

LOS ANGELES UNIFIED SCHOOL DISTRICT SERVICE PLAN FOR STUDENTS WITH DISABILITIES

All LAUSD schools are responsible for providing services to students with disabilities in their service area. Providing appropriate legally mandated services is a school's obligation under the Individuals with Disabilities Education Act, 2004 and Section 504 of the Rehabilitation Act of 1973. Further, as you operate an LAUSD school you are obligated to abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. The plan you will develop must be designed to ensure you meet both your legally mandated obligations and the Modified Consent Decree requirements.

The plan is divided into three parts:

1. Part One - Instructions for completing the plan
2. Part Two - Assurances Page with signature(s)
3. Part Three - Services Plan

To assist you, the "Public School Choice Descriptors Rubric" is included as an attachment. These descriptors will be used in evaluating the plan in terms of completeness. It is suggested that the rubric be reviewed to ensure all major points are covered. Writing to the rubric ensures the minimal legally mandated obligations and Modified Consent Decree requirements are met. Schools are encouraged to expand upon the content to incorporate operational, staffing and instructional concepts of importance within the broad concepts framing the vision and mission of the school.

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| <p>Federal Requirement, District publications and forms are available</p> | <p>Search and Serve</p> | <p>Sylmar High School will have search and serve procedures to identify students attending and enrolling in the school who have or are suspected of having a disability and need special education and related services. Through training at the beginning of every school year and periodically throughout the year for those new to our school, we will assure that all staff members are aware of these procedures.</p> <p>We will implement three search and serve strategies:</p> <ul style="list-style-type: none"> • At the beginning of the school year we will distribute the following brochures to all parents/guardians: <ul style="list-style-type: none"> ○ Are You Puzzled by you Child's Special Needs ○ "Section 504 and Students with Disabilities" • Upon enrollment all parents will complete the District's Student Enrollment Form. If the parent/guardian answers "yes" to any question in section 10, we will complete the Special Services Follow-up Section of the form. • We will review each student's IEP in the Welligent system, the 504 Plan or the GATE plan, and promptly provide services under the appropriate plan. • If a student with an IEP transfers into Sylmar High from another school district in California, we will consult with parents/guardians and promptly provide comparable services pending an LAUSD, IEP review (within 30 days). • If a student transfers in with an IEP from another school district outside California, we will consult with parents/guardians, as well as staff from the previous school and promptly provide comparable services until a new evaluation is completed (within 30 days) to determine eligibility based on California eligibility criteria for special education. • If Sylmar HS does not have the appropriate program per the IEP, we will consult with the Support Unit to determine where the student should enroll. <p>The following publications and forms will be maintained in the Main office and made available to parents and staff upon request:</p> <ul style="list-style-type: none"> • Are You Puzzled by Your Child's Special Needs? Brochure • Student Enrollment Form • Request for Special Education Assessment Form • A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards) |

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| | <p>Sylmar will also prominently display the Parent Resource Network poster in the Main office, the Special Services offices, and all SLC offices in order to better provide parents/guardians with information about where to call if they have questions or complaints concerning special education services.</p> <ul style="list-style-type: none">• Sylmar High School will have procedures for all staff members to identify and promptly serve students who require or may need special services when they enroll in school:• All faculty and staff will be prepared to answer any questions parents may have and we will assist parents in completing forms and, when appropriate, refer them to the appropriate parent resource unit or committee per the District's Policy and Procedures Manual (PPM).• Sylmar staff will also be oriented as to the initial assessment process described in the PPM that is required for students suspected of having a disability or for a request to have an assessment.• Sylmar High will have a written process for referring students who may be eligible for Special Education Services for assessment. <p>All Sylmar staff will be aware that students suspected of having a disability cannot be assessed without parent permission, unless otherwise authorized under the law. Once parent permission is obtained, the school's Bridge Coordinator will identify any students in need of a pre-referral intervention plan, and work with the faculty to establish a Student Study Team for that student.</p> <p>The student's potential need for special education services will be screened from available data (e.g., school based and standardized assessments, attendance, behavior interventions, teacher observation, parental input, grades, etc.) regarding the student's progress or lack thereof within the general education program.</p> <p>A Student Study Team, composed of the student requiring intervention services, the student's parent or guardian, a general education teacher, the counselor, the School Psychologist, and an administrator will be responsible for identifying the student's needs and developing a plan to enable the student to be successful. Strategies may include individual tutoring, supports, strategies, and techniques to enhance the student's ability to be successful in the general education program.</p> <p>After the pre-intervention plan has been implemented for a pre-determined time period, if the Student Study Team finds that it is not sufficient to help the student make adequate academic or behavioral progress, they will recommend the student for a formal special education assessment and an assessment plan will be generated to evaluate the student in all areas of suspected disabilities</p> |
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| | | <p>Sylmar may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them.</p> <p>A highly qualified bilingual staff member will be available in the Special Services office to answer parent's questions. Due process procedures will be explained to parents and assistance will be given to them to fill out any necessary forms.</p> |
| <p>Outcome 2</p> | <p>Intervention Programs</p> | <p>Sylmar High School will ensure a safe school environment and make effective use of programs aimed at identifying and monitoring the various needs of its student population. Indicators used to identify needs for intervention will include, but not be limited to, a student's academic performance, social and emotional output, behavior, health, culture, attendance, and family.</p> <p>Sylmar High School will minimize the need for intervention through effective, accessible, and well-planned curricula as well as built-in opportunities for extending learning. We will have intervention classes built-in to our eight period schedule for all students who are struggling in mathematics and English language arts. We will also have after school and weekend intervention classes available to all students.</p> <p>Sylmar 's academic intervention for all students will be systematic, focused, and individualized to provide additional instruction and practice that will enable students at risk to attain mastery in all core subjects (ELA, Math, Science, and Social Sciences) and to provide additional help that any student might need before, rather than after, they have failed. The following approach will also provide targeted interventions that supplement and support the School's and District's base literacy program: RtI2 Three Tiers of Intervention:</p> <ul style="list-style-type: none"> • Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies that are culturally responsive and relevant. Instructional practices and supports are differentiated and aligned to grade level standards and benchmarks to support all students in the core curriculum (ELA, Math, Science, and Social Sciences) • Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction (ELA, Math, Science, and Social Sciences) and behavior supports to groups of targeted students who need additional time and intensity in instructional and/or behavior support. • Tier 3 consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction (ELA, Math, Science, and Social Sciences) with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for individual |

