

Appendix E: SERVICE PLAN FOR SPECIAL EDUCATION

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

APPENDIX E

Applicant Team Name: Forty Second Street Elementary

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Upon enrollment, the following steps are taken to ensure students with disabilities are identified:</p> <ul style="list-style-type: none"> • Complete enrollment Form, Section D • Parent Request For Reasonable Accommodations form • Provide “Are You Puzzled?” brochure to parents at time of enrollment • Certificated staff reviews enrollment packet • Cross-check enrollment/student information with Welligent • At time of enrollment ask, “does your child have an IEP?” • Complete necessary assessments for students suspected of having a disability • Special Education policies and procedures are a regular component of the professional development plan • Ensure that all timelines are met
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>The following data is used to identify students for intervention programs:</p> <ul style="list-style-type: none"> • Formative and summative data • Benchmark and progress monitoring tools • RTI² assessment data from core program to more intensive instruction <p>This multi-tiered approach will incorporate a problem-solving process which will include: problem identification, problem analysis, intervention design, specific intervention strategies and progress monitoring (i.e., DIBELS)</p> <p>Data from progress monitoring will be used to inform instruction by:</p> <p>Assessment Domains</p> <ul style="list-style-type: none"> • Instruction (how we teach and what is being taught?) • Curriculum (what is being taught?) • Environment (context we’re learning is to occur) • Learner (characteristics intrinsic to the individual and to the concern) <p>Assessment Procedures</p> <ul style="list-style-type: none"> • Review (CUM, work samples, health records) • Interview (Teacher, Parent, TA, Student, Bus Driver) • Observe (Student-Peer relations, Student-Teacher relations, Parent-Student relation) • Test (Curriculum based, behavior rating scales, Norm-Referenced, Criterion Referenced)

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

APPENDIX E

Applicant Team Name: Forty Second Street Elementary

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>PREVENTION</p> <ul style="list-style-type: none"> • Adhere to the District’s Discipline Foundation Policy School-Wide Positive Behavior Support, BUL-3638. • Provide parents with LAUSD Parent Handbook and a copy of the Code of Conduct • Teach the following “Take PRIDE!” behavioral expectations: <ol style="list-style-type: none"> 1. P= Be Polite 2. R= Show Respect 3. I= Get Involved 4. D= Have Self-Discipline 5. E= Strive for Excellence • Define, reinforce and monitor “Take PRIDE” behavioral expectations in all common areas of the school. These include but are not limited to the following examples: HALLWAY- walk to the right, use inside voices, keep hands and feet to yourself. CAFETERIA-sit in assigned area, use inside voices, recycle your trash, wait to be dismissed. PLAYGROUND- stay in assigned area, use good sportsmanship, freeze when the bell rings. <p>Procedures to define, teach, monitor, reinforce, and correct these behavioral expectations include:</p> <ul style="list-style-type: none"> • Conduct positive behavior support assemblies as needed • Teacher-guided campus tour to clearly explain behavioral expectations for each common area of the school • Display school-wide positive behavior posters outlining these expectations • Reinforce and reward positive behavior through the use of Falcon Dollars which are spent by students in the Falcon store every two weeks <p>INTERVENTION</p> <p>Tier 1</p> <ul style="list-style-type: none"> • Falcon Dollars • Behavioral Expectations Assemblies • Personalized, Standards-based instruction utilizing Second Step curriculum • Academic achievement awards <p>Tier 2</p> <ul style="list-style-type: none"> • Access District online referral system to collect data

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

APPENDIX E

Applicant Team Name: Forty Second Street Elementary

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • Student Success Teams (SST) • Review and analyze student academic assessments • Learning Center • Ticket to Read/Voyager • Saturday School <p>Tier3</p> <ul style="list-style-type: none"> • Functional Behavioral Assessment (parent and teacher interview, data collection and analysis, observation) • Behavioral Support Plan • Replacement academic curriculum • Extended School Year
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>42nd St. Elementary works closely with the personnel from the Division of Special Education, Local District 3 (LD3) and Support Unit Central West to identify students in the community who will be attending 42nd St. Currently there are forty-one identified students who require special education services and the school is organized to meet their needs in the following ways:</p> <ul style="list-style-type: none"> • Resource Specialist Program, push-in/pull-out • Specific Learning Disabled class, grades 2-5 • Early Education class, K-1 • Mainstreaming • Speech and Language Therapy, Adapted Physical Education and Occupational Therapy <p>42nd St. works in collaboration to ensure that the needs of the community in LD3 are met. Assessments will determine the level of Least Restrictive Environment. At the IEP meeting, parent and the Administrative Team decide together what the best placement is for the student. An additional determination will be made as to whether a student will require an alternate academic curriculum. Collaborative services include the following:</p> <ul style="list-style-type: none"> • Co-teaching • Co-planning • Parent councils • Learning Center • Professional Learning Communities

