The administrator or designee will use the Welligent system to track the progress of all new IEPS.</p> <p>Referring Students for A Special Education Assessment Anyone can request an assessment by making the request in writing the administrator and/or designee. The administrator/designee will be granted 15 days to provide the parent with a special education assessment plan. The administrator/designee will work with the school psychologist, special education teacher, and nurse to create an assessment plan and provide the plan to the parents. Denial of requests for assessments must comply with federal law and follow district policy.</p> <p>All staff will be aware of the procedures for referring a student for the assessment process for students suspected of having a disability. The Student Success Team, SST, will review the student’s academic and behavioral history and make recommendations to accommodate or modify the student in the general education setting; assessment may be postponed until the need is determined. The administrator will work with the Coordination of Services Team, COST, to determine a plan for implementing possible accommodations or modifications and then present the plan to the requestor. After presenting an accommodations plan to the requestor, the requestor may approve or deny the recommendations. If denied and the request for assessment remain, the administrator or designee will provide the requestor a copy of the districts brochure for assessments in addition to the assessment plan.</p> <p>All SRHS #8 Schools Collaborative staff will undergo professional development to train them in understanding forms and procedures, in assisting parents to fill out forms, or by referring them to the parent network. If a person believes a student may need special education services or a 504 plan, they may request assessment. Our staff will assist that person in filing out the Request for Special Education Assessment Form.</p> <p>Publications and forms that will displayed and made available at SRHS #8 Schools Collaborative are: Student Enrollment Form, Are You Puzzled by Your Childs Special Needs Brochure, Request for Special Education Assessment Form, Student Information Questionnaire for Parents and Guardians, A Parents Guide to Special Education Services (including Procedural Rights and Safeguards), the Parent Resource Network Poster and brochure.</p>

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		<p>We will have a conference room available for parents to meet and organize trainings and workshops. A highly qualified bi-lingual person will be available in the main office to answer questions. Due process will be explained to parents by trained personnel and provided to parents in a brochure/document. The following information will be available to parents: Community Advisory Committee (CAC), Special Education Multicultural Advisory Committee (SEMAC), and the Complaint Response Unit/Parent Resource Network (PRU/PRN).</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>Intervention: We will use RTI to offer the correct level of interventions when needed.</p> <p>Tier 1 Students will receive tier 1 support and instruction in their advisory classes. Their advisory teacher will teach and reinforce class rules and expectations. Students will be recognized for following school rules and procedures through a student of the month procedure. The advisory teacher will select a model student who exemplifies the values and beliefs of the school, who has made substantial improvement in grades, attendance, or behavior, or who went above and beyond the responsibility of being a peer mentor. Teachers will also design classroom expectations and rules that are consistent with the school rules and expectations. Teachers will regularly reinforce positive behavior through positive praise and encouragement. Our goal is to catch students being good recognize students for doing the right thing in and out of the classroom. During passing periods, teachers will stand by the entrance of their doors and monitor students outside their classrooms.</p> <p>Tier 2 The School Wide Positive Behavioral Team will meet monthly and analyze data such as attendance rates, referral rates, and suspension rate. The team will devise individual behavioral plans for students who exhibit behavioral problems at school. Students referred to the dean multiple times will be placed on behavioral contracts with the permission of their parents and will be monitored by the dean. The dean will work with the counselor to teach the student necessary social skills and devise a plan to establish a replacement behavior. Tier 2 behavior plans and supports will be determined based on an analysis of instruction, curriculum, environment, and learner. The team will use LAUSD’s ICEL by RIOT to help determine an action plan. Through peer support groups managed by the school psychologist, students will learn the social skills necessary to maintain positive peer and adult relations</p> <p>Tier 3 Should a student continue to have difficulties with following the rules and expectations of the school site, the behavior</p>

