

**Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION**

APPENDIX D

BALANCE Early College Charter HS

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>BALANCE 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. Three search and serve strategies will be implemented:</p> <ol style="list-style-type: none"> 1. At the beginning of each school year, a brochure, "Are You Puzzled by Your Child's Special Needs?" will be distributed to every student to take home to describe the availability of and information on special education and related service. 2. The following publications and forms will be maintained in the school office and made available to parents and staff upon request: <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 • Student Information Questionnaire for Parents and Guardians • "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)." The school will also prominently display a Parent Resource Network poster that provides parents information about where to call if they have questions or complaints concerning special education. 3. BALANCE will have procedures for all staff members to identify and promptly serve students, who require or may need special services when they enroll in the school; the mechanism for implementing this procedure will be LAUSD's Student Enrollment Form (Section 10) that must be completed by parents at the time they are enrolling their child. <p>Office personnel will assist parents, if necessary, to answer the questions and to ensure that all questions are answered. Office personnel and administrator/designees will familiarize themselves with the enrollment form and their duties, per LAUSD's policy and Procedures Manual (PPM). BALANCE'S 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.</p>

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		<p>BALANCE will have a written process for referring a student to be assessed as possibly being eligible for Special Education Services. The staff will be trained and made aware that before a student can be assessed for eligibility for special education or reassessed while receiving special education and related services, an assessment plan must be developed and provided to the parents for their approval within 15 days from the date of receipt of a written request for an initial special education assessment or 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. The staff will know that special education assessment plan should be developed in cooperation with the students' teachers, general and special education, and other appropriate staff, depending upon the students' disability or suspected area of disability.</p> <p>BALANCE will annually review the following documents with the staff --LAUSD Special Education Policies and Procedures Manual --A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards), Los Angeles Unified School District, Revised January 2006.</p>
Outcome 2	Intervention Programs	<p>BALANCE's academic intervention will use systematic, focused and individualized approaches for providing additional practice and instruction to enable students at risk to attain greater literacy skills and to provide additional help that a student might need prior to failing, rather than after failing. The following approaches will provide targeted interventions that supplement and support BALANCE's and LAUSD's base literacy program. The academic interventions will utilize a three-tier model of instruction that will identify students academically at-risk before they have failed, diagnose areas of reading weakness, and provide targeted intervention to address those areas of weakness. In addition, the use of this framework will better assure that BALANCE is identifying the appropriate students for special education and providing the proper services.</p> <p><u>Tier 1:</u> The first stage of the intervention process will be to identify students whose overall academic performance is below the expected levels of achievement. BALANCE will identify its at-risk population by reviewing and evaluating available assessment data and identifying all students who fall within an intensive score band level. For these students, there are two levels of response:</p>

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		<p><u>Level I:</u> Prevention: “good first teaching” is provided for all students in the form of highly effective teaching which introduces and reinforces concepts and skills from LAUSD’s core literacy program. Periodic reading assessment will indicate which students are successful in meeting the grade level content standards and which students require intermediate or intensive interventions.</p> <p>Effective first teaching strategies include but are not limited to the following:</p> <ul style="list-style-type: none"> • Teacher-directed interactive reading • Structured independent reading and writing techniques • Higher level questioning • Conversations/discussions/presentations <p><u>Level II:</u> Intermediate and remediation intervention is provided to students who have not responded to the good first teaching strategies.</p> <p><u>Tier 2:</u> Intervention for students have not successfully responded to Tier 1. Intensive intervention at this tier will focus on specific processing skills required for literacy. An intensive intervention approach, strategy, curriculum or program will be selected based on the following criteria:</p> <ol style="list-style-type: none"> 1. It is research based. 2. Pre/post screenings or data analysis can be administered with ease. 3. It includes the ability to screen whole classrooms, small groups or individual students. 4. The primary focus is on reading and writing interventions. 5. Systemic instruction in phoneme awareness, phonics and sight vocabulary is embedded. 6. Instructional Interventions are aligned to content standards and district curriculum. 7. Instructional Interventions are targeted to the students’ identified processing skills gap. 8. Interventions are provided within a realistic time period. 9. It includes a process for monitoring effectiveness of intervention and student progress. <p><u>Tier 3:</u> Intervention for students who have not successfully responded to Tier 1 and 2 interventions.</p>

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		<p>BALANCE’S problem-solving teams will review and evaluate the effectiveness of the previous interventions, taking into account the level of student participation, the integrity level of implementation and other factors that may be impeding achievement. Based on diagnostic testing results and data from progress monitoring, our teams may need to consider additional modification of the interventions.</p> <p>The students that display the characteristics of a student with a specific learning disability should be referred for a comprehensive evaluation to determine if the student has a disability that requires special education services. The comprehensive evaluation will use all progress monitoring data and diagnostic testing previously collected as well as supplementary assessment materials as a basis for establishing the disability, eligibility, and the need for special education services. NOTE: Referral to special education is NOT an intervention.</p> <p>Intervention Team Structures: Intervention/Enrichment Teams will be comprised of teacher leaders who are fully involved and responsible for carrying out the intervention process. School intervention teams have the flexibility to develop an intervention program that best meets the needs of their underperforming students. The development of an intervention model must be based on the needs of the students and meet the following criteria:</p> <ul style="list-style-type: none"> • Each of the targeted subgroups will be appropriately identified for extended day services and have processes to ensure that students are participating in these services. • The identified students will be regularly monitored through analysis of authentic formative and summative common assessments. • The programs will utilize high quality, targeted intervention materials and staff to analyze the pre/post assessment data to evaluate growth targets and program effectiveness. • Select intervention teachers, with a proven track record of creating success among at-risk and/or consistently underperforming students exhibiting significant gaps in learning, will host interventions.

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		<p>BALANCE will use a Response To Intervention (RTI2) framework and assessment data as a way to design targeted intervention and acceleration programs. Tier III of the RTI framework supports the neediest students, including students with behavioral and emotional issues. These students will be identified through the Student Study Team process. The Student Study Team will include a network of adults to support the high-needs student. The SST will be comprised of the school psychiatrist, Lead teacher, Dean of students, principal and other staff. The SST will meet regularly to manage on-going student cases and to review new referrals from classroom teachers. RTI Tier III support will be an effective way to ensure a network of adults supporting high-needs students.</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>The authority for BALANCE to establish a disciplinary system is derived from state law as well as LAUSD's "Discipline Foundation Policy" (Bulletin #3638.0; March 27, 2007). The School Board Directive mandates the development of a school-wide positive behavior support and discipline plan. This plan is to be consistent with "Culture of Discipline: Guiding Principles for the School Community; and Culture Discipline: Student Expectations." Positively stated rules will be taught, enforced, advocated, and modeled. Assertive Discipline will be based on the premise that teachers have a right to teach and students have a right to learn. The system will be designed to:</p> <ul style="list-style-type: none"> A. Provide for the teaching of school rules, as well as social emotional skills; B. Provide for teacher training to use effective classroom management; C. Provide for parent/caregiver collaboration for discipline problems; D. Provide for early intervention for discipline problems through in-classroom discipline, 1-on1 counseling and detentions; E. Provide prompt and effective negative consequences for students who interfere with the rights of other students to an education, and the rights of the teachers to teach them; F. Provide prompt and positive consequences through collaboration and partnering with after-school programs and outside agencies when appropriate;