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| | | <p>students using the Problem-Solving Process. Students receiving Tier 3 level support may or may not be eligible for specially designated instruction and related services in accordance with IDEA.</p> <p>As part of the overall school plan to provide 9th and 10th grade students with the additional support we believe they need to achieve academic success, students receiving Resource Specialist services in the 9th and 10th grades will generally be enrolled for one period each day in the Learning Center Developmental Reading Skills in Content Areas class. We will attempt to place students with the SESAC carrying RSP teacher so that the teacher will know the students well and be better able to monitor their progress. In the Learning Center class, students will receive assistance not only in English language arts and mathematics, but in all of their subjects. These classes will be taught by credentialed RSP Teachers, will be supported by at least one Special Education Adult Assistant, and have 15 or fewer students.</p> <p>Curricular Materials utilized in the Developmental Reading Classes will include the following:</p> <ul style="list-style-type: none"> • Accelerated Reading • Read 180 • Solo Writing Coach • My Access • Learning Strategies program by Dr. Myron Dembo, Ph.D. • English-Language Arts Study Guide-California High School Exit Examination • Mathematics Study Guide-California High School Exit Examination • Math Go Figure • Interactive Notebooks • The Math Blaster Series • Dragon NaturallySpeaking Voice Recognition software • Career Choices curriculum for and life planning <p>Access Strategies will include:</p> <ul style="list-style-type: none"> • Pre-teaching • Re-teaching • Graphic Organizers • Small-Group Instruction • One-to-One tutoring and support • Use Interactive Smart Board and Interactive Epson White Board • Document Reader/Camera |
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| | <p>Students in the 11th and 12 grades will be programmed into the Developmental Reading class as needed based on the following information :</p> <ul style="list-style-type: none"> • Current grades in content instruction • History of student success (Individual Culmination Plan or Individual Graduation Plan) • Current performance level of student in reading, writing, and/or Mathematics • Ongoing progress monitoring curriculum probes in reading, writing, and/or mathematics • Documented need for specific social skill instruction • Individualized Education Program (IEP) <p>These students will generally be placed in the class with the SESAC carrier assigned to their Small Learning Community (SLC).</p> <p>Students in the Special Day Program (SDP) will receive instruction in small classes of 20 or fewer students with teachers and Special Education Assistants who are trained to implement strategies to meet the specific needs of their students. These students also have access to intervention classes during the day, after school, and on weekends which will be specifically tailored to meet their needs. These intervention classes will be taught by credentialed Special Education teachers.</p> <p>All Special Education teachers (RSP and SDP) will consult with credentialed Core subject area teachers (ELA, Math, Social Studies, Science) in order to assure alignment with curriculum in the general education classes.</p> <p>Sylmar High School will institute Community Service Advisory classes for all 9th and 10th grade students in the 2012-2013 academic year which will provide further opportunities for students, with and without special needs, to receive support and develop stronger connections with specific faculty members and recognize their role in the larger community.</p> <p>The Link Crew program, which will be available to 9th and 10th grade students, will allow us to utilize the skills of our 11th and 12th grade students to provide mentoring, help educators to identify individual needs, and provide individualized attention to the 9th and 10th grade students. Mentoring is a very powerful way to reach students and help them feel better about school and connect with someone.</p> <p>For students with disabilities (SWD), the Resource Specialist or Special Day Program teachers will ensure that their academic, vocational, and social-emotional needs are met by weaving goals into the curricula</p> |
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| | <p>throughout the school year. In addition, all general education teachers will receive the necessary training needed to implement accommodations and supports and provide the differentiated instruction that these students need.</p> <p>As we identify needs for intervention, the counselors, teachers, and parents will document student progress in order to provide professional development to the support staff. This will allow staff to maintain or create the type of learning environment that will best support students.</p> <p>Specific Supports for Students with Special Needs:</p> <p>Resource Specialist Program (general education setting) :</p> <ul style="list-style-type: none"> • Instructional accommodations implemented in Gen. Ed. curriculum • Co-planning/monitoring Adult Assistant or Sp. Ed. Intern in class Monitoring Adult assistant • Co-teaching/direct instruction Resource teacher and General Ed. Teacher • Learning Center Developmental Reading Class <p>Special Day Program for students using grade level standards (mainstreaming to greatest extent possible in general education setting):</p> <ul style="list-style-type: none"> • Intensive Instructional accommodations implemented in Gen. Ed. curriculum • Co-planning/Monitoring by SPD Teacher/Adult Assistant <p>Special Day Program for Students using Alternate Curriculum:</p> <ul style="list-style-type: none"> • Intensive instructional accommodations for these students in general education classes as appropriate • Inclusion in SDP classes with replacement curriculum aligned with state standards and as appropriate <p>Instruction of students with Moderate to Severe Disabilities will be based on the Curriculum Guide for Students with Moderate to Severe Disabilities/Core Content Access. The goal of instruction is to weave a Standards-Based Core curriculum (ELA, Math, Social Science, Science) as well as California Department of Education (CDE) Curriculum Frameworks in Health, Physical Education, and Visual and Performing Arts, with the following Functional Skills Areas:</p> <ol style="list-style-type: none"> 1. Communication 2. Self-Care/Independent Living |
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| | | <ol style="list-style-type: none"> 3. Motor Skills/Mobility 4. Functional Academics 5. Vocational 6. Social/Emotional 7. Recreation/Leisure <p>We will provide necessary instructional interventions to assure that all students in the Alternate Curriculum program meet their goals related to these Standards and Functional Skills.</p> |
| <p>Outcomes 5, 17 and 18 LAUSD Board Policy</p> | <p>Discipline Foundations Plan and Behavior Support</p> | <p>The staff of Sylmar High School knows that having an effective School-Wide plan to handle disciplinary issues is essential to creating a safe, nurturing, and effective learning environment for all students.</p> <p>Prevention: We will have positively stated rules, which are taught, enforced, advocated, and modeled. To promote a positive behavioral and social environment, teachers will co-construct a clear set of classroom rules and social expectations with the students. Positively stated behavior expectations will be posted in classrooms, hallways, and offices. These expectations will be explicitly taught, modeled, and reinforced. Appropriate replacement behavior will be taught to students. Sylmar staff will actively seek to reward students for good behavior and will encourage students to take responsibility for their own actions and be an integral part of maintaining a safe, positive, and inviting learning environment. Assertive Discipline will be based on the proposition that teachers have the right to teach and students have the right to learn. The system will be designed to:</p> <ul style="list-style-type: none"> • Provide for the teaching of school rules, that are positively stated, as well as social-emotional skills • Provide for teacher training on the use of effective classroom management • Provide for parent/caregiver collaboration for discipline problems • Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, mentorship, and detentions <p>We expect that students will:</p> <ul style="list-style-type: none"> • Demonstrate respect for peers and adults by using respectful language and actions • Demonstrate acceptance of individual differences between people • Come to school regularly, on time and prepared to learn • Be engaged and active participants in the classroom and other academic settings. |

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| | <ul style="list-style-type: none">• Help to maintain a clean and aesthetically pleasing campus• Report unsafe, unhealthy conditions and bullying to an administrator <p>Sylmar High School will celebrate success with academic assemblies designed to recognize students for improvement and achievement in academics and behavior. Attendance will also be recognized monthly to emphasize the importance of staying in school.</p> <p>In the event of misconduct, Sylmar High will provide prompt and effective negative consequences for students who choose to interfere with the rights of other students to learn and the rights of teachers to teach. Consequences may include:</p> <ul style="list-style-type: none">• Conferences with parents• Conferences with Counselor• Conferences with the BICM or Dean• Saturday Detention• After school detention• Lunch Detention <p>Prompt positive consequences for improvement of behavior will be provided through collaboration and partnering with after-school programs and outside agencies when appropriate. On-going monitoring will be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner. We will use positive intervention as a means of correction other than suspension, transfer, or expulsion to resolve disciplinary issues whenever possible.</p> <p>Intervention: We believe that our school-wide discipline program based on Positive Behavior support will greatly reduce the need for more intensive intervention. However, we must be prepared to effectively deal with various degrees of behavioral challenges in order to support our students, particularly those with special needs.</p> <p>Sylmar High School will provide the following supports to help students access the curriculum and social environment of the school:</p> <p>Tier 1: Most students in the RSP program in the 9th and 10th grades will receive additional behavioral support in the Developmental Reading class in the Learning Center. In the 11th and 12th grade, the SESAC carrying teacher will be available to provide behavioral support as needed to students. Students in the SDP program</p> |
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| | | <p>will receive extra support from their SDP teachers. Supports for all of these students will include:</p> <ul style="list-style-type: none"> • Social Skills training • Teaching School behavior expectations • Active supervision and monitoring of behavior • Positive reinforcement systems • Firm, fair and correct discipline • Peer Supports (including Link Crew for 9th and 10th grade) <p>Tier 2: Includes all supports from Tier I in addition to:</p> <ul style="list-style-type: none"> • Individualized social skill training • Self-management programs (self-monitoring of attention and behavior) • Parent training and collaboration • Adult mentors • Behavior Support Plan (BSP) • Assessment may include individualized data collection, observations and interviews, Functional Behavior Assessment (FBA). <p>Tier 3: Includes all supports form Tiers 1 and 2 in addition to:</p> <ul style="list-style-type: none"> • More intensive social skills training • Individualized support plans • Multi-agency collaboration (wrap-around services) • Assessment at this level will include individualized data collection, observations and interviews, Functional Analysis Assessment (FAA), which may result in a Behavior Intervention Plan (BIP) or a BSP. <p>All students with disabilities (SWD) who have eligibilities of Emotional Disturbance (ED) or Autism (AUT) will automatically have a Behavior Support Plan (BSP) included in their IEPs. Before the initial IEP the Student study team will gather data and make recommendations for pre-referral interventions including documentation of behavior and accommodations, prior to an eligibility of Emotional Disturbance (ED). The team will collect data and make recommendations for support for students displaying difficulties with more serious behavior problems. A Behavior Intervention Case Manager (BICM) will organize the collection or supervise the Functional Behavioral Assessment (FBA). If a more extensive assessment is required, the BICM will carry out a Functional Analysis Assessment (FAA) and then develop the proposed Behavior</p> |
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| | <p>Intervention Plan (BIP) and present it to the IEP team.</p> <p>Behavior support plans will be included in the IEPs of students with other eligibilities as needed. The RSP or SDP teacher, in conjunction with the IEP team, will develop the BSP for students with less severe behavioral challenges.</p> <p>In cases of more serious behavioral issues, the BICM will conduct the FAA and work with the IEP team to develop the BSP. A functional behavioral assessment (FBA) will be conducted in order to determine the need for, and appropriate offer for, BIT services. A functional behavioral assessment (FBA) or other appropriate assessment will be necessary to prepare for a triennial review for a student who currently receives BIT.</p> <p>Sylmar High will use the Welligent service tracking system to monitor the provision of services. Designated staff will be accountable to ensure that all staff develop and maintain IEPs on the Welligent IEP System and to use the management capabilities of the system to maintain compliance with the IEP process for provision of BIT.</p> <p>Crisis Plan</p> <p>Sylmar High School has one full-time and two part-time School Psychologists on staff to provide services for students who may be in crisis. Students who are identified as at risk or in crisis are monitored by teachers, who report any concerns to the School Psychologist. Students are advised that they can see the School Psychologist as needed, or are given specific days and times to check in with the School Psychologist. Parents are advised of the need for therapeutic services and a list of agencies is provided. If families have difficulty securing an appointment with an agency they are encouraged to contact the School Psychologist for assistance.</p> <p>Students returning from a psychiatric hospitalization meet with the School Psychologist to make sure that they have follow-up therapy and medication in place. Teachers allow the student additional time to complete missed work and to advise the School Psychologist if there are any significant changes in behavior.</p> <p>If a SWD is receiving Pupil Under Counseling (PUC) services, and is experiencing a behavioral/emotional crisis, he or she will be sent to our PUC Psychologist or to the School Psychologist if the PUC Psychologist is not on campus that day.</p> |
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| | | <p>All referred students are advised that they can come and speak to the School Psychologist whenever they need to.</p> <p>If necessary, the School Psychologist contacts parents and advises them of significant mental health issues and will assist them with securing therapeutic services through their insurance or provide the CHAMP number for them to apply for Medi-Cal services. The parents are asked to sign a release of information, so that the School Psychologist can provide the counseling agency with important information about the student in question. The School Psychologist will consult with the outside therapist regarding strategies to assist the student at school and will provide his/her teachers with pertinent information as needed. The School Psychologist will also advocate for a referral to Sylmar High's on-site mental health clinic if the student has Medi-Cal services.</p> <p>After interviewing a student who may be in crisis, the School Psychologist will send notes to teachers if the student is experiencing significant issues, advising them to allow the student to come and talk to him/her if they request to do so. The School Psychologist also asks the teachers to provide students with extra time to complete assignments or make up missing assignments. If appropriate, the School Psychologist will ask the teacher to advise him/her if they see sudden behavior changes either positive or negative in nature.</p> <p>If the School Psychologist believes that a student is a danger to him/herself or others, he/she will contact Valley Coordinated Children Services first and then the LAPD Abused Child Unit or DCSF, if appropriate. The Psychiatric Mobile Response Team (PMRT) will make a determination as to whether or not the student will be hospitalized and the School Psychologist will stay with the student until he/she leaves campus.</p> |
| <p>Necessary for Planning, will be provided</p> | <p>Description of Student Population</p> | <p>Sylmar High School serves and will continue to serve students with a wide variety of special needs. In order to ensure that we are fully aware of the specific needs of all of our students, before the school year begins, Sylmar High School will utilize Welligent reports to review the school's special education program to determine information about our students with disabilities.</p> <p>We will determine the following:</p> <ul style="list-style-type: none"> • The total number of students with IEPs per program (RSP, SLD/SDP, ED, MRM) • The disabilities of the students along with their eligibility for program and Itinerant services • Percentages of time Out of General Education for programming classes <p>We will determine the needs of identified students by referring to the Welligent system for assessment plans and IEP team meeting notices. We will also use Welligent to:</p> |