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		<p>intervention case manager or another trained special education teacher will conduct a formal functional behavioral assessment or functional analysis assessment with the permission of the parent. If the student has an IEP, an IEP meeting will be called to amend or add a behavior support plan consistent with the finding of the functional behavior assessment or functional analysis. If the student does not have an IEP, the school wide positive behavioral support team will convene to discuss the findings of the functional behavioral assessment or Functional Analysis Assessment in order to create a behavior support plan and/or contract with the appropriate supports to address the student’s needs.</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Discipline Students will learn how to be safe, be responsible, and be respectful. Our staff will actively participate in the monitoring, correcting, and reinforcing of positive behavior. Students who are following rules will be recognized in monthly student of the month assemblies. Students will be recognized for attendance, GPA, and most improved. The School Wide Positive Behavioral System team will include an administrator, general educator, special educator, classified representative, support staff, parent, and student. They will meet monthly on the first Tuesday of every month at the end of the school day and review suspension, referral, and teacher reports to assess the success of the positive behavioral support plan. One of the members will be the designated secretary and will take minutes of all meetings. The minutes will be filed and maintained by the administrator. The rules will be posted in all common areas, included in the school registration letter, and posted in every classroom. The rules will be explicitly taught at the beginning of the school year during advisory. Teachers will refer students to the SWPBS team using a referral form designed by the SWPBS team. The SWPBS team will communicate with the community at monthly parent meetings held at the parent center.</p> <p>Intervention Tier 1 Students will receive tier 1 support and instruction in their advisory classes. Their advisory teacher will teach and reinforce class rules and expectations. Students will be recognized for following school rules and procedures through a student of the month procedure. The advisory teacher will select a model student who exemplifies the values and beliefs of the school, who has made substantial improvement in grades, attendance, or behavior, or who went above and beyond the responsibility of being a peer mentor. Teachers will also design classroom expectations and rules that are consistent with the school rules and expectations. Teachers will regularly reinforce positive behavior through positive praise and encouragement. Our goal is to catch students being good recognize students for doing the right</p>

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		<p>thing in and out of the classroom. During passing periods, teachers will stand by the entrance of their doors and monitor students outside their classrooms.</p> <p>Tier 2 The School Wide Positive Behavioral Team will meet monthly and analyze data such as attendance rates, referral rates, and suspension rate. The team will devise individual behavioral plans for students who exhibit behavioral problems at school. Students referred to the dean multiple times will be placed on behavioral contracts with the permission of their parents and will be monitored by the dean. The dean will work with the counselor to teach the student necessary social skills and devise a plan to establish a replacement behavior. Tier 2 behavior plans and supports will be determined based on an analysis of instruction, curriculum, environment, and learner. The team will use LAUSD’s ICEL by RIOT to help determine an action plan. Through peer support groups managed by the school psychologist, students will learn the social skills necessary to maintain positive peer and adult relations</p> <p>Tier 3 Should a student continue to have difficulties with following the rules and expectations of the school site, the behavior intervention case manager or another trained special education teacher will conduct a formal functional behavioral assessment or functional analysis assessment with the permission of the parent. If the student has an IEP, an IEP meeting will be called to amend or add a behavior support plan consistent with the finding of the functional behavior assessment or functional analysis. If the student does not have an IEP, the school wide positive behavioral support team will convene to discuss the findings of the functional behavioral assessment or Functional Analysis Assessment in order to create a behavior support plan and/or contract with the appropriate supports to address the student’s needs.</p>
Necessary for Planning, will be provided	Description of Student Population	<p>The SRHS #8 Schools Collaborative will bring together all the other pilot schools on campus to coordinate a shared special education services in order to develop classrooms for students with severe intellectual disabilities. We will also share a class for students with mild disabilities and another for students with emotional disturbances. All students in a special day program will mainstream to the best of their ability. Students in the Resource Program will participate in a fully inclusive model. They will receive the serviced in the general education classroom with the supports and services described in their IEP. Students in a special day class for students with learning disabilities will be included to the best of their ability. They will be supported in the general education setting by the special day class teacher and the resource specialist teacher. The Resource Teacher and the Special Day Teacher/s will coordinate to provide support in both settings.</p>