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

APPENDIX E

Applicant Team Name: Forty Second Street Elementary

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • Grade level Planning • Student Success Team (SST) • Professional Development • Instructional Coaching
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>All special education students are offered a Free and Appropriate Public Education (FAPE) which is provided with the Least Restrictive Environment (LRE) when placement is considered. Student placement options begin with the least restrictive to most appropriate for the student, which is determined by the team and parent at the IEP meeting. Students with eligibilities of OHI, MR, AUT, SLD, VI and SLI will receive accommodations and modifications in order to participate in and have access to grade-level standards and to the core curriculum, per their IEP in the general education, special day class, resource and/or learning center setting. Both general and special education educators will share best practices to meet the students needs related to; instruction, curriculum, and behavioral supports layered within the school environment.</p> <p>Students with disabilities are integrated into every aspect of the 42nd St. School program, from recess and lunch, extracurricular activities (art, dance and music), special events (Holiday programs and fieldtrips) along with their non-disabled peers, with adult supervision and support. Grade level standards will be implemented by general and special education teachers who are co-planning and co-teaching to adhere to the California State Standards. Students who have been assessed and need an alternative curriculum will receive instruction using the SEACO Alternate Curriculum and will be assessed using the CAPA or CMA instruments.</p> <p>The General Education teacher and the Specialist will work together on IEP goals through co-teaching specialized push-in and pull-out sessions of approximately 30 minutes duration, three times a week. Students in Tier 2 will also participate in the Learning Center for 30 minutes per week of reading intervention. Students in Tier 3 will be given 30 minutes of reading intervention 4-5x/week for 45 minutes daily. These students will also be given homework as well.</p>

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

APPENDIX E

Applicant Team Name: Forty Second Street Elementary

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>To ensure that the needs of the students are met, the IEP process is implemented and monitored if the following way:</p> <ul style="list-style-type: none"> • At the beginning of the school year, all IEPs are scheduled on a master calendar, per the IEP due dates provided by Welligent. Dates and notification requirements are monitored accordingly • All IEP team members receive a copy of the master calendar in order to plan accordingly • Parents are notified at least three weeks prior to meeting and given a reminder call the week of meeting. Teleconferencing is offered for parents who can not attend. An interpreter is available as needed • One week prior to meeting, the team will meet to discuss what actions shall take place at the meeting to meet the needs of the student. Team members include APEIS (or Administrative Designee), Teacher, RSP, and other participants such as Speech and Language Teacher, Occupational Therapist, School Psychologist, and Adapted Physical Education • During the meeting parents are notified of their rights and given “The IEP and YOU” pamphlet and “Parents Guide to Special Education Services.” IEP meetings are held in room 27 to ensure confidentiality. A document reader is used to display the IEP on the screen • To ensure implementation of the IEP and next steps the MEETING AGENDA is closely followed and includes: <p><u>START UP</u></p> <ul style="list-style-type: none"> • Welcome • Introductions • Outcomes • Overview/Time Constraints • Ground Rules • Decision Making Process • Rights <p><u>IEP DEVELOPMENT</u></p> <p>Present Levels of Performance</p>

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

APPENDIX E

Applicant Team Name: Forty Second Street Elementary

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • Cognitive • Communication • Health • Academics • Motor Functioning • Prevocational/Vocational • Social-Emotional/Socialization/Behavior • Self-Help <p>ELIGIBILITY RECOMMEND/ESTABLISHED GOALS & OBJECTIVES PLACEMENT & CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT SUPPORTS & SERVICES OFFER OF FAPE NEXT STEPS SIGNATURES</p>
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>Following are the procedures for the identification and assessment of students:</p> <ul style="list-style-type: none"> • When a student is not making adequate behavioral and/or academic progress with in-class interventions, the student is referred to the Student Success Team (SST). The teacher fills out the SST request form which includes: Reason for Request, Readiness, Reading, Written Language, Identify areas in which the student displays significant difficulties or functions significantly below the extended level in learning behaviors, social adjustment, processing • The Language Appraisal Team (LAT) meets to consider language acquisition factors for English learners (ELs) prior to the referral for assessment • The teacher attaches work samples and a current report card. Student school history is reviewed. Intervention log checklist includes consultation with support staff and community agencies • During the meeting, a follow up SST meeting is scheduled to review what actions will take place. Follow-up actions will be detailed in a timeline which includes names of responsible individuals and dates