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| | | <ul style="list-style-type: none">• Develop and print IEPs during IEP meetings• Enter and make timely updates of mandated information in all special education Student Information Systems (SIS) fields• Ensure that Resource Specialist Teachers and all Related Service Providers maintain service logs that document the frequency of contact and total number of minutes of service provided per week or month. <p>Currently Sylmar High School serves students with the following eligibilities:</p> <ul style="list-style-type: none">• Specific Learning Disabilities (SLD)• Emotional Disturbance (ED)• Other Health Impairment (OHI)• Hard of Hearing (HOH)• Orthopedic Impairment (OI)• Traumatic Brain Injury (TBI)• Mild Mental Retardation (MRM)• Autism (High Functioning /Mild/Moderate)• Multiple Disabilities |
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| Outcome 2 | Special Education Program Description | <p>Sylmar High School is aware that Special Education law requires that public entities provide equal access for students regardless of any disability. We understand that while special education should be offered to students who have identified needs studies have consistently concluded that students with disabilities have better access to education if they are routinely evaluated and “mainstreamed” to a general education setting where appropriate.</p> <p>Sylmar High School will comply with the federal mandate of the “least restrictive environment,” meaning that the school will make every attempt to educate students with disabilities (SWD) along with their non-disabled peers according to their individual needs.</p> <p>All SWD who have an instructional plan using grade level standards will use district adopted and approved curricular materials. Students in the RSP program will be enrolled in A-G requirement courses in general education classes for the entire day, with the exception, for some, of the Developmental Reading class in the Learning Center which is a class designed specifically for students in the RSP program to support them in all of their classes. Students in the Special Day Program will be enrolled in A-G classes in the general education setting or in SDP classes, according to their specific needs.</p> <p>The IEP team will be responsible for determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based upon deep knowledge of student strengths, interests, and the ability to meet previously set goals. Teachers will support SWD by continuous, focused attention on specific students in weekly professional development. Special Education teachers and General Education teachers will offer students a variety of ways to demonstrate mastery of course content and skills, and will acknowledge and accommodate different learning styles of all students with and without disabilities.</p> <p>Placement of students will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services, and will be driven by the unique needs of the individual student. Students in the RSP program will be mainstreamed and enroll in A-G requirement courses in general education classes. Students with disabilities will be taught alongside their general education peers to the greatest extent possible, with supports and services being provided within the general education setting. There will be collaboration between general and special educators that includes co-planning and co-teaching. The RTI2 framework</p> |
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| | | <p>will be utilized to assess and monitor students. The problem solving approach will identify students that are in need of specific interventions. Interventions will be offered on a Tier III basis depending on the level of student need. Frequent and ongoing progress monitoring will be used to check progress.</p> <p>Students in the Special Day Program will be mainstreamed to the best of their abilities. The IEP team will be responsible for determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals.</p> <p>Sylmar's model will be one of "Collaborative Teaching" whereby the general education teacher and Special Education teacher collaborate to develop teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the learning environment of the school. In addition, the Advisory class and Developmental Reading classes in the Learning Center will provide regular time for progress monitoring, and planning support for SWD.</p> <p>Sylmar High will use operational guidelines provided by the Los Angeles Unified School District's Special Education Division to require a Learning Center designed to assist students with special needs in meeting their IEP goals, improving their academic skills, and improving overall academic achievement.</p> <p>The Learning Center will be designed for SWD, who have struggled academically, to receive individualized instruction in core classes (ELA, math, science, and social sciences). The Learning Center will include a Resource Teacher, teaching assistants as well as the collaborative services of the math and English language art teachers.</p> <p>The purpose of the Learning Center is to explicitly:</p> <ul style="list-style-type: none">• Teach strategies for learning (access strategies)• Extend the learning in the general education classroom• Provide targeted intervention• Monitor progress of students |
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| | | <p>Our programs will be as follows:</p> <p>Resource Specialist Program (RSP) It is essential to create and maintain a learning environment that holds high standards for SWD for both academic and ethical reasons. Students with disabilities have the right to access the same curriculum as their non-disabled peers. All students in the RSP program will be monitored and supported by a Resource Specialist Teacher and other staff members such as Special Education Adult Assistants. Students in the 9th, 10th grades will generally be placed into the Developmental Reading class in the Learning center for an elective. This class will generally be taught by the SESAC carrying RSP Teacher to assure that the case carrier has regular contact with his/her students.</p> <p>Students in the 11th and 12 grades will be programmed into the Learning Center classes as needed based on academic progress and specific needs. All students in the RSP program will have the option of taking the Developmental Reading elective.</p> <p>Students will be placed with the same SESAC carrier for the 9th, 10th grades in order to permit a strong connection between RSP teachers and students. In the first year, teachers will be assigned to students by grade level (9th, 10th) and then 10th grade RSP teachers will work with 9th graders the following year as the 9th grade RSP teachers move to 10th grade with their students. Students in the 11th and 12th grade will be assigned to the RSP teacher who works with each SLC (BTE, VAPA, and Public Service) and remain with these teachers until they graduate.</p> <p>The RSP teachers for the ninth grade students will focus on helping their students learn the following:</p> <ul style="list-style-type: none"> • goal setting strategies - academic, personal, career • identify how they learn most effectively • identify their specific strengths and challenges • reading and math skills • study and organizational skills <p>RSP teachers in the tenth grade will continue the above supports and include:</p> <ul style="list-style-type: none"> • strengthening foundations • teaching self-advocacy skills |
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| | | <p>The focus for the 11th grade will be:</p> <ul style="list-style-type: none">• developing greater independence• developing a sense of responsibility within the school and larger community• becoming familiar with and utilizing available resources both in the school and larger community to become career and college ready <p>12th Teachers will continue to focus on skills for 11th grade while helping to assure that all students:</p> <ul style="list-style-type: none">• are on-track to graduate by the end of their fourth year• have a specific and detailed plan to enroll in some type of post-secondary educational program (2-year, 4-year, vocational training, etc.)• have access to and utilize resources in the College/Career center at SHS as well as at other educational/career institutions (financial aid, scholarships, internships, work-study programs, etc.) <p>These services will continue for students with disabilities up to the age of 22 who require additional time in order to obtain their diploma or certificate of completion.</p> <p>Throughout their four years, the individual needs of students will determine the type and level of focus they receive. RSP teachers will continue to work with all general education teachers to assure the implementation of accommodations and strategies so that students have the best possible access to the general education curriculum and all other services available to their non-disabled peers.</p> <p>Special Day Program (SDP Grade Level Standard Curriculum) Students receiving support in the SDP Program will take standards-based classes geared towards completing their high school diploma. They will be programmed in general education classes to the greatest extent possible according to their specific needs and will receive extra support in their classes as stated in their IEP. A qualified special education teacher and special education assistants will support them.</p> |
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| | | <p>Mainstreaming of Students in SDP Program (Grade-Level Curriculum) Pilot Program</p> <p>In the first year of operation under this plan, we will begin a pilot program in which one or two SDP teachers will function in a similar manner to RSP teachers with his/her students being fully mainstreamed in the general education program. These students will be placed in general core education classes with one elective Developmental Reading class to be taught by the SESAC carrying SDP teacher. The SDP teacher will co-plan/co-teach with the general education teachers in the core subjects (ELA, math, science, social studies) and provide support for other classes (academic and other electives). Special Education Adult Assistants and other support providers will also provide assistance in the general education classes. Based on results of the first year (i.e. matriculation rates, GPA, CST and CAHSEE scores) this program will be expanded and/or modified to meet the individual needs of our students.</p> <p>Special Day Program (Alternate Curriculum)</p> <p>The role of RSP and SDP teachers and the programs are subject but not limited to:</p> <ul style="list-style-type: none">• Provide instruction and services to pupils based on the IEP• Provide information and assistance to students and their parents• Coordinate special education services with the general education teachers• Monitor pupil progress on a regular basis and refer pupils who do not make appropriate progress to the IEP team• Emphasize career and vocational development, and preparation for adult life <p>Sylmar High School special education staff will present various delivery options including:</p> <ul style="list-style-type: none">• Problem Solving• Co-Teaching• Co-Planning and strategizing with general education staff• Individualized support• Intervention Electives• Social skills support• Consistent observation and assessments of learning styles for multi-modal applications |
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| | | <p>Sylmar High School has created several classes and implemented other supports for students with a wide variety of abilities and needs. These include:</p> <p>For students in the RSP/SDP Programs:</p> <ul style="list-style-type: none">• Read 180• Solo Writing Coach• My Access• Kaplan test taking strategies• Learning Strategies program by Dr. Myron Dembo, Ph.D.• Interactive Notebooks• The Math Blaster Series• Dragon NaturallySpeaking Voice Recognition software• Work experience through the District Office of Transitions (DOTS) for students with IEPs• Job Shadowing program to increase work opportunities and connections with the community• Field trips through the DOTS program• Career Choices curriculum for and life planning <p>For students in the SDP Programs:</p> <ul style="list-style-type: none">• An SDP Geology class as an option for students struggling in Chemistry• An SDP Spanish class where are students can access grade-level curriculum in a smaller class.• An ED program which provides a safe environment for student with social/emotional challenges for part of the day while they are included in the General Education classes to the greatest extent possible• An SDP Reading class specifically designed for students who are reading significantly below grade-level using• System 44 and Accelerated Reading• A smaller SDP program class which is entirely self-contained for students in the SDP program who need a smaller setting which provides a higher level of support to access grade-level curriculum. |
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| | | <p>For Students Using Alternate Curriculum</p> <ul style="list-style-type: none"> • PAES (Practical Assessment Exploration System) • SANDI Assessment School Based Enterprise (SBE) <ul style="list-style-type: none"> • Teaching to Standards Math |
| <p>Outcomes 8, 10, 13, 14, 15</p> | <p>IEP Process: Implementation and Monitoring</p> | <p>Every child who is assessed by the school and qualifies for special education services under the IDEA will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, Sylmar High School will provide those services according to the student's IEP. Students with disabilities will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP.</p> <p>Procedures to monitor IEP meeting dates and notification requirements: The Modified Consent Decree (MCD) Clerk, in conjunction with the Resource Specialist and Special Day Program teachers, will utilize the Welligent e-mail, calendar and alert system to provide the following actions and follow up procedures:</p> <ul style="list-style-type: none"> • Provide a copy of the IEP for all service providers • Referral for additional assessment • Notification of all stakeholders, DIS service providers, assessors, and outside agencies • Mailing paperwork (notifications, assessment plans, etc.) • Scheduling and opening of IEPs |