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<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>SRHS #8 Schools Collaborative will comply with federal law requiring public school to provide equal access for students regardless of disability. Our students in the RSP program will participate in a fully inclusive model. They will enroll in A-G requirement courses in general. Students in the special day program will education and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The IEP team will be responsible for determining what percentage of time and what classes the student should included in. The determination will be based on the student’s strengths, interests, and ability to meet IEP goals.</p> <p>SRHS #8 Schools Collaborative teachers will support students with special needs in their classroom by focusing on specific students in weekly professional development. Teachers will assess mastery of content standards using a variety of methods that incorporate individualized accommodations, differentiation, and different learning styles.</p> <p>Students who fall under this category may include those with different intellectual capacities; physical handicaps, behavioral disorders, or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provided with adequate support to achieve educational success. Collaborative Consultation between the general educator and the special educator will be used to develop teaching strategies to meet the individual needs of the students. Both educators will have shared responsibility over students. The Advisory Period will be used for special educators to plan and monitor student achievement.</p> <p>The Learning Center is designed to help students with disabilities additional support academically. Students who need additional support in their academic classes will be visit the learning center where they would receive service support from the Resource Teacher, School Psychologist, Speech and Language Teacher, and/or audiologist. Placement into this classroom for an elective will be based on individual needs and will be determined by the IEP team at an IEP meeting.</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>The SA will maintain an annual IEP calendar and will have all IEPs tentatively scheduled for the upcoming school year two weeks after the school year begins. The case carrier will implement and monitor the IEP under the supervision of an administrator. Students in the RSP program will have minutes of service documented and tracked on Welligent. The records of services will be printed out monthly and signed by the case carrier before being submitted to the administrator. The administrator and/or designee will maintain records of the history of services in the special education filing cabinet. Additionally, goal progress will be monitored by the case carrier and updated on the Welligent system as specified on the IEPs. All IEP notifications will be mailed out and collected by the shared SA either English or in the parent’s native language. IEP meetings will be held in the designated IEP room to ensure confidentiality. Parents will be invited to the meeting using the district IEP notification form in the parent’s home language. An IEP interpreter will be provided to translate IEP meetings and the IEP will be translated to the parent’s home language by LAUSD’s translation unit. Prior to an IEP, the case carrier will notify all service providers of the IEP and will have providers complete a service report summary. The summary will be returned to the case carrier with student work samples and a goal progress report. After the IEP meeting concludes, the case carrier will notify all service providers of any changes made to the IEP in addition to a summary of the findings.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Based on Harris-Murri et al (2006), SRHS #8 Schools Collaborative will use a “RTI comprised of several core components: (a) general education takes active responsibility for providing all students with high quality instruction in the general education setting; (b) the progress of all students is continually monitored; (c) for those students not making expected progress, research based interventions are provided; and (d) students not responding to interventions are recommended or special education evaluation”(pg 782).</p> <p>The pyramid of support begins at the teacher level. The teacher will contact the COST team with their support and begin collecting data at the classroom level. The teacher will complete a classroom observation form and submit it to COST. A cum review will be done to ensure that the student is not misidentified or if similar concerns have been brought up in the past. They will also look at assessment results and health records (glasses or hearing aids) to make sure that the student has all necessary materials.</p> <p>Tier 1 The teacher formative assessments to determine the student’s baseline level using a variety of instruments including curriculum based assessments including Key Math, writing probes, and informal reading inventories. Additional data will be provided by the student’s teachers and will include student work samples, behavior frequency charts,</p>

