

Meeting the needs of students with more significant disabilities

Aspire Public Schools for South Region ES #4

Aspire is also completing the Special Education Worksheet with additional details to be turned in to Special Education by May. The following is a general summary to be included in the original application for South Region #4 by Aspire.

Aspire is moving forward with assembling a team of thinkers and practitioners to develop a program for students with moderate / severe or low-incidence disabilities in the Los Angeles region. The administrators and educators in the LA region acknowledge that the creation of a more restrictive setting is a necessary component to serving the families of Southeast LA.

Facilities & Personnel Four rooms in the Southgate complex will be delegated to special education. Two of those rooms will be Learning Centers that house the RtI program and will include carrels, collaborative work stations and libraries for students receiving intervention for reading, writing and math. The Learning Center will also house the Intervention Specialist and Learning Specialist, who will work collaboratively to build the RtI program, track progress and run small groups. One room will be allotted for DIS services, including Speech, OT, PT and Social Skills classes. The fourth room will be similar to a Special Day Class, where an Education Specialist with a moderate/severe credential and paraprofessionals will develop a curriculum that addresses the IEP goals of the students. A bathroom with a changing room and nurse's station is included in the special education facilities.

All personnel will be hired by Aspire to ensure fidelity to our mission and core values. If needed, DIS providers for low-incidence disabilities will be contracted through fee-for-service through LAUSD Division of Special Education. The Southgate schools will have a .8 School Psych and .8 Speech & Language Pathologist, both hired by Aspire.

Program Aspire maintains a College for Certain culture for all students, even those with IEPs. It is important that all students participate in the rituals and culture-building activities that characterize Aspire schools. Students, regardless of disability will be placed in a general education class, where they will sing the cheer and start the day with the entire school community. Students with IEPs for non-severe disabilities will continue with their class, where they will be pulled out for intervention, participate in differentiated guided groups and get their service minutes in the Learning Center. Students with severe disabilities will continue to the

more restrictive classroom for a modified curriculum. DIS Providers will pull students as needed, per a set schedule. Participation with general education peers will be maximized and scheduled on an individual basis. For example, students with significant disabilities may return to general education classes for recess and lunch, workstations (modified), guided reading (modified) and dismissal.

Child find through a comprehensive Response to Intervention (RtI) program will identify students who are struggling with academics and adjustment. After two cycles of intervention, the student will be referred for an SST. The second or third SST is attended by either the RSP teacher or School Psychologist.

Professional Development An important component of the program will be continued Professional development for Special Educators, Para-professionals, and General Education teachers on Positive Behavior Support, Non-Violent restraint, Social skills, Adaptive skills, Modifying academic work. Friday Professional Development will include student “staffing” to monitor progress towards IEP goals and share practices and background information about students with significant disabilities. These meetings will include yard staff, paraprofessionals and administrators.