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| <ul style="list-style-type: none">• Documenting parent notification <p>The IEP team will consist of the following individuals:</p> <ul style="list-style-type: none">• The parent or legal guardian of the student for whom the IEP was developed• Student• Administrative Designee• A General Education teacher who is familiar with the student and the curriculum appropriate to that student• Special education professionals qualified to interpret assessment results• A District representative, as appropriate• Others familiar with the student <p>At Sylmar High School, we view the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone. A copy of the IEP will be given to the parent. Once the parent or guardian's written consent is obtained, the IEP will be implemented. The IEP will include all required components and be written on the LAUSD SELPA forms.</p> <p>The IEP will include all necessary components and be held on time according to federal guidelines.</p> <p>The RSP and SDP teachers will be responsible for monitoring progress in accordance with the goals in the IEP. All meetings and documents are kept confidential, and meetings will be held in a location where confidentiality can be assured.</p> <p>Each student who receives special education services will have a special education folder (green). Sylmar High will carefully review the records received for students entering from out of the District or state to ensure that all students requiring special education services are identified and provided with the appropriate services. All appropriate staff will have access to a current copy of the IEP.</p> <p>Every teacher who has SWD on his/her roster will be provided a red folder in which the following information will be provided for each student:</p> <ul style="list-style-type: none">• Eligibility (SLD, OHI, etc.) |
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| | | <ul style="list-style-type: none"> • Area of Deficit (Visual Processing, Attention, etc.) • Instructional Accommodations • Any health alerts (Hard of Hearing, Asthma, etc.) • Behavioral Support Plan (if applicable) <p>Other staff members providing services to students with disabilities, such as classroom assistants, may have access to the portions of the IEP that enable them to successfully exercise duties with regard to the implementation of the IEP. The IEP and all other educational records will be maintained to ensure complete confidentiality.</p> <p>If it is determined at the IEP meeting, that a student is not eligible for special education services, all records (including the completed IEP, Request for Special Education Assessment, Assessment Plan and Parent Notification of Meeting, and related documents) will be filed in the student's cumulative folder.</p> |
| <p>Outcomes 10, 18</p> | <p>Procedures for Identification and Assessment of Students</p> | <p>Sylmar High School will follow a very specific process to identify and assess students who may have a disability which would make them eligible for Special Education services.</p> <p>A multidisciplinary team will monitor, assess and evaluate any student who, after RTI has been implemented and thoroughly tested through multiple cycles and levels of intervention, continues to demonstrate inadequate academic, social, or behavioral growth. Such students will be evaluated by the school's Student Study Team (SST). After the recommendations of the SST have been implemented with fidelity and tried for a reasonable amount of time without significant progress for the student, a student may be recommended for special education evaluation.</p> <p>A special education assessment plan is to be developed and provided to the parents:</p> <ul style="list-style-type: none"> • within 15 calendar days from the date of receipt of a written request for an initial special education assessment • within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services • prior to conducting a reassessment of a student receiving special education and related services • when a change in a student's eligibility for special education or related services is being considered <p>Prior to the referral for assessment, students will be evaluated to ensure that the cause for intervention is not the result of language acquisition or any of the exclusionary factors such as lack of instruction in reading, or</p> |

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math.
The District's Special Education Assessment Plan Form in the Welligent IEP system will be provided to the parents in the language of the home. Forms in all of the major languages are available.

Sylmar High will ensure that the initial IEP be held within 60 days from the date the assessment plan is signed.

In order to assure that all areas of suspected disability are addressed, Sylmar High School will:

- Select and administer tests and other assessment materials that are not racially, culturally, or linguistically discriminatory.
- Administer tests and other assessment materials in the language and form most likely to yield accurate information about a student's academic developmental and functional skills.
- Select and administer tests and other assessment materials to assess English Language Learners that truly measure the extent to which the student has a disability and needs special education, rather than the student's English language skills.
- Select tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient.
- Utilize a variety of assessment tools and strategies to gather functional and developmental information about the student.
- Utilize information provided by the parent/guardian.
- Obtain information about how the student is progressing in all classes.
- Assure that needs for Assistive Technology are adequately assessed.

Sylmar High school is aware that Intelligence Quotient (IQ) tests may not be administered for the purpose of determining eligibility for Special Education services. We are aware that not only may they not be administered by school districts, but findings from intelligence tests administered elsewhere may not be considered or contained in student records.

Sylmar High will have a system in place to monitor referrals by ethnicity. We will regularly check data to ensure the ethnic breakdown of SWD is aligned with the breakdown for the overall school's population. If the data is not proportional, the Modified Consent Decree team will meet to review data, determine reasons for the discrepancy, and develop strategies to reduce any discrepancy.

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Currently, the ethnic make up students in our Special Education program closely reflects that of the overall population of Sylmar High School, as noted in the table below:

| | American Indian/ Alaskan Native | Asian | Pacific Islander | Filipino | Hispanic/Latino | African American | White not Hispanic | Multiple/ No response | Total |
|-----------------------------------|------------------------------------|-------|------------------|----------|-----------------|------------------|--------------------|--------------------------|-------|
| All Students | | | | | | | | | |
| 2009-10 by % | 0.6% | 0.4% | 0.08% | 0.4% | 93.9% | 2.1% | 2.1% | 0.06% | 100% |
| 2009-10 by % | 0.6% | 0.4% | 0.08% | 0.4% | 93.9% | 2.1% | 2.1% | 0.06% | 100% |
| Students With Disabilities | | | | | | | | | |
| 2010-11 by % | 0.9% | 0.2% | 0% | 0% | 89% | 4.4% | 5% | .6% | 100% |

Source:SARC and DataQuest for 2009-10 and Students Information Systems (SIS)

Of the nine students at Sylmar High School with an eligibility of ED, eight are Hispanic (89%) and one is Caucasian (11%).