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		<p>In summary, BALANCE's Assertive Discipline will attempt to establish a climate supportive of a well-disciplined school operation, which is free to concentrate on academic tasks. In order to maintain an academic atmosphere, students, teachers, administrators, and parents will cooperate and work together.</p> <p>In each class, the teacher will be ultimately responsible for discipline. Certain standards of conduct will be necessary for a constructive learning environment. The following guidelines serve as a sample for teacher expectations of students. Students and teachers will sign contracts for the start of each semester so that expectations are clear and understood beforehand.</p> <p><u>The standards of conduct are:</u></p> <ol style="list-style-type: none"> 1. Be on time to class. 2 Be prepared to work. 3. Follow directions the first time you are asked to. 4. Stay on task. 5. Be courteous and cooperative with all <p><u>When standards of conduct are not adhered there will be Consequences like:</u></p> <ol style="list-style-type: none"> 1st offense- Teacher warning 2nd offense- Teacher classroom detention (Missed detention moves consequence to the next level) 3rd offense- Teacher classroom detention and parent contacted 4th offense- Student referred to SLC counselor 5th offense- Student signs contract with counselor 6th offense- Student referred to Dean's office 7th offense- Student referred to Administration <p>Severe misconduct (i.e. fighting, drug/alcohol use, weapons etc.) will be immediately referred to the Administration</p>

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		<p><u>Procedures for Detentions:</u></p> <ol style="list-style-type: none"> 1. Dean's Detention will be after school and/or Saturdays 2. Students must complete all assigned detentions prior to participation in any school extracurricular activities 3. Notices and phone calls will be made to notify parents that the student has been assigned detention 4. If a student misses two assigned detentions, a suspension will be assigned and a parent-conference set-up. Parents will be made aware that the continued misbehaviors can lead to suspension from BALANCE. 5. If a student is assigned 5 or more detentions per semester, they are to receive a Counselor ticket or a Campus Police Ticket, whichever is more appropriate. (Students will have a choice between the ticket or attending an intervention program provided in collaboration with "Pathways to Success," EduCare Programs, or another collaborative community resource. <p><u>Unexcused Tardies and Unexcused Absences</u> would be handled through the detention process, but at a different level of tolerance than discipline for misbehaviors:</p> <ol style="list-style-type: none"> 1st offense- 1st warning by teacher and documented by the teacher in the BALANCE's attendance program. Student must clear Attendance. 2nd offense- 2nd warning by teacher and documented in BALANCE's attendance program. Parents notified through computerized phone call home. 3rd offense- Detention referral by teacher. Student must write a reflection in detention. 4th offense- One day suspension and parent conference set-up by deans. Parents will be made aware that the continued behaviors can lead to suspension. 5th offense- If a student is assigned 5 or more detentions per semester for unexcused absences or tardies, s/he is to receive a Counselor ticket or a Campus Police Ticket, whichever is more appropriate. (Students will have a choice between the ticket or attending an intervention program provided in collaboration with "Pathways to Success" or EduCare Programs, or another collaborative community resource.

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		<p><u>School Wide Student Discipline Offenses resulting in Disciplinary Action Class I- Regular</u></p> <ol style="list-style-type: none"> 1. Unexcused tardiness 2. The use of annoyances (e.g. water pistols, stink bombs, noise makers, etc.) 3. Use of telephones, radios, MP3 players etc. that may interfere with class instruction 4. Lack of supplies for schoolwork 5. Refusal to work 6. Cheating on classroom work 7. Violation of safety rules 8. Inappropriate dress 9. Eating/ drinking in areas except the cafeteria or quad 10. Tobacco violations 11. Improper sexual relationship behaviors on campus 12. Littering 13. Loitering <p><u>School Wide Student Discipline Offenses resulting in Disciplinary Action: Class II- Immediate Referral</u></p> <ol style="list-style-type: none"> 1. Weapon(s) on Campus 2. The use of any kinds of explosives; including fireworks and firecrackers 3. Terrorist threats of harm directed at school, staff or students 4. Fighting 5. Being under the influence or possession of drugs or alcohol on campus 6. Commission of a crime 7. Gambling on campus 8. Falsification of parental permission or school records (forgery) 9. Aggressive insubordination to a teacher or member of the school staff 10. Tampering with school fire alarms and fire extinguishers 11. Sexual harassment 12. Hate crimes

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		<p><u>Use of Law Enforcement:</u></p> <p>It is the philosophy and belief of BALANCE that the responsibility for dealing with student discipline rests with the entire staff of the school. Thus every effort will be made to handle behavior issues in-house in accordance with policies and procedures established by LAUSD and BALANCE. Nonetheless, when violations of state law occur, or when students or parents refuse to work within the established policies of LAUSD and BALANCE, or where the security of person or property appears to be in jeopardy, the school will not hesitate to call the appropriate law enforcement personnel and initiate arrest and prosecution proceedings.</p>
Necessary for Planning, will be provided	Description of Student Population	<p>Before the school year begins, Welligent reports will be used to review BALANCE's special education program to help determine information about our students with disabilities as follows:</p> <ul style="list-style-type: none"> • The number of students will be determined-- overall, grade levels; • The disabilities of the students along with their eligibility for support and services will be monitored by using Welligent for assessment plans and IEP team meeting notices; • by using Welligent to develop and record IEPs during IEP meetings; • by making timely updates of mandated information in SIS fields; • by ensuring that Resource Specialist Teachers and Related Service Providers maintain logs in Welligent that document the frequency of contact and total number of minutes of service provided per week or month. Using these systems, BALANCE will meet the needs of these students. • Additionally, BALANCE will use the Welligent system "Request for Special Education Assessment" form (or other written communication) when a request for assessment is made. Unless the parent is provided with a written denial of assessment as an alternative, we will provide the parent with a Welligent-generated assessment plan within 15 days of the written request for assessment.

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		<ul style="list-style-type: none"> BALANCE will use two Welligent reports most frequently: <ol style="list-style-type: none"> 1. Master Calendar Report: this report lists all the IEPs by the date that they are due. For each date, the Report provides the student's name, grade, LAUSD ID number, and the type of IEP: Initial, Annual Review, or Three-Year Review. This information is recorded once the IEP is scheduled. The date that the actual meeting is held is also recorded, along with the date that the parent signs the IEP. The report tracks compliance with assessment and IEP timelines. 2. Timeline report: this report lists special education students in alphabetical order by last names. For each student, the report lists the student's type of IEP, special education eligibility, and all timeline information applicable for the upcoming IEP: date of referral for Special education, 15-day due date for parent notification of IEP, date that meeting notification is actually sent, date that IEP meeting is due, and date that it is held. Red asterisks mark items which fail to comply with timeline. BALANCE'S guideline will be to have a report with no red asterisks.
Outcome 2	Special Education Program Description	<p>Special Education Law requires that public entities provide equal access for students regardless of any disability. BALANCE realizes that while special education should be offered to students who have identified needs, it is clear that special education is by its nature a service. 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 and when appropriate.</p> <p>BALANCE will use operational guidelines provided by LAUSD'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. The special education teacher will provide general education teachers with a document identifying students receiving IEP services, goal summaries and accommodations.</p>

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		<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 needs of the individual student. Students will participate in an inclusive model and enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The students and the IEP team will be responsible in 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. Teachers will support students with special needs by continuous, focused attention on specific students in professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by accommodating different learning styles.</p> <p>Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provided with adequate support to achieve educational success. The general education teacher and the Special education teacher will collaborate to come up with teaching strategies for students with disabilities. The advisory period will provide regular time for monitoring and planning support for students with disabilities.</p> <p>A structured Learning Center will be designed to help students with disabilities who have struggled academically to receive individualized instruction within the unique focus of the school. The Center will include a Resource teacher, teaching assistants, and service providers such as school Psychologist and Speech Teacher. The learning center will have three purposes characterized as AIM:</p> <ol style="list-style-type: none"> 1. A: teach access strategies 2. I: provide intensive intervention 3. M: monitor student progress <p>Materials provided for use in the learning center are supplemental programs to be used with student with disabilities who participate in the core literacy and math programs but may require intensive intervention for a period of time.</p>