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		<p>homework completion records, and tests/quizzes. Once data is collected and analyzed, the teacher will differentiate his/her instruction to meet the needs of the student. The teacher will then write up a statement of concern and conference with the special education teacher and the parent. The teacher with the support of the special education teacher will create a student intervention plan and implement the plan in the classroom. After three weeks of implementation, the teacher will reflect on student progress with the student and the parent. If the student showed progress, the teacher will continue differentiation in the classroom without further intervention, however the teacher will contact the COST team and the learning center teacher if the student does not respond to the differentiated instruction.</p> <p>Tier 2 The teacher will bring all materials to the COST team and review the data collected by the teacher. The team will then increase the intensity of intervention and the frequency of monitoring. The student will be placed into a mandatory reading, writing, or math program afterschool or during a 0 period with a special educator at least twice a week. The special educator will use research-based teaching programs and strategies to intervene. For math, SRHS #8 Schools Collaborative will receive instruction specific instruction from the Algebra Project. As for reading decoding, the intervention teacher will use Sopris REWARDS program. The team will monitor progress weekly and if the student is nonresponsive to the intervention the team will analyze the data from the intervention plan and consider moving to a more intensive intervention.</p> <p>Tier 3 The COST will refer the student to the SST team to decide on whether or not to assess for special education. The SST team may develop an IEP or a 504 plan based on the student’s need. If it is decided to assess for the student for special education services, the team will identify the areas that need to be assessed in order to decide on eligibility. The assessment plan will be presented to the parent and the special education assessment progress will begin. An initial IEP will be held for the student no more than 60 days from the date the assessment plan is signed.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>Special educators and general educators will utilize the understanding by design model to plan instruction for both general education students and special education students. As outlined in the instructional program description, instructional strategies will include the use of interactive journals, cooperative learning, simulations, reciprocal teaching, and graphic organizers. Formative assessments will include observations, questioning, journals, group work, homework and quizzes. Summative assessments will use tests, interdisciplinary essays and performance essays. Teachers will provide individualized accommodations and modifications as mandated by the student’s IEPs. Special educators will</p>

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		work with general educators on developing accommodations and modification strategies. In both SDC and general education classrooms, students in special education will receive differentiated instruction designed to meet grade level standards with the accommodations and modifications specified in their IEP.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	Teachers of students whose disability impacts cognition, development, output, or input, will be taught using alternate standards. They will utilize the understanding by design model to plan instruction based on mastery of alternate standards. As outlined in the instructional program description, instructional strategies will include the use of interactive journals, cooperative learning, simulations, reciprocal teaching, and graphic organizers. Formative assessments will include observations, questioning, journals, group work, homework and quizzes. The teacher will use the data from the CAPA, student work samples, and curriculum based instruction to guide instruction.
Outcome 13	Plan to provide Supports & Services	Students with adaptive physical education services, language and speech services, deaf and hard of hearing, least restrictive consultant, adapted technology, visually impaired, audio logical resource unit, and transition services will be provided those services on campus in the manner stated and described on their IEP. Their case carrier and the designated administrator will monitor the services. The aforementioned services will be provided in the method described in LAUSD’s Special Education Policy and Procedures manual Part III, Section VIII.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	All students age 13 and over will take a commercially produced transition assessment evident in their IEP prior to their 16th birthday. The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. Additionally, students will begin taking field trips to local colleges, universities, and trade schools beginning in 11th grade. At the end of their graduating or completion year, students will take LAUSD’s “Senior inventory” and “Summary of Performance” on file attached to their Exit IEP. Also, students if over 18 or parents if the student is under 18 will be provided a copy of the survey to use for future reference. Through professional development, SRHS #8 Schools Collaborative staff will be instructed on how to embed transition instruction into their unit plans. With the support of LAUSD’s transition services, special education teachers will teach students how to visit the career and college office to research post-secondary training and education. Additionally, students in an alternate setting will work with transition services, special educators, and support providers such as the local regional center to a plan for post secondary training and education.

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Federal requirement	Access to Extra-Curricular/Non academic activities:	All students in special education will have access to the same extracurricular/non-academic activities as the students without disabilities. Electives that will available include art, photography, cinematography, art, acting, professional theatre, drama, and filmmaking. Students with moderate to severe disabilities who need additional support will be accompanied into extracurricular classes with an instructional aide for the class. Otherwise, the teacher will provide the student with the accommodations and modifications stated in their IEP. Additionally, 9 th through 11 th grade students in special education will be assessed using the CMA, CST, or CAPA. All students on the graduation pathway will take the CAHSEE with individual accommodations and/or modifications.
Federal requirement	Providing Extended School Year	<p>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. The primary goal of ESY services will be to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.</p> <p>Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student in maintaining the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student’s continued progress. If the student requires ESY services to receive a FAPE, the school will develop an IEP for the student that includes ESY services.</p> <p>If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<ol style="list-style-type: none"> 1. Statewide Assessments (ELA) 2. Statewide Assessments (Math) 3. Graduation Rate 4. Completion Rate 5. Reduction of Suspension 6. LRE 7. A. LRE: SLD, SLI, OHI B. LRE: MD, OI