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| <p>Outcome 2</p> | <p>Instructional Plan for students using grade level standards</p> | <p>Sylmar High School is committed to serving the needs of ALL students. We believe that our instructional program, with its emphasis on reaching all students through personalized and varied teaching strategies (SDAIE, Differentiation, and Project-Based Learning) will help achieve our goal that all of our students will graduate from Sylmar High with the skills, confidence, and social conscientiousness to become active and positive participants in the local and global communities.</p> <p>This goal pertains to all of our students, with and without disabilities. Our instructional program is based on our core beliefs that:</p> <ul style="list-style-type: none"> • Students must take ownership of their success by becoming equal partners in their education with teachers and parents. • Students should have a strong understanding of community members' interdependence. The Community Service Learning course will feature long-term, authentic, Project-Based Learning assessments that are focused on solving real-life problems that exist in the school and community. • All stakeholders must contribute to the success of students. Students, teachers, parents, and community will align with Houses and SLCs so that there can be an emphasis on collaboration, communication, authentic engagement, shared responsibility, and shared accountability. • Students and parents must be informed partners, working with the school to support and prepare students for college admissions and career must be equipped with 21st Century skills in order to be successful in the 21st Century workforce. This includes strong skills in analysis, technology, writing competency, the ability to work in a group, an awareness of basic finance, and fluency in language. <p>Accountability for student learning is a shared responsibility between parents, advisors, teachers and students. All stakeholders will create learning plans that define personal and academic goals, create and maintain a formative portfolio to measure growth, look at data to modify goals, and use on-going formative assessments to adapt instruction and personalize learning. Portfolios will reflect examples of the student's work over the course of their 9th and 10th grade years.</p> <p>Sylmar High School will always use grade level materials that will be accommodated and/or modified and we will provide Specially Designed Instruction (SDI) as described in the IEP, to meet the unique needs of each student.</p> <p>In the General Education program (RSP) content may be differentiated or adapted. Various teaching methodologies may be implemented, and delivery of instruction may be provided in multiple modalities in</p> |
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order to address the unique needs of each student and to ensure that each student has full access to the grade-level curriculum. Instruction in the Special Day Program (SDP) curriculum will align with the standards-based instruction provided in the General Education Program, but will be offered in SDP classes which have fewer students and additional adult assistants to provide more support and individual attention for students with greater needs. Students with disabilities will have equal and full access to grade-level curriculum.

Sylmar High School will adhere to the District requirements of a tiered approach (RTI2) to instruction, intervention, and services for students with Mild/Moderate (M/M) Disabilities that is aligned and linked to the California Content Standards for secondary students. A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This is a research-based approach based on the expectation that all secondary students with disabilities will participate in rigorous standards-based curriculum with accommodations as developed in the IEP.

This Tiered approach does not determine placement in a program. The IEP teams will consider the level and type of support that is appropriate for the individual student, where that support can be best offered, and the amount of instruction needed outside of the general education classroom (if applicable).

Consistent with this tiered approach, all students with M/M disabilities will participate in the general education classroom with appropriate supports provided within that environment. In general, students will be removed from this environment only when there is significant evidence to indicate that the student's needs cannot be met in this environment even with supplemental supports and services.

One exception to this practice will be that, in order to provide the extra support we believe our 9th and 10th grade students need, we will typically enroll these students in the Developmental Reading class Learning Center for one elective period. This will permit regular contact with the SESAC carrying teacher and better monitoring and support of students so that they can succeed in all of their courses.

Sylmar High is committed to providing a continuum of services in the Least Restrictive Environment for students with disabilities and envisions services delivery models composed of several levels of special education services. All students with disabilities, regardless of program placement or service delivery model may be offered the following instructional accommodations depending on their individual needs.

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- provide a model of end product,
- provide written and verbal direction with visuals if possible
- break long assignments into small sequential steps
- monitor each step
- highlight to alert student attention to key points within the written direction of the assignment
- number and sequence steps in a task
- provide outlines, study guides, copies of overhead notes
- explain learning expectations to the student before beginning a lesson
- allow students to use tape recorders, computers, calculators and dictation
- allow oral administration of test and extended time for assignments

Layered Supports Within the General Education Program:

- Layer 1: Instructional Accommodations within the general education classroom
- Layer 2: Co-planning between the special and general education teachers.
- Layer 3: Co-teaching between special and general education teacher/DIS Support (integrated)
- Layer 4: Direct instruction non-intensive within the general education classroom

Layered Support Outside the General Education Program:

- Layer 1: Pull out for instruction in the Learning Center to address short and long-term goals
- Layer 2: Learning Center Elective (Developmental Reading) for 9th, 10th grade students (RSP) 11 and 12th grade (determined by individual needs of student)
- Layer 3: Special Day Program classes for part of the day (1 or more core classes English, Math, Science Social Studies, Academic Electives)
- Layer 4: Special Day Program for a majority of the day (all core classes, academic electives)

When special education services are needed outside the general education setting, all courses will continue to be based on grade level content standards and expectations. In order for this to occur, students will be enrolled in classes with one grade and one subject, unless that is not feasible. Multiple grade levels and/or multiple subjects will not be programmed into a single class.

Some students may require alternative instruction related to the core curriculum based on ongoing monitoring and will be provided opportunities for accelerated learning, intervention, and provision of immediate and corrective feedback in the Learning Center or smaller SDP classes with enhanced supports

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| | | <p>such as additional adult assistance and modified curriculum.</p> <p>The Learning Center will be utilized as a dynamic, flexible setting where students will have opportunities to receive either short or long term intervention(s) based on individual needs and take assessments using accommodations. Students in RSP Program in 11th and 12th grade will be programmed into the learning center for an elective in the area in which the IEP team has determined that the student needs require direct and intensive intervention.</p> <p>Sylmar will use the following types of data to make decisions regarding differentiation of instruction, grouping of students, instructional procedures, and assessment:</p> <ul style="list-style-type: none"> • Assessments that allow students to show what they know (oral, dictated, tape recorded, pictorially, etc.) • Authentic assessments to understand what our students know and can do. • Portfolios • Formative assessments including: student journals and self-assessments, peer reviews, teacher observations, student-led conferences, diagnostic probes and diagnostic teaching, work samples, and product analysis based on rubrics • Standards Based Essential Learning Assessments • Informal Assessments • Standardized Assessment Tools (Kaufman Test of Educational Achievement, Woodcock Johnson) |
| <p>Outcome 7A, 7B</p> | <p>Instructional Plan for students using Alternate Standards</p> | <p>Sylmar High School has a long history of successfully providing support to students with Moderate/Severe Disabilities that impede their ability to access the general education curriculum using grade-level standards.</p> <p>Sylmar High will use the District’s Curriculum Guide for Students with Moderate to Severe Disabilities to enable its students with disabilities to access the core curriculum outlined in the California Frameworks. Our course of study will align functional skills with standards-based core curriculum. The basis of all courses for students instructed in the alternate curriculum is a subset of the California standards in English/language arts, mathematics, science, and history/social science as provided in the LAUSD Reference Guide #4160.0.</p> <p>Modifications for these students may include, but are not limited to:</p> <ul style="list-style-type: none"> • shortened assignments/assessment individualized expectations and materials • same standard with different task and expectations • focus on the same, but fewer targeted grade-level standards within subject area |

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Students using Alternate Curriculum will participate in General Education electives based on their strengths and interests. They will be included in general education elective courses throughout their high school years according to their strengths. They will be able to receive elective credit by doing services throughout the school, i.e., work in the cafeteria, work with the grounds crew, assist with school activities, or assist with the school newspaper. They will participate in P.E. with their non-disabled peers unless their IEP indicates Adaptive P.E (APE). APE services will be provided within the general education P.E. class whenever possible.

We will continue to use the booklet, Community Based Instruction: An Experimental Manual for Teaching Life Skills in the Community which provides an instructional approach for using the community as the primary learning environment for high school students with moderate to severe disabilities.

The primary focus will be to successfully transition into the adult world. The reauthorization of the Individuals With Disabilities Education Act (IDEA) in 2004 shifted the focus of CBI to provide for a seamless transition to employment, independent life skills, or education and training. CBI instruction will consist of an individualized, coordinated set of classroom and community activities that are based on student needs and interests. CBI activities will be designed to support instruction in employment and independent living skills for students with moderate to severe disabilities on the alternate curriculum. The activities begin in the eleventh grade and continue until a student masters the expected learning or reaches the age of 22. The activities will be individualized and will take place within a small group of no more than four students assigned to one adult for instruction at school or in the community.

CBI Activities will differ from field trips in that they will involve ongoing instruction in the context of the natural environment. CBI instructional activities will focus on individual needs and targeted skills in a variety of learning environments.

Practical Assessment Exploration System (PAES)

Sylmar is proud to be able to offer our students with Moderate/Severe disabilities the opportunity to use the PAES program. We are the only school in the East San Fernando Valley to have this program on our campus. This dynamic curriculum operates in a simulated work environment. PAES provides students on Alternate curriculum with real knowledge that is relevant to their lives. Students are encouraged to become independent problem solvers and develop higher order thinking skills. Students become employees; teachers become supervisors. Strict procedures are followed so that students experience a realistic work experience while they explore new career vocational areas.