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		<p>BALANCE will provide the learning center for a part of the day due to the limited availability of Special education resources. In order to implement effective instruction in the learning center, we will analyze our data like:</p> <ul style="list-style-type: none"> • Who are our students (numbers by grade, need)? • What are the needs of the students (assessment results, IEP goals)? • Who are our teachers (credentials, strengths, interests)? <p>What is our current structure (houses, core, academy, schedules, etc.)?</p> <p>Having analyzed the data, BALANCE will structure students into needs based groups and attach staff to those areas of need. The instructional spaces for students with disabilities in the leaning center will be provided with the same basic equipment, furniture and materials as instructional spaces for general education students. The learning center will offer tutoring, essential skills, and the opportunity for students to do their work in a quiet and supportive space. Students will have the opportunity to be reintroduced to a lesson through different modality and have a different environment in which to understand the curriculum.</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>After the student has been assessed within the 60 day timeline, an IEP meeting will be held. BALANCE will hold the IEP meeting at a time that is suitable for both the parent and the school's representatives. At this meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services. If s/he is eligible, then an IEP will be developed during the meeting. Once the IEP team determines the student's unique needs, the team will determine goals, supports, services, accommodations and modifications that address the particular needs of the student.</p> <p><u>The following people will be members of the IEP team:</u></p> <ul style="list-style-type: none"> - The student's parent, guardian or representative. - School administrator or qualified representative who is knowledgeable about program options appropriate for the student. - Student's present teacher. If a student does not presently have a teacher, a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent knowledge is not available, the teacher on the IEP team will be a special

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		<p>education teacher qualified to teach a student of the same age.</p> <ul style="list-style-type: none"> - Other person(s) whom the parents or school wishes to invite. - When appropriate, the person(s) who assessed the student or someone familiar with the assessment procedures. <p>The IEP will be the written plan that describes a student's abilities (strengths) and needs (challenges), and the placement and services designed to meet the student's unique needs (challenges). The student will have an IEP before s/he receives special education services. The IEP will be implemented as soon as possible after the IEP meeting. In addition, the IEP will be reviewed and, when necessary, revised once a year or more often, upon parental or guardian request. If the student is found to be eligible for special education services, the IEP will contain:</p> <ul style="list-style-type: none"> - annual goals and short-term on incremental objectives focusing on the student's current levels of performance (Present Levels of Performance/PLPs). - goals will align to the appropriate content standard for student's grade level, not the performance level. Objectives will be written using standards below the grade level as a means of building to goal attainment. - a list of the services that will be provided. - when the services will begin, how often they will be provided, and for how long. - the instructional programs where the services will be delivered. - the amount of time the student will spend in general education. If the student is not educated completely in general education, the IEP should state why. - how BALANCE will measure the student's progress. <p>At the conclusion of the IEP meeting, if the parent disagrees with the IEP or raises concerns about what is appropriate for the student, BALANCE will clarify the areas of agreement and disagreement. Parents may disagree with the entire document or they may choose to agree to specific parts and services of the IEP and have them implemented. BALANCE representatives will document the disagreement on p. 10 of the IEP. BALANCE'S administrator or designee will then review with the parents the options for seeking a resolution of their IEP dispute. These options are described in Reference Guide 1410.2. After the parents select a dispute resolution process, BALANCE will make sure that the choice is marked on the IEP, then proceed with the relevant steps for the selected process as set forth in Reference Guide 1410.2.</p>

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		<p>Whenever possible, BALANCE will attempt to work out the disagreement within the IEP process. If 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, the steps that will be taken by the school and/or parent to resolve the disagreement as part of the IEP process, and a date for reconvening the IEP team meeting. The IEP team will adjourn and reconvene at a specified date. If a parent's concerns cannot resolved through the IEP process, BALANCE will inform the parent of the various dispute resolution options available in the District. i.e. Informal Dispute Resolution ("IDR"), Mediation Only, and Due Process Proceedings. We will make sure that the parent has s copy of the "A Parent's Guide to Special Education Services," which details the various dispute resolution processes.</p> <p><u>Each student who receives special education services will have a special education folder</u>, and students transferring from other districts or states may have a different kind of record keeping method. Therefore, BALANCE will carefully review all records received for out-of-district students to ensure that all students requiring special education are identified and provided with the appropriate services.</p> <p><u>During the implementation of a student's IEP, the following staff will have access to the student's IEP:</u></p> <ul style="list-style-type: none"> - Special education teachers - General education teachers providing services to the student - Related service providers (Psychologist, Speech on language specialist etc.) - Other service providers as identified on the IEP document <p>The IEP will be maintained to ensure complete confidentiality; however, staff members 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.</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>

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		<p><u>Once the initial IEP steps have been implemented, a subsequent IEP meeting will be held for the following reasons:</u></p> <ul style="list-style-type: none"> - Once a year to review the student's progress, placement and to make needed changes - Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress - After a student has received an assessment or reassessment - If the parent feels that a student demonstrates significant educational growth or lack of anticipated progress - When the parent or a teacher requests a meeting to develop, review, or revise the IEP - To develop an Individualized Transition Plan (ITP), beginning at age 14 - To determine whether a student's misconduct was a manifestation of his or her disabilities - Before expelling or suspending the student from school for more than 10 school days for misconduct.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>BALANCE will start all IEPs with a thorough pre-assessment discussion with the student's parents and teachers. Using these discussions, we will formulate an appropriate assessment plan to be signed by the parent or guardian within 15 days. The school staff will identify all of the student's unique educational needs by conducting comprehensive assessments in all areas of suspected disability as set forth on the assessment plan. Once the IEP team determines the student's unique needs, it will develop goals, supports, services, accommodations and modifications that address each of the student's unique needs.</p> <p>The assessment will involve gathering information about the student to determine whether s/he has a disability and, if they are eligible for services, the nature and the extent of the services required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports and in-class work samples.</p> <p>When the student is assessed, BALANCE will follow these guidelines:</p> <ul style="list-style-type: none"> - After receipt of the signed assessment plan, each student is assessed - All areas relating to the student's probable disability are assessed (academics, physical capabilities, health etc.) - The assessment will be administered in the student's primary language or a qualified interpreter will be provided - The assessment will be administered by trained and qualified individuals, and the tests will include suitable tests to

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		<p>measure the student's strengths or challenges.</p> <ul style="list-style-type: none"> - We will make sure that the assessment is suited for students with impaired sensory, physical or speaking skills. - A multi-disciplinary team, including at least one general education teacher, a specialist like a psychologist with knowledge in the area of the student's suspected disability, will make the assessment. An interpreter will be present, if needed. - We will make certain that the assessment materials are not racially, culturally or sexually discriminatory. <p>BALANCE will always consider the need for assistive technology (AT) being an integral part of a comprehensive assessment for a student in all areas related to the disability and educational needs, if the student is or may be eligible for special education services. AT considerations will address the student's need to access curriculum. IEP teams will ask the question, "What does the student need to do that s/he cannot do because of his/her disability?" BALANCE will use AT to provide access to the curriculum. If BALANCE staff does not have sufficient knowledge to make appropriate assistive technology recommendations, we will request assistance from the District's assistive technology program when conducting assessments or evaluations.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>BALANCE will provide specially designed differentiated instruction to meet the unique needs of any student with a disability. Instruction will be provided for adapting content, methodology and delivery of instruction that addresses the unique needs of an eligible student and to ensure the student's access to the general curriculum. Instruction in special education will support and align with the standards-based instruction provided in general education.</p> <p>IEP goals and objectives aligned to the content standards is one method of connecting instruction in general and special education. Students with IEPs will have equal and full access to all curriculums. BALANCE will differentiate instruction to meet the needs of all students through scaffolding instruction, ongoing assessment, appealing to students' learning styles, accessing multiple intelligences strategies, providing individual instruction and flexible grouping, incorporating multimedia resources into students' educational plan, and following any recommendations established in the IEPs.</p>