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		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 Comprehensive Evaluation of African American Students Identified with Emotional Disturbance
All	Professional Development	All teachers will receive support in understanding their roles in the RTI process, inclusion practices, and disability types through professional development designed and led by the special education staff and RTI team. Also, Special educators and general educators will have common planning time designated for collaboration. Professional development time will be designated for professionals to learn about best practices for collaboration, co-teaching, and consultation.
Outcomes 6, 8, 16	Staffing/Operations	Teacher recruitment procedures are: Credential verification and monitoring will be handled by the administrator SRHS #8 Schools Collaborative will comply with district and state laws regarding student to teacher ratios. An SA will handle the scheduling of IEPs on the IEP calendar. Any specialized equipment will be purchased or rented by... To ensure compliant health standards and protocols, SRHS #8 Schools Collaborative will comply with all required mandates for CPR, etc.
	Fiscal	AS a group of internal applicants, the SRHS #8 Pilot Schools Collaborative’s special education program including faculty, staff, special programs such as ESY, will be funded by LAUSD, and will be operated in consultation with LAUSD.

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<p>Outcome 14</p>	<p>Parent Participation</p>	<p>We consider parents and guardians to be valuable asset. With that in mind, letters will be sent home asking parents for the best time of day that works for them. Also, the case carrier will call parents/guardians to inform of them of IEPs and request that they complete a questionnaire regarding their child. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. Parents will also receive information and training from the special education department regarding special education services in the parent center.</p>

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Federal Requirement, District publications and forms are available for use	Search & Serve	Processes are developed to ensure: <ul style="list-style-type: none"> • Students with disabilities are identified upon enrollment. • Staff is aware of the Special Education procedures used by the school site. • An assessment process is available for students suspected of having a disability. • Appropriate publications and forms are maintained at the site. • Parent Support Information is available. 	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2	Intervention Programs	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 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>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: 18. The number of students is known. 19. The disabilities of students are identified. 20. School organization is planned to meet the needs of these students.</p>	<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	<ol style="list-style-type: none"> 1. Describes least restrictive environment continuum of placement options for this school based on student eligibilities 2. Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum 3. Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, 4. Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress 5. 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 6. Reflects the use of supplemental aids and supports to support student learning 7. 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: 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	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	<p>Discusses the use of grade level materials</p> <p>Provides a description of backward planning, using assessments and standards</p> <p>Illustrates how accommodations will be used and what modifications can be used for students in core curriculum</p> <p>Explains planning for multi-grade levels</p> <p>Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment.</p>	<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	<p>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.</p> <p>Provides a description of backward planning, using curriculum based, informal assessments and alternate standards.</p> <p>Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum</p> <p>Explains how students in multi-age groups will be taught.</p> <p>Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment.</p>	<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	<p>Plan describing how students with support services will have those services provided.</p> <p>Plan for monitoring the provision of services using the Welligent Tracking Log.</p>	<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	<p>Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills.</p> <p>All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday.</p> <p>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.</p> <p>Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.</p>	<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> <p>How will students participate in Nonacademic/Extracurricular activities?</p> <p>How will accommodations be provided for students to participate in these activities?</p> <p>How will Student participation in General education elective classes be accomplished?</p> <p>What extra curricular e.g. clubs, teams will students' with disabilities have access to?</p> <p>What additional activities will students have access to?</p>	<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	<p>There is a plan to guide IEP Teams in determining when Extended School Year is appropriate.</p> <p>There is a plan to ensure ESY programs and services in excess of the regular school year are provided.</p> <p>Instructional programs are developed for the ESY period to address individual student needs.</p> <p>Annual budget planning includes an allocation fro personnel and resources to provide ESY services.</p>	<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 a Extended School Year plan is acknowledged, planning is incomplete.</p> <p>1-No planning is evident.</p>

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

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All Outcomes	Professional Development	<p>Professional Development 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>	<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	<p>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>	<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 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>	<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> <p>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.</p> <p>Plans have been developed to ensure parents are welcome partners in their child’s education process.</p> <p>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.</p> <p>A procedure is planned for responding to parents’ concerns and complaints and providing a timely response.</p>	<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 are acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>