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| <p>Outcome 13</p> | <p>Plan to provide Supports & Services</p> | <p>Sylmar High School will follow all California state and LAUSD guidelines and procedures to provide evidence of provision of services to our students with disabilities. In order to maintain accountability of Special Education Resource Specialist Services and Related Services, our Resource Specialist Teacher and Related Service Providers will accurately complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the frequency and duration of services in each student's IEP. At the end of each month the RSP Teachers and any Related Service providers will complete, print, and sign the Welligent monthly service report, which will be reviewed and signed by the site administrator in charge of Special Education.</p> <p>Sylmar High will maintain appropriate special educational records at our school site. The Welligent System is linked to our Student Information System (SIS), which helps us to maintain a master IEP monthly calendar in order to monitor the provision of services required in all IEPs.</p> <ul style="list-style-type: none"> • All DIS service providers will log the services provided to students with the same frequency and duration as listed in their IEPs. • Administrators will collect and monitor the service logs monthly to ensure all students are getting services • Programming of students with disabilities will be done prior to programming other students to ensure that they have access to all services that they require. Students with disabilities will be clustered appropriately to allow for effective programming • Any changes that occur at an annual or triennial evaluation will be promptly made and all involved personnel will be notified of changes |
| <p>Outcome 9 (For programs with students 14 and older)</p> | <p>Transition Planning Strategies</p> | <p>The staff of Sylmar High School recognizes the importance of providing all of our students with the tools necessary to transition successfully from high school to post-secondary education and employment. The school as a whole will have many programs in place to help our students connect with post-secondary educational institutions and organizations that can help them acquire training and employment during high school and after they have completed their education with us.</p> <p>One program that we will implement will be a Service Learning Advisory class for all students in grades 9-12. This class will function as an advisory period, occurring during the school day, and there will be faculty mentors at each grade level who will work as advisors to help them feel more connected to the school community while they also work to understand their role in the larger community. In 9th grade, students will work as a whole class with several faculty mentors. In 10th grade, students will work through their advisory period to develop projects as a team. Each advisory teacher will work with the advisory class. In 11th</p> |

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grade, students will form small groups or work individually on a project. Students will choose a teacher to be their mentor and may choose an outside mentor. Teachers will have several mentees. In 12th grade, each student must work individually. They will each have a faculty and an off campus mentor. They must complete the project to graduate.

The purpose of these Community Service Advisory classes are to:

- Help students see the relevance of the academic subject to the real world
- Enable students to help others, give of themselves, and enter into caring relationships with others
- Enhance the self-efficacy of our students
- Develop a partnership among students, faculty and the community
- Impact local and global issues and needs
- Prepare students for careers/continuing education
- Provide cross-cultural experience for students

Sylmar High School currently enjoys a number of college articulation agreements to give our students a head start with their college education. In the industrial arts, we have an agreement with Pierce College in Woodland Hills, whereby our students are able to utilize their comprehensive facilities. Our culinary arts program is affiliated with Mission College in San Fernando, where our students enjoy dual enrollment, earning high school and college credit simultaneously. In addition, our culinary arts program is involved with the Careers through Culinary Arts Program (CCAP) in which our students compete nation-wide for scholarships. We will continue to support these partnerships and we will seek out new partnerships in the upcoming years.

We are looking forward to implementing an early college option for our students. Students will be able to enroll in college courses as a part of their instructional day. The early college effort will feature an environment that emphasizes leadership, self-respect, and community pride. We will establish relationships with local junior colleges and universities, primarily Mission College and California State University, Northridge.

Students opting for the early college plan will follow a schedule that integrates their high school curriculum with college courses to be held on campus or at nearby Mission College. Within our Zone of Choice, Sylmar High School distinguishes itself as a school dedicated to serving those students who wish to take a career

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path post-high school graduation. We offer a full array of courses in the industrial arts, and we will continue to grow these programs over the next few years. We want all students to be able to identify a career path of interest and pursue it with support from instructors who know the industry and can therefore assist the student with internships and job placement.

We also provide the following school-based services for all students:

- College Counselor
- Vocational Counselor
- Retention Specialist
- Career Technology Advisor

Transition Services for Students with Special Needs

Sylmar High School will use the LAUSD DOTS/Bridge Collaborative Best Practices document as a reference to help the school meet outcome 9 of the MCD. The Individual Transition Plan (ITP) within each student's IEP will describe the appropriate transition instruction and services that will be part of his or her special education program. The ITP will be based on individual student needs, strengths, preferences, and interests determined through the process of age appropriate assessment, and will include instruction, related services, community experiences, the development of employment and other post-school adult living objectives including, when appropriate, acquisition of daily living skills and functional evaluation.

Services may include:

- Coordinate and/or conduct assessment, instruction, and services, to enable transition age students to access various community agencies or work based learning.
- Implement legal mandates for the provision of compliant transition planning and service delivery.
- Provide students, families, and classroom teachers with transition planning tools.
- Coordinate community links for secondary special education students in work/career and independent living.
- Identify, prepare, and enroll students in work based learning experiences.

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| | | <ul style="list-style-type: none">• Implement required activities related to Modified Consent Decree (MCD) Outcomes 3 and 4 (High School Graduation and Completion)• Coordinate activities to connect students, parents, and staff with community agencies, post high school options, occupational centers, career and transition centers, and Centers for Advanced Transition Skills. <p>We will assure that:</p> <ul style="list-style-type: none">• All students who receive Special Education services 14 years and older will have an Individual Transition Plan (ITP) included in their IEP.• All students complete a commercially produced transition assessment with our DOTS teacher before they turn 16 such as Interest Determination, Exploration and Assessment System, Job Survival, Career Cruising or Success Scale• A timeline of dates will be kept and transition instruction will be presented to students, parents, and staff so that students will have a successful transition for post- secondary goals.• The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs.• Students will have completed a “Senior Inventory” and “Summary of Performance” and they will obtain a copy for future reference.• All students leaving Sylmar High School will have an exit IEP.• Students who have either graduated, earned a certificate of completion, or aged out of Sylmar High, will be contacted at least once per year for the two years following their graduation/completion. Our Transition teacher will provide resources for these “leavers” to assist them with post-secondary education, vocational training, and outside agencies (Regional Center, Department of Rehabilitation). <p>Sylmar High School has a Transition Teacher who, with support of LAUSD’s transition services and special education teachers, will show students how to research post- secondary training and education.</p> <p>We are also proud to offer the School Based Business Enterprise program for students on Alternate Curriculum. This program allows them to develop their own business and learn related business skills which include:</p> <ul style="list-style-type: none">• Economics• Sales/Retail |
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| | | <ul style="list-style-type: none"> • Partnership/Collaboration <p>Agencies contracted through LAUSD which provide services for students with special needs at our school site include:</p> <ul style="list-style-type: none"> • Department of Rehabilitation Counselor • Transition Partnership Program (TPP) Teacher • Marriot Bridges Program provides pre and post-secondary employment opportunities for students <p>Other agencies which provide services for students with Moderate/Severe Disabilities:</p> <ul style="list-style-type: none"> • Regional Center <ul style="list-style-type: none"> ○ Funding and coordination of services for students with a variety of disabilities ○ Parent Community Fair to showcase post-secondary career opportunities for students • Careers and Transition Services (Los Angeles Mission College) • Tierra Del Sol – supported employment/vocational courses • New Horizons – supported employment • Nexus – College opportunities <p>All of our SWD who graduate with a diploma will have a Summary of Performance (SOP) on file in their records and will be provided with a copy to use as future reference. The SOP will provide students with a summary of their academic achievement and their functional performance that includes recommendations on how to assist them in meeting their postsecondary goals. The SOP will also assist students in the transition from high school to higher education, training, and/or employment. The SOP will also help establish student's eligibility for reasonable accommodations and supports in postsecondary settings.</p> |
| <p>Federal requirement</p> | <p>Access to Extra-Curricular/Non academic activities:</p> | <p>Sylmar High School is committed to equitable access to all programs and activities for all students. We will ensure that all students, with and without disabilities have the opportunity to, and are encouraged to participate in the many extra-curricular and non-academic programs available at Sylmar High. Students with disabilities often need more support and encouragement than their typical peers, so our staff will communicate with students and parents regarding the opportunities available at the school site, both during the school day and after school in the following ways:</p> <ol style="list-style-type: none"> 1. SESAC carriers and Special Education teachers will talk to their individual students about extra-curricular activities during class or individually. 2. The general education counselor will inform students in the RSP program about electives classes and extra-curricular activities available to them. |

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| | | <p>3. The Special Education Counselor will discuss with students in the SDP program (both using grade-level and alternate curriculum) the types of electives that meet their interests and particular needs.</p> <p>4. During IEP meetings, parents will be informed about non-academic electives extra-curricular activities. Students with special needs have participated successfully in all of the following, among others:</p> <ul style="list-style-type: none"> • Link Crew - mentors for 9th grade students • Leadership Class • Athletics • Clubs- Examples: Key Club, Anime, Dance • Performing Arts- Examples: Chorus, Jazz Band, Marching Band, Instruments • Fine arts – Examples: Drawing, Painting, Sculpture, Animation • College field trips – UCLA, UCSB, CSUN, Pierce College, Mission College, Santa Monica CC • Community-based projects • Football games, dances, prom, pep rallies, grad night, assemblies, etc. <p>Students will receive support in the elective classes through the accommodations detailed in their IEPs. The SESAC carrier will ensure that services and assistance in monitoring progress on assignments is adequate and will provide extra time or accommodations to complete assignments. Daily check-ins with the teachers and the Advisor will ensure that the students' needs are being met in the general education elective classes.</p> |
| <p>Federal requirement</p> | <p>Providing Extended School Year</p> | <p>Sylmar High School will provide Extended school year (ESY) services to students with disabilities in excess of the traditional school year, in accordance with each student's IEP. We will refer to the district published reference guide that discusses criteria for ESY eligibility and procedures for application. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. 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 SWD to maintain 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. All students who are eligible for special education and related services must be considered for ESY services. The collection of student data will be used to determine a student's eligibility for ESY. 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. IEP teams will use the following information to determine if ESY is appropriate for a student: the severity of disability, critical areas of learning, extent of regression in learning, recoupment rate, and</p> |