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		<p>For students with mild to moderate (M/M) disabilities, BALANCE will adhere to LAUSD's requirements of a tiered approach to instruction, intervention, and services that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the district's general education curriculum at the student's grade level using accommodations or modifications of grade level curriculum (Section M, #9 of the Individualized Education Program). A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified needs. This is a research-based approach facilitating the expectation that all secondary students with disabilities will participate in rigorous standards-based curriculum with accommodations or modifications as developed in an Individualized Education Plan (IEP). According to LAUSD Policy Bulletin BUL-4827.1, "The RtI² framework establishes a process of providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early and effectively, and high performing students have access to acceleration in learning."</p> <p><u>BALANCE acknowledges that special education is a service to support student achievement in the core curriculum in an integrated setting.</u> The tiered approach is not synonymous with placement, so the IEP teams will consider the level and type of support each student needs, where the support can be provided, and the amount of instruction needed outside of the general education classroom. For example, a student may need special education services for the majority of the day (typically a student in the past who received special education services in a special day class) but will be able to receive those services in a variety of ways within the general education classroom, during the advisory period, and at the integrated learning centers.</p> <p>All students with M/M disabilities will participate in academic content instruction in the general education classroom with the least restrictive environment with appropriate supports provided within that environment (LAUSD position paper #4). A student will be removed from this environment only when there is significant evidence to indicate that the students' needs cannot be met in this environment even with supplemental supports and services beyond the instruction and interventions embedded in the core program.</p>

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		<p>BALANCE's Tier 1 <u>base instruction</u> will be grounded in <u>grade level content standards</u> and use <u>district approved curriculum and instructional strategies that focus on building content literacy</u>, defined as fluent use of listening, speaking, reading, and writing skills. Tier one instruction also includes strategies needed for learning in each of the academic disciplines. Intervention will be provided using materials aligned with the course.</p> <p><u>Base instruction will consist of research-based curriculum and strategies in grade level content and performance standards that are effectively delivered.</u> Base instruction will include the use of accommodations outlined in a student's IEP. This will provide opportunities for students with disabilities to learn content; access grade level curricula and textbooks; access content instruction from general ed content specialists; and integrate with general education peers.</p> <p><u>Base instruction will also use research-based instructional practices that will support a student's access to rigorous content curriculum.</u> These will include use of active engagement, advanced organizers, communication of clear expectations and purpose, peer-assisted learning, scaffolded instruction, and Universal Design procedures, such as providing multiple representations of content, multiple options for expression, or multiple means of engagement to make curriculum accessible to all students.</p> <p>BALANCE is committed to providing a continuum of services in the Least Restrictive Environment for students with disabilities and envisions <u>service delivery models composed of three interrelated and multi-layered special education service components</u> consisting of: Layer 1: Accommodations within the general education class Layer 2: Co-Planning between general and special educators Layer 3: Co-teaching in general education content classes Layer 4: Direct instruction non-intensive</p> <p>Consequently, BALANCE will ensure that each special education student will receive support through the instructional accommodations prepared during co-planning, participate in one co-taught academic class, and use the learning center to take tests.</p>

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		<p>Special education students at BALANCE will avail of a learning center as an essential element in institutionalizing a multi-tiered model of service delivery leading to increased access and achievement of students with disabilities in the core curriculum.</p> <p><u>The learning center serves three purposes</u>, characterized by AIM:</p> <ol style="list-style-type: none"> 1. A: teach access strategies 2. I: provide intensive intervention 3. M: monitor student progress <p>BALANCE will analyze data including student assessment results, Individualized Education Program (IEP) goals and designated services, and the number of certificated and support staff in determining the schedule for instruction in the learning center. Special education teachers and paraprofessionals will provide instruction and support for students in the learning center.</p> <p><u>TIER 2: EXTENDED INSTRUCTION</u></p> <p>BALANCE will provide <u>extended instruction above the base program</u> when students require additional support and services beyond the instruction and interventions embedded in the core program.</p> <p>Instruction</p> <p>As in Tier 1, Tier 2 instruction will be based on research-based practices effectively delivered in grade level content and performance standards with the use of accommodations or modifications as outlined in a student's IEP.</p> <p>The <u>use of research-based instructional practices that support access to rigorous content curriculum</u> will be necessary to provide meaningful access for students. The instructional strategies listed in Tier 1 provide methods for meeting the needs of a number of students at risk for school failure. In addition, instructional support through the use of co-teaching and co-planning provides a higher level of support to students.</p>

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		<p><u>Intervention</u> <u>Intervention</u> consists of the use of supplemental materials targeted to address the specific areas of weakness that get identified through ongoing progress monitoring. This level of intervention is intensive and explicit. Also, it is provided above the base program. Intervention is based on the identification of specific needs and the use of research-based intervention materials designed to address the individual needs of the student. This is provided in addition to the classroom interventions described in Tier 1.</p> <p>Several <u>general education intervention courses</u> are available to address the literacy and math needs of students struggling with the acquisition of reading, writing, and mathematics. These include:</p> <ul style="list-style-type: none"> • Strategic Literature 1A/B and 2A/B using “<i>READ 180</i>” • <i>Essential Standards Mathematics</i> (11th and 12th grade) <p><u>Special Education Service</u> Special education services are layered and may consist of any or all of the following: Layer 1: Accommodations within the general education class Layer 2: Co-planning Layer 3: Collaborative co-teaching Layer 4: Direct instruction non-intensive Layer 5: Direct Instruction, intensive services.</p> <p><u>Tier 2 students may access the Learning Center</u> on an as needs basis and/or scheduled as an elective. The elective, Developing Reading Skills in Content Areas, serves to:</p> <p>Teach learning strategies Support content instruction Pre-teach content material or Provide immediate re-teaching</p>

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		<p>This <u>elective class</u> is designed to be standards-based, explicitly taught, and connected to content curriculum. It is not considered study skills or study hall. Example: A student receiving services through a special day class participates in all academic content instruction in the general education classroom. The special educator co-teaches in two academic classes and co-plans with the academic team. The students participate in an elective in a learning center supported by special education to improve reading skills across the curriculum.</p> <p><u>TIER 3: INTENSIVE INSTRUCTION</u></p> <p>Intensive Instruction refers to the provisions of significant instruction that is explicit, focused, based on ongoing progress monitoring, and provides beyond the base program outlined in Tiers 1 and 2. Group size for this instruction is small to provide for the level of intensity needed to bridge the achievement gap. Students assigned to this level demonstrate severe literacy or math deficits requiring more specialized, intensive instruction that will continue to focus on age/grade-level standards and be built on research-based instructional strategies unique to special education. Instruction will be provided at the highest level of intensity, frequency, and duration, and provided in an environment with a low teacher-student ratio (possibly a learning center or a special day class). Strategies used may include:</p> <ul style="list-style-type: none"> ☐ frequent progress monitoring of student learning ☐ direct and explicit instruction ☐ small group instruction ☐ controlled task difficulty ☐ intensive strategy instruction and application ☐ extended instructional time ☐ ongoing systemic and corrective feedback. <p>Tier 3 special education services will be layered and consist of the following:</p> <p>Layer 1: Accommodations within the general education class</p> <p>Layer 2: Co-planning</p> <p>Layer 3: Collaborative co-teaching</p> <p>Layer 4: Direct instruction non intensive and</p> <p>Layer 5: Direct instruction, intensive services. (Possible within a general education program or a special education class)</p>