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

APPENDIX E

Applicant Team Name: Forty Second Street Elementary

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • Procedures to ensure that all areas of suspected disability are addressed to determine if further assessment of student is needed will be planned and implemented • When a student is referred to be assessed for an IEP, an Assessment plan must be approved and signed by a parent/guardian. The plan details what areas will be tested such as speech, academics, health, vision, hearing, motor abilities, and social emotional status • An initial IEP meeting must be scheduled and met within 60 days of parent signature
Outcome 2, 3, 4	Instructional Plan for students using grade level standards	Refer to PSC section developed by instructional plan team.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	Refer to PSC section developed by instructional plan team.
Outcome 13	Plan to provide Supports & Services	Co-teaching and co-planning between general educators and special educators include scheduling student services such as speech, OT, PT, counseling and Resource services into the daily routine where it does not interfere with the core curriculum. A weekly Special Education Team meeting will be used to discuss planning, differentiation, mainstreaming and outcomes. Each service provider tracks services by logging into Welligent Tracker and documenting time and activity.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	42 nd St. Elementary 5 th graders have a Transition IEP to transition services from elementary to middle school.

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

APPENDIX E

Applicant Team Name: Forty Second Street Elementary

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Access to Extra-Curricular/Non academic activities:	To ensure access to extra-curricular/non-academic activities, all special day class students: <ul style="list-style-type: none"> • Spend 30% of their day mainstreaming with the general education population • Are included in every non academic activity offered at 42nd St. such as morning assemblies, physical education, art, dance, computer lab, field trips, after school sports, Holiday programs and special events with adult support when needed
Federal requirement	Providing Extended School Year	In order to ensure Extended School Year (ESY) programs and services in excess of the regular school year are provided for students receiving special education services, the following guidelines are in place: <ul style="list-style-type: none"> • ESY programs and services are determined by the IEP team using the District guidelines and will address individual student needs • The IEP teams use the Federal and State criteria as a guide to determine whether ESY is appropriate for the student to make reasonable progress on goals • IEP teams determine whether regression and recuperation will occur and during the summer break, using Welligent progress notes and date from previous, shorter breaks • Annual budget planning includes an allocation for personnel and resources to provide ESY services
Federal Court requirement	MCD Outcomes (to be woven among others)	Review narratives regarding MCD Outcomes 1, 2, 5, 6, 7, 10, and 11-18.
All	Professional Development	The Special Education teachers, School Psychologist, and Speech and Language Specialist are part of the collaborative planning in the summer with the general education team, included are the following activities: <ul style="list-style-type: none"> • 4 days of New Teacher Training for all Special Ed K-5 teachers, in which the Instructional Guidelines are introduced, contextualized, practiced and planned • Site-based In-Service for staff to develop rapport, building communication pathways and learn about collaboration, strengths and weaknesses • Each Special Education teacher is expected to develop a PD for their staff on their role, accommodations and modification, positive behavior support and expectations of general

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

APPENDIX E

Applicant Team Name: Forty Second Street Elementary

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		education as part of the IEP team <ul style="list-style-type: none"> • All training is planned to ensure differentiated application of knowledge and skills and will explicitly address tiered instruction/intervention • All teachers and assistants participate in weekly PD workshops and presentations led by the school site team, and all Special Education staff attend monthly Special Education Collaborative meetings led by the Program Specialist
Outcomes 6, 8, 16	Staffing/Operations	Please refer to PSC section B-8 a, b, and c regarding the staffing model and the recruitment and selection of teachers.
	Fiscal	N/A
Outcome 14	Parent Participation	The Special Education programs are embodied with frequent communication with parents and by creating the following ways for parents to meaningfully participate as a member of the IEP team: <ul style="list-style-type: none"> • Parents are informed in their preferred communication mode. For example, parents who prefer or need communication in a language other than English will be provided with a translator for the following activities: scheduling IEP's, scheduling interviews for initial evaluations, and during all IEP meetings • Additionally, parents are offered documents in their first/native language from Welligent when available and will be given translation through the LAUSD Translation services upon request • All LAUSD procedures are in place which allow for parent concerns/complaints to be filed and to ensure responses are provided in a timely manner • School administration and the Instructional Team work to ensure that parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups

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

APPENDIX E