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| | | <p>availability of alternative resources such as general education and intervention programs.</p> <p>The IEP teams will determine the type of ESY program, related services and transportation, if needed, for eligible students. The IEP teams will ensure that ESY services are part of the FAPE summary offer on page 12 of the IEP.</p> <p>The Division of Special Education will provide the budget for ESY. As an LAUSD school, Sylmar High will be part of LAUSD's internal structure and therefore, will seek and secure budget information for LAUSD's proposed budget.</p> <p>If the IEP team determines that the student is not eligible for ESY, the student may be referred to the general education summer school program. Our summer school program will be open to all students, including those with disabilities.</p> |
| <p>Federal Court requirement</p> | <p>MCD Outcomes (to be woven among others)</p> | <p>The following components are interwoven into our special education plan, and all teachers are aware of the MCD outcomes:</p> <ul style="list-style-type: none"> • All students will Participate in Statewide Assessments such as the CST, CAHSEE, CMA and CAPA • Standards-based, rigorous instruction, differentiated to meet individual need will be presented to all students to increase the percentage of students scoring Advanced, Proficient and Basic on the CST, CAHSEE, CMA, and CAPA • This will lead to more students graduating with diplomas or earning certificates of completion. • There will be a Reduction in Suspensions with the use of the School wide Positive Behavior Support System. Students will be encouraged and reinforced for doing the right things. • All students, regardless of their eligibility, will be educated in the environment that is the least restrictive in allowing them to be successful. This will be determined on an individual basis. Students will be programmed into general education programs or mainstreamed as appropriate. • We will strive to meet the needs of all students on our campus through collaboration and differentiation. We will seek alternative placement only after all other attempts to meet the student's needs have been exhausted. • Every student aged 14 and above will have an Individual Transition Plan (ITP) included in their IEPs each year. The ITP will address goals for the students to help prepare them for life after high school. • IEPs will be held within the mandated time-line. • All service providers will ensure delivery of service that meets the frequency and duration indicated in |

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| | | <p>the student's IEP. All mandated service providers will complete their logs weekly or bi-weekly.</p> <ul style="list-style-type: none"> • Every effort to have parents attend their child's IEP meeting will be made. If a parent is unable to attend, the school will offer to hold the IEP on a conference call with the parent so that they may still have meaningful participation in the IEP. • Behavioral Support Plans will be written for students with Autism or Emotional Disturbance when there is a behavioral challenge that impedes their success and progress toward IEP goals. • Initial IEPs or comprehensive evaluations of African American students identified with Emotional Disturbance will follow all mandated requirements necessary to determine ED eligibility. |
| <p>All</p> | <p>Professional Development</p> | <p>The Sylmar High instructional program for all students, with its emphasis on reaching all students through personalized and varied teaching strategies (SDAIE, Differentiation, and Project-Based Learning) will be the basis for professional development for Special and General Education teachers. The professional culture of Sylmar High School is committed to providing all students, including SWD, with a rigorous and dynamic academic environment.</p> <p>Our professional culture will be both collaborative and reflective. Both the Professional Learning Communities (PLCs) and the Small Learning Communities (SLCs) will work in the cycle of inquiry, as explained by DuFour (2004) and Hord (1997). Within this cycle, teachers work together in a spirit of critical friendship in order to refine and improve their individual practices. The cycle of inquiry operates according to the four domains which are listed below:</p> <ul style="list-style-type: none"> • A shared vision that focuses on the success of students, with an emphasis on frequent knowledge benchmarks to ensure student comprehension • A collaborative culture, featuring shared and supportive leadership that emphasizes individual accountability for all teachers and students • A reflective stance in which members engage in continual and public analysis of their practices, such that professional feedback informs all group work and decisions • Data-driven analysis used to help articulate specific goals and high student/teacher expectations <p>Using the four domains as the framework for our professional development, teachers will work together to create common lessons that can be implemented, observed, and analyzed by the group, thus allowing students to benefit from the shared expertise and the individual talents of all of our teachers.</p> |

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| | | <p>Another critical feature of our professional culture will involve frequent opportunities for peer observation. Once a week, teachers from each PLC/SLC will observe a fellow PLC/SLC member in the classroom. During this time, the observer will take notes, which he/she will share with the teacher being observed during a debriefing session in a timely manner. The observer will be looking for specific activities and actions, all of which will be transparent to the observed. These activities and actions include the following:</p> <ul style="list-style-type: none"> • Teacher talk time vs. student talk time • Content and language objectives clearly posted • Student engagement • Opportunities for listening, speaking, reading, and writing <p>All teachers in the Special Education Department will continue to meet as a Small Learning Community (SLC). SDP teacher will meet frequently with their Professional Learning Community (PLC) groups in the 9th and 10th grade to get information on specific core instruction. RSP teachers who serve 9th and 10th grade students will continue to meet together during some PLC Professional Development meetings. During these meetings, RSP teachers will work to familiarize themselves with the curriculum and Essential Learnings for all of their students' classes. They will also work together to find ways to better support and monitor their students' progress in these classes, share and discuss student data (EL results, grades, etc.) and plan based on this data.</p> <p>Special Educators will meet with the General Educators who work with the students on their SESAC caseloads in the following ways on an on-going basis to plan curriculum, collaboration, and daily accommodations:</p> <ul style="list-style-type: none"> • RSP/SDP teacher with individual General Education teachers • RSP/SDP teacher with a small group of teachers within the same PLC/SLC <p>Special Educators at Sylmar High School realize that in order to help our students with and without disabilities achieve academic and social success, we must be familiar with the most current research in the fields of neuroscience, cognitive psychology, and related fields which will provide insight into how students learn well and why they sometimes struggle.</p> <p>We will explore the possibility of incorporating the All Kinds of Minds approach to teaching and learning which will offer us the opportunity to learn about brain-based research and provide us with research-based strategies to both assess and understand how our students learn best as well as to use strategies to help them learn better. All Kinds of Minds uses a neurodevelopmental framework that serves as an organizing</p> |
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structure to help educators understand learning and learners.

All Kinds of Minds has articulated a set of five beliefs that support the kind of learning environment that enables all kinds of learners to thrive, succeed, and reach their full potential. They are:

- Inspire optimism in the face of learning challenges
- Discover and treasure unique learning profiles
- Eliminate humiliation, blaming, and labeling of students
- Leverage strengths and affinities
- Empower students to find success

We will use materials from the Schools Attuned training during Special Education Professional Development meetings. Select Special Educators will then provide training to General Education Teachers during PLC and/or SLC meetings.

Additionally, select Special and General Educators as well as experts in the field of Special Education from local Universities (CSUN, CSULA, UCLA) and organizations (Council for Exceptional Children) will provide training to Special Education and General Education faculty members on an on-going basis throughout the year. This will occur during both PLC and SLC PD time and General and Special Educators will work together to both teach and learn from each other with the aim of creating a culture of collaboration between General and Special Educators which will better meet the needs of all students.

Professional Development Topics may include (but are not limited to):

- SPED identification process
- Co-teaching/co-planning
- Accommodations and how they can be most efficiently provided in the general education class
- Eligibilities of students (ED, AUT, OHI) that Gen. Ed. Teachers will commonly have in their classes
- Specific information about Learning Disabilities
- Targeted accommodations and strategies for addressing different processing deficits
- Differentiation in the classroom
- Understanding the special needs of parents
- Implementing RTI through co-teaching
- Teaching specific reading strategies to students with mild to moderate disabilities

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| | | <ul style="list-style-type: none"> • Paraprofessionals' role in inclusive setting • Positive Behavior Support (PBS) <p>At least one of our Special educators will belong to the Council for Exceptional Children and will have access to further professional development resources for our faculty.</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 all students. • Collaborative practices between general educators and special educators are embedded within all professional development activities. • All professional development activities will include ways to differentiate to meet the needs of all students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address the tiered layers of both instruction and behavior. • All school staff will learn to utilize the problem solving process in collaborative teams to improve their abilities to identify problems and seek solutions that work. |
| <p>Outcomes 6, 8, 16</p> | <p>Staffing/Operations</p> | <p>Teachers will be recruited by contacting local universities or state college's special education programs to contact alumni who are appropriately credentialed to serve our student population. We will post on the LAUSD employment board and contact principals and coordinators at other school sites for recommendations.</p> <p>The school administrator who can verify credentials from the Commission on Teacher Credentialing will handle credential verification and monitoring. We will hire special education staff based on the requirements of LAUSD policy. All special educators will be appropriately credentialed for the program they are hired to teach. The SESAC carrier and the office clerk will provide the clerical support required to appropriately monitor and service student needs.</p> <p>The Bridge Coordinator will be responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP. The Bridge Coordinator and/or any other appropriate school personnel will attend staff development, in-services, and/or training sponsored by LAUSD in compliance with IDEA regulations, California Education Code, and LAUSD's SELPA guidelines.</p> <p>The Bridge Coordinator will:</p> <ul style="list-style-type: none"> • Ensure that all aspects of the IEP are followed. |

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| | | <ul style="list-style-type: none"> • Oversee compliance with special education law/services. • Arrange for a general education teacher of the child to attend the team meetings. • Communicate with parents about progress made toward attaining the goals stated on the child’s IEP, and inform them of due process procedures and rights. • Complete the required paperwork, updating, and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress and appropriate provision of any/all test modifications as stipulated in the IEP. • Oversee all aspects of professional development in the special education department. • Supervise all special education assistants and trainees. • Communicate with general education teachers and the SLC to schedule collaboration classes. • Oversee provision of special education services. • Ensure special education staff maintains proper paperwork and communicates progress to the parents made toward attaining goals on the child’s IEP. • Arrange for all pertinent staff and family members to attend IEP meetings. • Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines. <p>The Special Education Department Chair/Coordinator will assist the Bridge Coordinator in these duties. A highly qualified, bilingual Modified Consent Decree Clerk will provide the clerical support needed to assure that all of these duties are carried out effectively.</p> <p>We have a plan for maintaining specialized equipment in collaboration with Itinerants such as Assistive Technology (AT), Least Restrictive Environment Counselor (LRE), Augmentative Speech, Adaptive Physical Education (APE), and the School Nurse.</p> <p>The School Nurse and the Health Care Assistants will stay current with all Health Protocols required for students with specific health care needs and assure that those protocols are specifically followed to ensure students’ health and safety.</p> |
| | Fiscal | As part of LAUSD, we will follow all the fiscal policies and procedures of the District. |