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		<p>Example: A student receiving services through a special day class can be programmed for content instruction in math in special education. The student participates in general education content classes for science, DRWC, and social studies with support through co-teaching and co-planning.</p> <p>When special education students 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 and/or multiple subjects will not be programmed into a single class.</p> <p>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. The learning center will be a dynamic, flexible setting to provide opportunities for students to receive either short or long term intervention(s) based on individual needs. <u>The students will be programmed into the learning center for an elective in the area in which the IEP team has determined that the student needs direct and intensive intervention.</u> General and special educators will continue to collaborate including co-planning for students who receive direct instruction for a period of time in the learning center.</p> <p>Material used in the learning center will <u>include supplemental programs for students with disabilities who participate in the core literacy and math program</u> but still require intensive intervention for a period of time. These supplemental program materials will match one of the three purposes of access, intervention, and monitoring. Instructional, assessment, and progress monitoring materials will be provided by the Division of Special Education to address California State standards and will be used to close the achievement gap and accelerate the rate of achievement for students with disabilities based on assessment of student need. They will not replace the core program, nor will they be a direct match to the core materials. The learning center materials provided by the Division of Special Education will be used as intervention materials to address specific areas of need for the student. In addition, special education teachers in the learning center will use the core literacy and math programs and intervention guides for pre-teaching or re-teaching.</p>

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>The intended curriculum for students with disabilities instructed in alternate standards will parallel the standards-based curriculum and intervention used in general education as described in the previous section. BALANCE will use LAUSD'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. BALANCE'S course of study will align functional skills with standards-based core curriculum. The basis for all courses for students instructed in the alternate curriculum at BALANCE 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>BALANCE will use the booklet, "Community Based Instruction: An Experimental Manual for Teaching Life Skills in the Community," published by the district to provide 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 assist students in the development of independent living skills necessary 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.</p> <p>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 the student masters the expected learning or reaches the age of 22. The activities are individualized and take place with a small group of no more than four students assigned to one adult for instruction at school or in the community.</p> <p>CBI activities will differ from field trips in that they will involve ongoing instruction in the context of the natural, real</p>

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		<p>world environment. CBI instructional activities will focus on individual needs and targeted skills in a variety of learning environments. A special education assistant/trainee will have the responsibility to:</p> <ol style="list-style-type: none"> 1. Work under the supervision of a certified staff member assigned to a CBI program. 2. Work with students whose Individualized Education Program (IEP) specifies CBI related goals and objectives. 3. Attend district sponsored professional development training on providing CBI support. 4. Follow district guidelines outlined in the Field trip Handbook and revised Procedures, July 24, 2006, and in the CBI: Teaching Life Skills in the Community Handbook, Procedural Guidelines for Off Campus Instructional Activities. 5. Provide direct supervision of no more than four students participating in the CBI.
Outcome 13	Plan to provide Supports & Services	<p>BALANCE's technology plans will allow for the purchase of computers that allow for adaptations such as special keyboards and switches. BALANCE'S computer lab will have adaptations for students with disabilities at the school. BALANCE will obtain information from the LAUSD Assistive technology (AT) and Low Incidence (LI) Programs regarding specialized hardware and software recommendations. The definition of AT includes almost any type of device or service used to support the education of a student with a disability. BALANCE will draw from existing inventory resources to the fullest extent possible prior to the expenditure of new monies when addressing assistive technology considerations. For example, if a student with a disability needs access to a computer to meet his/her IEP goals, and computers are available for general use at the school, the first option will be to provide access to the computer equipment already available at the school. The school will develop an inventory of existing equipment options for the purpose of establishing a loan library that may include NCR paper, wide lined paper, pencil grips, primary pencils, highlighters, slant boards, calculators, tape recorders, language masters, simple picture communication boards, word processors and available computers and other digital devices. This inventory will be used for active intervention efforts conducted by school site personnel when any student at the school is experiencing difficulties with the curriculum. Whenever possible, IEP teams and Student Success teams (SSTs) will utilize equipment from the school inventory as part of the intervention process for a student.</p>

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		<p>Behavior intervention therapy (BIT) is another intervention service intended for when school-wide/classroom behavior intervention prove to be unsuccessful or where an Individualized Education Program (IEP) team determines interventions are insufficient and therapy is required to meet a student's needs. BIT will not replace or supplant appropriate behavior support provided in the school-wide environment and classroom programs. BIT is a specific related service provided to a student based upon assessed need for intensive behavior intervention to support a student's special education program. BIT is to be offered only after: 1) a functional behavior assessment (FBA) or functional analysis assessment (FAA) has been completed; 2) the IEP team has found the student is in need of BIT to benefit from special education; and 3) goals and objectives have been developed to guide the delivery of BIT services.</p> <p>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. There are further assessment considerations when a student's behavior meets the definition of "serious" under California law; a functional analysis assessment (FAA) must be considered and a behavior intervention case manager (BICM) will be a part of the IEP team. While the BICM is required for an FAA, school site may refer to their BICM as a resource during the FBA assessment process. The school site may also access additional consultation from their Special Education Support Unit or the Division of Special Education, Behavior support office.</p> <p>BALANCE will use the Welligent IEP System including the services tracking system to monitor the provision of services. In order to access the Welligent reports, the school will:</p> <ul style="list-style-type: none"> --Sign on to Welligent --Click on WellReports --Click on IEP Reports --Select desired report <p>Welligent will provide reports to BALANCE on all of the supports and services for those eligible students. BALANCE will take time to become familiar with the kind of information that the different reports provide. We will regularly enter student data for all mandated fields at the time that a special education student is identified and enrolled at BALANCE.</p>

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		<p>All mandated fields will be updated for students who are currently enrolled and have IEPs. Designated staff will be accountable to ensure that all staff develop and maintain IEPs on the Welligent IEP system and use the management capabilities of the system to maintain compliance with the IEP process for provision of support services.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>Transitions services will be a set of coordinated activities for BALANCE to assist the movement of students with disabilities from school to post-school activities. These services will be designed to help the student adjust to life after he/she is no longer eligible for school-related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen years of age or younger. When appropriate, BALANCE'S IEP team will plan and oversee the implementation of these transition services. All students receiving the IEP services will have an Individualized Transition Plan (ITP) to assist them with transitioning to a career-ready adulthood. BALANCE will also use the LAUSD's DOTS/Bridge Collaborative Best Practices document as a reference to help us meet Outcome 9 of the MCD.</p> <p>The IEP/ITP will set forth in writing a commitment of services necessary to enable the students to receive appropriate transition instruction and services as part of his/her special education program. It will be based on individual student needs, taking into account student strengths, and 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.</p>

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Federal requirement	Access to Extra- Curricular/Non academic activities:	Students will have equal access to general education programs including lunch, nutrition, extra curricular activities, field trips, and other programs. The special education program will provide access to general education academic and elective classes along with the necessary appropriate personnel. Administrators, general education teachers, special education teachers, paraprofessionals, related service providers, and other personnel will collaborate to provide opportunities for social interactions between special education students and the general student population.
Federal requirement	Providing Extended School Year	<p>BALANCE will provide Extended School Year (ESY) services, which are special education and related services, to students with disabilities in accordance with each student's IEP. 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. BALANCE'S ESY services will be coordinated with the LAUSD Division of Special Education.</p> <p>Determined by the IEP team at BALANCE, ESY services shall be limited to the services that are required to assist a student with a disability at risk of regression to maintain the skills, 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. 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. BALANCE will prepare guidelines to determine ESY for a student that will address:</p> <ul style="list-style-type: none"> --Severity of disability --Critical areas of learning --Extent of regression in learning --Recoupment rate