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| <p>Outcome 14</p> | <p>Parent Participation</p> | <p>Sylmar High School has been serving the Sylmar community for 50 years. We have a long tradition of reaching out to parents and stakeholders and we will intensify this program, making it a cornerstone of our school's purpose, mission, and vision. The faculty and administration are deeply rooted in this community. Many faculty members are in fact residents of Sylmar as well as graduates of Sylmar High School, and some of our students have generations of family from this area.</p> <p>We will focus on four core elements to engage the community and parents:</p> <ol style="list-style-type: none"> 1. Strong Relationships 2. Equitable access to service and programs for all 3. Equitable access to communications (written, verbal, electronic) 4. Programming for students and families catered to the needs of the community <p>The staff of Sylmar High School believes that our success depends upon the participation and support of the community. Community stakeholders will be involved in all decisions related to serving our students. We have recently updated and enhanced our Parent Center, which hosts monthly English Learner Advisory Committee (ELAC) and Compensatory Education Advisory Council (CEAC) meetings run by the Title One and Bilingual Coordinators. The Parent Center is open throughout the day. Our Parent center has also partnered with Planned Parenthood and we are preparing to establish our own Parent University.</p> <p>Because we are dedicated to making sure that students have access to as many college and career related opportunities as are available, we have forged many relationships with key community partners such as the Community-Based Collaborative, Drug Prevention-Intervention Coalition (DPIC), Sylmar Neighborhood Partnership, EduCare, Los Angeles Education Partnership, among many others. These organizations, driven by the neighboring schools' and communities' needs, are connected to the stakeholders of Sylmar High School, and have a strong positive influence in the community. Partnerships such as these underscore Sylmar's status as a community school.</p> <p>We have had success implementing parent meetings and student-led conferencing as part of our outreach and instructional practices. Sylmar High School is building an ambitious but achievable plan to use technology to reach parents. We will make all student academic expectations and accomplishments available online, as well as provide information about school and community events, local resources and governance information.</p> <p>Parents of students with disabilities (SWD) will have access to all programs and services available to all</p> |
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students at Sylmar High School. Our staff wants to assure that all parents of SWDs are informed in a timely manner of any issues regarding their child's identification, evaluation, placement, instruction, and re-evaluation for special education services. To assure this, we will survey all parents of SWDs to determine their preferred method of communication with the school. We will communicate via phone calls, letters sent via US mail, notices sent home with students, e-mail, and other methods, depending on the needs of the parents.

To assure that parents view themselves as equal partners with the school in their child's education process, parents will have access to information and training from the Special Education department regarding special education services through the Special Services Office and in the Parent Center. The case carrier will call parents/ guardians to inform them of upcoming IEPs. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. We will have bilingual staff members, community partners, and upper level students available to help ensure that all parents have equal access to school events, regardless of the language they speak. On site translation and bilingual school/home communications will welcome parents to participate and be involved the in the Sylmar High community.

We believe that parents of SWD offer an important voice and perspective within our school community. Sylmar High staff will continue to assure that these parents are informed and encouraged via IEP meetings, communication with their child's SESAC carrier, the Special Services Office and the Parent Center, to participate in school governance and decision-making groups such as ELAC, CEAC, the Sylmar Neighborhood Partnership, School Site Council, 9th Grade Parent meetings, DPIC, and others. We will also make sure that parents are informed about information meetings and leadership opportunities at the SELPA and state level via phone calls, written communication distributed to students and sent by U.S. mail, e-mail, fliers posted in the Special Services office, and postings on the Sylmar High website.

If the parent disagrees with the IEP or raises concerns over what is appropriate for the student, the School will clarify with the parent the areas of agreement and disagreement. The school will document the parents' disagreement on p. 10 of the IEP. An administrator or administrative designee will then review with the parents the options for seeking a resolution of their IEP dispute. These options are described in Reference Guide 1410.3. After the parents select a dispute resolution process, we will proceed with the relevant steps for the selected process.

Whenever possible, Sylmar High School will attempt to work out any disagreement within the IEP process. If

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it is believed that an agreement can be reached, the IEP team will decide what steps will be taken to reach an agreement. The team will document in Section Q of the IEP the elements of agreement and disagreement, and steps that will be taken by the school and/or parent to resolve the disagreement as part of the IEP process. A date will then be chosen for reconvening the IEP team meeting. The IEP team meeting will adjourn and reconvene at the specific date. Sylmar High will assure that the parent has a copy of "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)," which details the various dispute resolution procedures, and that it is explained to them.

- Communication with parents will be in their primary language. Parents will be kept aware of their child's progress
- Every attempt will be made to ensure parent's attendance at IEP meetings so that they have meaningful participation in the development of the IEP.
- Parents will receive all paperwork within the mandated timelines and will be provided with copies of all district brochures, handbooks, communiqués, etc. at the appropriate times during the school year.

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| MCD OUTCOME | COMPONENT | DESCRIPTORS | RUBIC SCORES |
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| Federal Requirement, District publications and forms are available for use | Search & Serve | <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. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.</p> |
| Outcome 2 | Intervention Programs | <ul style="list-style-type: none"> • Identifies process for determining student participation in intervention Programs. • Includes benchmark and progress monitoring tools. • Describes a multi-tiered approach to interventions, from core program to more intensive instruction. • Identifies programs to be used and purposes for the program. • Discusses progress monitoring and how it will inform instruction. | <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 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.</p> |
| 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>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,</p> |

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| MCD OUTCOME | COMPONENT | DESCRIPTORS | RUBIC SCORES |
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| | | <p>Intervention Tier 1 structures are in place to promote positive behavior, effective academic support; violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.</p> | <p>planning is incomplete. 1-No structures or planning is evident.</p> |
| Required for Planning | Description of Student Population | <p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities:</p> <ul style="list-style-type: none"> • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students. | <p>4-All three elements are met; organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.</p> |
| Outcome 2, 3, 4 | Special Education Program Description | <ul style="list-style-type: none"> • Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress | <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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APPENDIX E

| MCD OUTCOME | COMPONENT | DESCRIPTORS | RUBIC SCORES |
|--|--|--|---|
| | | <ul style="list-style-type: none"> • 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>include a continuum of placement, multi-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> |
| <p>Outcomes 10, 18</p> | <p>Procedures for Identification and Assessment of Students</p> | <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-No planning is evident.</p> |

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|------------------------|--|--|---|
| Outcome 2, 3, 4 | Instructional Plan for students using grade level standards | <ul style="list-style-type: none"> • Discusses the use of grade level materials • Provides a description of backward planning, using assessments and standards • Illustrates how accommodations will be used and what modifications can be used for students in core curriculum • Explains planning for multi-grade levels • Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment. | <p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.</p> |
| Outcome 7A, 7B | Instructional Plan for students using Alternate Standards | <ul style="list-style-type: none"> • Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. • Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. • Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum • Explains how students in multi-age groups will be taught. • Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment. | <p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.</p> |

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| Outcome 13 | Plan to provide Supports & Services | <ul style="list-style-type: none"> • Plan describing how students with support services will have those services provided. • Plan for monitoring the provision of services using the Welligent Tracking Log. | <p>4 - Plan provides an explicit and thorough description of planning for students with support services.</p> <p>3 - Plan provides a strong description of planning for students with support services.</p> <p>2- Plan lacks either the service provision or monitoring element.</p> <p>1- Plan does not describe either service provision or monitoring.</p> |
| Outcome 9 (for programs with students 14 and older) | Transition Planning Strategies | <ul style="list-style-type: none"> • Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. • All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. • Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and "Summary of Performance" on file in their records and will be provided with a copy for future reference. • Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. | <p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older.</p> <p>1- Plan does not describe instructional planning for students with disabilities 14 and older.</p> |

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| Federal Requirement | Access to Extra-Curricular/Non-academic activities: | <p>Access to Extra-Curricular/Non-academic activities:</p> <ul style="list-style-type: none"> • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students' with disabilities have access to? • What additional activities will students have access to? | <p>4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes are acknowledged, planning is incomplete. 1-No planning is evident.</p> |
| Federal Requirement | Providing Extended School Year | | <p>4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2- The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is evident.</p> |

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| Federal Court requirement | MCD Outcomes (to be woven among others) | | Woven Throughout |
| All Outcomes | Professional Development | | 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. |

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|---------------------|----------------------|---|--|
| Outcome 6, 8, 16 | Staffing/Operations | | |
| | Fiscal | <p>Charters</p> <ul style="list-style-type: none"> • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year “unaudited actuals of revenues and expenditures” (required end of year report). | <p>4-All four items are planned for. 3-Three items are planned for. 2-Two or fewer are planned for. 1-No planning is evident.</p> |
| Outcome 14 | Parent Participation | Parent Participation | <p>4- Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged. 3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.</p> |

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