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		<p>--Availability of alternative resources such as general education and intervention programs</p> <p>BALANCE'S IEP team will determine the type of ESY program, related services and transportation, if needed, for qualifying students. The IEP teams will ensure that ESY services are part of the FAPE summary offer on page 12 of the IEP.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>There are two categories of disagreements that may arise between the parents and BALANCE.</p> <p>The first is what is appropriate for the student, examples such as:</p> <ul style="list-style-type: none"> --how the student should be assessed and/or the results of assessments. --what should be in the IEP (e.g. placement or services the student must receive) <p>BALANCE will attempt to resolve the disagreements regarding the content of IEPs at IEP team meetings and at the school site whenever possible. If we cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> --Informal Dispute Resolution (IDR) --Mediation Only --Formal Due Process Proceedings <p>The second type of disagreement is a dispute over whether BALANCE or LAUSD has complied with State and Federal special education laws and regulations such as:</p>

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		<p>--whether BALANCE or LAUSD has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests.</p> <p>--whether LAUSD procedures are being implemented appropriately.</p> <p>--whether a student is receiving the services specified in his/her IEP.</p> <p>BALANCE will be responsible for ensuring compliance with the following special educational timelines:</p> <p>--provide the parent with a Welligent generated assessment plan or a written denial for assessment within 15 days of the written request for assessment.</p> <p>--if requested by the parent, BALANCE will mail copies of assessment reports to the parent, five(5) days before the date of the IEP team meeting.</p> <p>--when an IEP team meeting is precipitated by an assessment or assessments (e.g. initial IEPs), hold the IEP team meeting within 60 days of receipt of written parental consent to the assessment plan.</p> <p>--conduct annual and three year review IEPs by the time designated in Welligent and on the students' IEPs.</p> <p>--hold a parent-requested IEP meeting within 30 calendar days from the date of the parent's request.</p> <p>--when a student transfers into LAUSD, immediately put into place an interim program based on the previous school's IEP or implement a program agreed upon by LAUSD and the parent(s). Convene an IEP team meeting to develop a District IEP within 30 days of the student's enrollment.</p> <p>--if there is a disagreement between BALANCE and a parent at the end of an IEP meeting, make sure the parent has received a copy of the "Parent's Guide to Special Education Services" and apprise the parent of the three dispute resolutions options (Informal Dispute Resolution, Mediation Only, Formal Due Process).</p> <ul style="list-style-type: none"> • If the parent requests Informal Dispute Resolution (IDR): <ul style="list-style-type: none"> Call the IDR helpline at (213) 241-8135 within 24 hours of the dispute. <p>--meet with the parent within 24 hours of the dispute to clarify issues and concerns and to complete IDR form A : "Request for Informal Dispute Resolution (IDR) Regarding Individualized Education Program (IEP) Issues." This form is Attachment B-1 to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution.</p> <p>--if the IDR dispute is assigned to our school site for resolution, complete resolution within five(5) business days.</p> <p>--if the IDR dispute is assigned elsewhere for resolution, resolution activities should be completed within twenty(20) days.</p>

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		<ul style="list-style-type: none"> • If the parent requests State Mediation Only: --provide the parent with a "Mediation Only Request Form" at the time of the request. This form is attachment C to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution. Call the LAUSD Due Process Unit at (213) 241-6718 immediately. • If the parent requests Formal Due Process Proceedings: --provide the parent with a "Request for Mediation and Due Process Hearing Form" at the time of the request. This form is Attachment D to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution. Call the Due Process Helpline at (213)241-5420 immediately. --complete LAUSD's written response within ten calendar days of LAUSD's receipt of the Complaint Form or Complaint Notice. The Due Process Specialist assigned to the case will assist in scheduling the resolution session and may attend the resolution session. Students with disabilities will participate in Standardized Testing and Reporting (STAR) program in one of four ways: --CST, California Standards Test, the assessment in which most students, including students with disabilities, will participate. Students with IEPs will take the CST with or without accommodations and/or modifications. --CMA California Modified Assessment, is in a modified test format, is aligned with grade-level content standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications are not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the State, for a high school diploma including meeting the California High School Exit Examination (CAHSEE) requirement with or without accommodations (no modifications allowed). --CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English-language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA. --CAPA (California Alternate Performance Assessment) is an alternate assessment which is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be used to make grade-level content accessible for the students with the most significant cognitive disabilities. BALANCE will provide guidance to the IEP teams concerning the appropriate accommodations and/or modification to be included in the IEP for instruction and assessment based on student needs.

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		<p>BALANCE will complete a Summary of Performance (SOP) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. BALANCE will also provide a SOP for students leaving with a Certificate for Completion. The purpose of the SOP will be to assist students in the eligibility process for reasonable accommodations and supports in postsecondary settings. Special education teachers will be required to complete either Form A or Form B for every student with disabilities graduating with a diploma or reaching maximum age of attendance with the final Individualized Education Program (IEP). This form will be completed even if a student will continue attempts to pass the California High School Exit Examination (CAHSEE).</p> <p>To the maximum extent appropriate, supplementary aids and supports for students with disabilities will be provided in general education classrooms and other less restrictive settings. Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional supports for school personnel, are to be included in considering supplementary aids and supports.</p> <p>The student's placement will be as close as possible to the student's home. In selecting the least restrictive environment, consideration is given to any potential harmful effect(s) on the student or the type of services that s/he needs. If potential harmful effects exist, BALANCE will be obligated to mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary. A student with disability will not be removed from an age-appropriate general education classroom solely because of needed modification in the general curriculum.</p> <p>BALANCE's site administrator will review the MCD school snapshot to identify problem areas and discuss them at staff meetings, meet with staff who have responsibilities to enroll new students to remind them to implement procedures to identify students who receive special education services. The administrator will also review special education and/or related services in the IEPs and determine if adequate resources are available to implement the IEPs of students enrolled. BALANCE will also put in place procedures to provide access to the current IEP to all staff responsible for implementing each student's program and have a clear understanding of all points of the IEP they are responsible for</p>

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		<p>implementing.</p> <p>BALANCE will also:</p> <ul style="list-style-type: none"> --plan for pre-referral interventions --have class and school wide intervention programs --have a Student Success Team process --BALANCE'S site administrator will also meet with staff to confirm or assign responsibility for the following special education tasks: --school discipline --Behavior Intervention Case Manager (BICM) --creating and supervising the IEP calendar and Welligent system --creation of the Master Schedule and student programming (secondary) --supervision of the Special Education Assistants/Trainees --Administrator/Administrative Designee at IEP meetings <p>BALANCE will put in place a procedure for special education teachers to complete and distribute progress reports to parents at all reporting periods and plan for time to review the following documents with the staff:</p> <ul style="list-style-type: none"> --LAUSD Special Education Policies and Procedures Manual --A Parent's Guide to Special Education Services (including Procedural Rights and Safeguards), LAUSD, Revised January 2006. <p>BALANCE will review current special education Memoranda, Bulletins, and Reference Guides in the e-library at sped.lausd.net.</p>

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All	Professional Development	<p>Teachers on the Professional Development Committee and the Instructional Leadership Team. Professional Development planning will be data driven and comply with the LAUSD/UTLA contract and the training programs available through the LAUSD Division of Special Education. The focus will be on the implementation of standards based instruction, the quality of teaching and learning, the development of academic targets for students to achieve, compliance with the Modified Consent decree as well as IDEA.</p> <p>The professional development calendar of topics will be developed each year by the teachers on the professional Development Committee in conjunction with the school leadership.</p> <p>As with other professional development, new teacher support will be designed by the professional development committee. Support for new teachers will begin with an orientation at the beginning of every school year to focus on the operational and instructional structures of the school.</p> <p>Teachers will regularly collaborate in small groups to examine the quality of student work and to help them pinpoint areas of need and effectively implement State learning standards and special education requirements into the curriculum. Teachers will regularly look at CST, CAHSEE, and Periodic Assessment data to develop new and effective teaching strategies to address the goals for students with disabilities established for professional development and the teaching and learning practices.</p>

**Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION**

APPENDIX D

BALANCE Early College Charter HS

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	<p>BALANCE will institute a campus committee consisting of the school principal, the special education coordinator, two special education teachers, two general education teachers, and a parent representative. The charge of this committee will be to review the school's MCD Progress Report. It will also verify that the Principal's checklist, outlined in the LAUSD's Special Education Policies and Procedures Manual, is implemented in good faith as well as to ensure that the MCD outcomes are met to stabilize the school's special education process. The school will use the Welligent's master calendar concurrently with the school's SIS files to schedule IEP meetings and check IEP distribution to special education teachers. The school will complete all IEPs within 60 days upon receipt of the Special education Assessment Plan. A special education coordinator and clerk will "back-up" the school's schedule to ensure that large groupings of scheduled IEPs are completed in advance to meet Outcome 10 of the MCD. All special education teachers will receive up to date support on changes to Welligent, using formal methodologies for assessing students and completing resource logs. BALANCE will ensure that there are case managers on site to guarantee that the school is meeting requirements outlined in District's Policy Bulletins H50 (rev.) and BUL 3958.0. The school will work to ensure all special education teachers will have an additional conference period to assess students and to complete IEPs.</p> <p>The school will draw equipment from existing inventory and resources to the fullest extent possible prior to the expenditure of new monies when addressing assistive technology considerations. The school will develop an inventory of existing equipment options for the purpose of establishing a loan library that may include NCR paper, wide lined paper, pencil grips, primary pencils, highlighters, slant boards, calculators, tape recorders, language masters, simple picture communication boards, typewriter, and available computers. This inventory will be used for active intervention efforts conducted by school site personnel when any student at the school is experiencing difficulties with the curriculum. Whenever possible, IEP teams and Student Success Teams (SST's) will utilize equipment from the school inventory as part of the intervention process for a student.</p> <p>The school site administrator will review the MCD school snapshot to identify problem areas and discuss them at staff meetings, will meet with staff that have responsibilities to enroll new students to remind them to implement procedures to identify students who receive special education services. The administrator will also review special education and/or related services in IEP's and determine if adequate are available to implement the IEP's of students enrolled. BALANCE</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

BALANCE Early College Charter HS

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>will also put in place procedures to provide access to the current IEP to all staff responsible for implementing each student's program have a clear and make sure that all staff responsible for implementing each student's of all points of the IEP they are responsible for implementing.</p> <p>BALANCE will also:</p> <ul style="list-style-type: none"> • Plan for pre-referral interventions • Class and school wide intervention programs • Student Success Team success <p>The BALANCE site administrator will also meet with staff to confirm or assign responsibility for the following special education tasks:</p> <ul style="list-style-type: none"> • Student Discipline Behavior intervention Case Manager (BICM) • Creating and Supervising the IEP Calendar and Welligent System • Creation of the Master Schedule and student programming (secondary) • Supervision of the Special Education Assistants/Trainees • Administrator/Administrative Designee at IEP meetings <p>BALANCE will put in place a procedure for special education teachers to complete and distribute progress reports to parents at all reporting periods and plan for time to review the following documents with the staff:</p> <ul style="list-style-type: none"> • LAUSD Special Education Policies and Procedures Manual • A Parent's Guide to Special education Services (Including Procedural Rights and Safeguards), LAUSD, Revised January 2006. <p>The school will review current special education Memoranda, Bulletins, and reference Guides in the e-library at sped.lausd.net.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

BALANCE Early College Charter HS

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	Not Applicable for LAUSD Dependent (Affiliated) Charter Schools.
Outcome 14	Parent Participation	<p>BALANCE values the role of parents participating in the special education process and recognizes that parents whose primary language is other than English must be provided with specific information on how their questions and concerns will be addressed in their primary language or other mode of communication (e.g. a bilingual contact person). BALANCE, in accordance with LAUSD's Policy Bulletin 4140.0, will provide the parent a special education assessment plan within 15 days of receipt of the request. Parents are members of the IEP teams and will be notified within 10 calendar days prior to the scheduled date of meeting.</p> <p>BALANCE will implement conference calls and make every effort to communicate with and accommodate the needs of parents in their preferred communication mode who cannot attend the IEP meeting during the school day. The MCD clerk will record all attempts to contact parents and convince them to attend IEP meetings. The IEP meeting room will be identified, centrally located for easy parent access, and secured to prevent the outside transmission of confidential information. BALANCE will provide parents with copies of the IEP goal pages in conjunction with school progress reports and report cards in their preferred communication mode.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

BALANCE Early College Charter HS






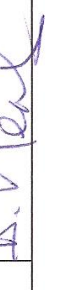
Applicant Team Name: _____

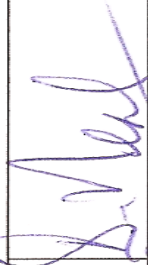
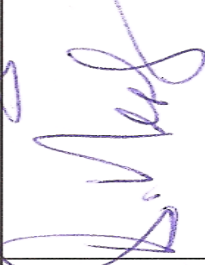

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>BALANCE will assist a parent/guardian in making informed decisions, by ensuring the parents'/ guardians' right to examine educational records pertaining to their child. This right is explained in "A Parent's Guide to Special Education Services (including Procedural Rights and Safeguards)" which will be provided to the parents. BALANCE recognizes the parents'/guardians' right to inspect and review all educational records of their child and to receive copies, as requested, within five(5) business days after the request is made by the parent. Draft Welligent IEP pages are to be considered as student records. A parent's written request to review records will be documented and maintained at the school.</p> <p>BALANCE will always keep in mind that parents may have knowledge about their child that the school does not have. Parents may also come to the IEP with many fears that are frequently rooted in things they have observed or heard. BALANCE will try to explore parent concerns and extract information that may aid in the development of the IEP or resolve their concerns. BALANCE will ask questions such as "Tell me about...?" OR "Tell me what it would look like to you?" to open up conversations with the parents to enhance the IEP team's ability to develop and/or implement an appropriate IEP and reach agreement.</p> <p>BALANCE will ensure that parents of students with disabilities are an integral part of the school community, have opportunities for leadership within the advisory groups, and are aware of or get to attend trainings on special education at the school, district and state levels.</p>

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOLS OF CHOICE
SERVICE PLAN FOR STUDENTS WITH DISABILITIES
ASSURANCES

(To be reviewed by the assigned Confidential Administrator)

I assure that Business & LEADERSHIP ACADEMY (BALANCED) - Don Neal
VRHS #5, a Public School of Choice will maintain compliance with the following:

Number	School Name	Assurance	Signature
1		The Public School of Choice named above will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.	
2		The Public School of Choice named above will abide by the conditions and requirements of the <i>Chanda Smith</i> Modified Consent Decree.	
		As part of the agreement to abide by the conditions of the <i>Chanda Smith</i> Modified Consent Decree the Public School of Choice agrees:	
3A		To use the Welligent IEP Management System	
3B		To use the LAUSD Elementary or Secondary Student Information System. (Either ESIS, SSIS or ISIS upon implementation)	
3C		To operate a compliant Special Education Program using the <i>LAUSD Special Education Policies and Procedures Manual</i>	

3D	To complete and submit the "School Self Review Checklist" for programs serving students with disabilities annually.	
4	The Public School of Choice agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.	
5	The Public School of Choice agrees to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.	

Objective

Education	<p>California State University Los Angeles <u>California single subject Math credential</u> Student teaching assignment at Los Angeles High School (Summer 2009) <i>(Currently enrolled in Masters of Education program for Educational Research, Evaluation, and Statistics)</i></p> <p>California State University Fullerton Bachelors or Arts : Communications-Advertising emphasis</p>
Educational Experience	<p>Substitute Teacher, Kelly Services, Long Beach <i>(May 2008 - 2010)</i></p> <ul style="list-style-type: none">• Teacher-oriented focus on classroom management• Dedication to follow through lesson plans• Responsibility for all students• Assistance with school staff and administration <p>Math Tutor, Academic Advantage, Los Angeles <i>(Aug. 2004- 2008)</i></p> <ul style="list-style-type: none">• Bridge communications between clients and company• Evaluate students and set learning goals• Formulate lesson plans for groups up to 4 students• Conduct preliminary assessments of students' abilities/limitations• Coordinate with students' teacher to incorporate effective tutoring sessions• Accommodate company's and parents' requests by driving to different sites on-call• Develop proper student learning habits• Arrange meetings with students' parents and teachers to assess tutoring goals
Skills/Abilities	<p>Computer Skills</p> <ul style="list-style-type: none">• Microsoft Office• Adobe Illustrator/Photoshop/InDesign• SPSS• MathType• Geometer's Sketchpad <p>Language Skills</p> <ul style="list-style-type: none">• Speak, Read, and Write Fluent Armenian• Speak, Read, and Write some Spanish
Exams/Credentials	<ul style="list-style-type: none">• Certificate of Clearance (issued 2-12-08)• Emergency 30-day Substitute Teaching Permit (issued 4-11-08)• CBEST passage (2-09-08)• CSET Math Subtest I and II passage (5-17-08)
Other Experience	<p>Intern, Beckett & Beckett, Inc., Altadena (Sep.-Nov. 2007)</p> <ul style="list-style-type: none">• Helped construct media plan proposals for different clients• Produced presentation material <p>Data Coordinator, Superior Mobile Medics, San Diego <i>(Jan. - June 2004)</i></p> <ul style="list-style-type: none">• Communicated with clients for updated and correct paperwork• Reviewed and managed client data collection

Gary S. Porges

gary.porges@lausd.net

Objective	Full-time teaching position for Health/Physical Education
Education	<p>B.S. Degree–Health Education; CSUN, May 30, 2007</p> <p>Relevant Coursework:</p> <ul style="list-style-type: none">• Health Aspects of Drug Use• Physiology• Health Behavior• Human Anatomy• Health and Society• Nutrition and Health• Coaching Athletics• Conducting Team Sports• Principles of Accident Prevention• Emergency Health Procedures
Honors	<p>GPA: 3.4, Dean’s List: 1 semester</p> <p>School of Surgical Technology, Simi Valley, 1995 Certified Surgical Technologist, Graduated with honors Passed the CBEST & CSET Credentialed for (Health Science) & (Physical Education) National University Credential Program, Preliminary Teaching Credential</p>
Professional Experience	
2/2008 to present	<i>Sylmar High School</i> : Health/Life Skills/Health Careers teacher
2/1999 to 2/2008	<i>Sutter Middle School</i> : Afterschool supervisor for 100-150 students Developed and ran what was considered to be the model Youth Services after-school program for Beyond the Bell. Taught classes on nutrition and physical fitness. <ul style="list-style-type: none">• Created and implemented lesson plans on the benefits of physical fitness• Created and implemented lesson plans on the harmful effects of tobacco use• Coached football, basketball, and softball teams for Y.S. tournament teams and implemented an intramural league for football and basketball <i>Rancho Pico Junior High School</i> Conducted research on the health needs of residents of the Santa Clarita Valley and implemented an Asthma Awareness Program for the parents of Rancho Pico Junior High School students <i>California State University Northridge</i> Researched binge drinking on college campuses and held an intervention for CSUN fraternities and sororities
Relevant Experience	1999-present Beyond the Bell North (LAUSD) 2006-2009 East Los Angeles Community College Athletic Department
References	Available upon request

María Teresa Rangel

Mtr2563@lausd.net

OBJECTIVE: To obtain and gain experience as a high school counselor in working with youth within a secondary level.

SUMMARY:

- Hands-on experience in all educational levels. I have also been a Los Angeles school district (LAUSD) employee for the past three years.
- Involved in educational equity research at CSUN and Washington State University and California State University at Northridge.

EDUCATION: **Ed.D.-Counseling Psychology, June 2009-present**
Masters-Educational psychology, August 2008
GPA.4.0

B.A.-Sociology (general), June 2006

GPA 3.7

Courses taken included:

Social Welfare and Deviance, Juvenile Delinquency, Educational Theory

B.A.-Chicana/o Studies, June 2006

GPA 3.7

Courses taken included:

Educational institutions and the Latino, Counseling of the Chicano/a child.

High School Diploma, June 2002

GPA 3.6

U.S Grant High School

Van Nuys, California

EXPERIENCE: **High School Counselor, July 2007-present**

Sylmar high School

- I am a bilingual resource to parents and students who seek higher education in grades 9th -12th.

Special Ed. Aide/ Substitute teacher, October 2006-June 2007

Sylmar High School

- Provide resources for special ed. students in learning center and implement teacher lesson plans.

Special Ed. Trainee, Sept. 2005-06

Erwin St Elem. School

- Assisted children with Autism one on one.

Paraprofessional, September 2004 to June 2005

Bellingham Primary center

- Assisted in Kindergarten and first grade classrooms with daily lesson plans.

- ACTIVITIES:**
- McNair Research Scholar at Washington State University (Summer 2005)
 - Volunteer, Parent Pioneers, 2005
 - Volunteer, Volunteer Center of LA, 2005-present
 - Volunteer, MEND-Pacoima, 2003-Present
 - Run substance abuse and grief groups at secondary school level.

- AWARDS:**
- Cum Laude 2006
 - Aztlan(06'), Leane Schweib(05'), and Chisolm(06') Scholarship recipient
 - Dean's List (Spring 2003-Spring 2008)
 - Master of Science with distinction (Spring,2008)

Rebecca Hernandez

Objective

I am currently seeking job opportunities as a Special Education teacher beginning the 2011—2012 school year, as Sylmar Senior High will be losing several teaching positions due to budget cuts and new schools opening in the community.

Certifications

Clear Credential, Education Specialist, June 2011

Preliminary Teaching Credential, Education Specialist, June 2008

Experience

Special Day Program Mathematics Teacher, 2007 - Present

Sylmar High School, Sylmar, CA

- Taught Geometry & Algebra 2 to 10th - 12th graders.
- Organized cooperative learning activities.
- Participated in Math Cadre meetings held by LAUSD from 2007-2009.
- Differentiated instruction according to the needs of the students within my classroom.
- Tutored students seeking additional guidance with course work.
- Assessed student performance throughout the term.
- Conducted individual student and student—parent conferences.
- Composed student's annual and triennial Individualized Education Plans and Transition Plans.

Education

- Bachelor of Arts in Liberal Studies, California State University, Northridge, June 2006
Summa Cum Laude Graduate
- Associate of Arts in Liberal Arts and Sciences, Los Angeles Valley Community College, June 2003 President's Distinguished Award

Additional Experience

- I have over seventy hours of volunteer experience working in a variety of settings and school districts, including Los Angeles Unified School District and Burbank School District. I have spent time working with elementary aged students with special needs within a Deaf and Hard of Hearing program and an Oral Program. I have assisted several teachers with an elementary Special Day Program and Resource Program. I also spent a brief amount of time as a substitute teacher for the Los Angeles Unified School District for middle school and high school settings.