

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

**REVISED APPENDIX**

**Applicant Team Name: The School**

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>Cochran MS will have Search and Serve procedures to identify students enrolling in the school and those already attending who have, or are suspected of having, a disability and need special education and related services. The school will ensure that federal, state and District requirements are understood and followed by all staff members based on the LAUSD Special Education Policies and Procedures Manual (PPM).</p> <p><b>Enrollment Procedures:</b> Students with disabilities will be identified upon enrollment. Parents will complete a LAUSD <i>Student Enrollment Form</i> for their child. This form asks if at his/her previous school the student was receiving special education services, had an IEP, 504 Plan, difficulties that interfered with learning, or was identified for GATE. Office and administrative staff will understand the enrollment form and their responsibilities in promptly identifying students who require special services. The School staff will be prepared to assist parents in completing forms and answering questions they may have an when appropriate refer the parent to the District’s Parent Resource Network (800-933-8133). Upon identification, school staff will notify Bridge Coordinator/SPED Department Chair for Individual Educational Plan (IEP) review and class scheduling. Further, Cochran MS uses the Student Information System (SIS) and Welligent to help identify and monitor incoming students (e.g. 700 field).</p> <p>If a student is transferring from another school district, staff will promptly request, obtain, and review IEPs and any other records from the previous district. IEPs of students transferring from other LAUSD schools will be reviewed on Welligent. Appropriate forms and procedures will be completed so that the School will immediately implement the existing IEP and prepare for an IEP review meeting within 30 days.</p> <p>In addition to the procedures specified in Part II of the <i>Special Education Policies and Practices Manual (PPM)</i>,</p>

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		<p>each spring, staff will confer with The Special Education Support Unit (Central West) and with feeder schools to identify the number of students with disabilities that are likely to enroll at Cochran. In addition, performance levels, special education needs and the date of last annual and triennial assessment will be obtained for identified students. This information allows the staff to plan for the incoming students especially when developing class schedules and planning for needed special education services to meet student needs the following year.</p> <p><b>Staff Understanding of SPED Procedures:</b> Cochran MS 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. Office personnel and administrator/designees will understand the form and their duties to ensure that students who require special services are identified per the District’s Policy and Procedures Manual (PPM).</p> <p>MS staff understands that any student eligible for special education and related services is also protected from discrimination under Section 504, but that not all students who are eligible under Section 504 meet the eligibility requirements for special education and related services. Compliance with Section 504 will be the responsibility of all school personnel and the operational responsibility of the general education program that will have a 504 designee who will be in charge of identifying any students who might benefit from a 504 evaluation, maintaining existing 504 plans, and monitoring implementation of 504 plans.</p> <p>School Based Leadership Team (SBLT) will plan, implement, and assess training sessions for staff that focus on Special Education procedures used on site. Special education, related services and administrative personnel will be fully acquainted with the PPM and their responsibilities specified there. General training sessions will</p>

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		<p>include a focus on such areas as referral and assessment procedures for students suspected of having a disability and assessments requested by parents. The following documents will be annually reviewed with the staff:</p> <ol style="list-style-type: none"> <li>1. LAUSD Special Education Policies and Procedures Manual</li> <li>2. A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards), Los Angeles Unified School District, Revised January 2006.</li> </ol> <p><b>Assessment Process and Procedure:</b> Cochran MS staff will also understand and implement 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. The school will have a written process for referring a student to be assessed as possibly being eligible for Special Education Services. A timely, tiered, and comprehensive assessment process will be available for all students who have been properly screened or whose parents have submitted a written request. The procedures are described in the section of this Service Plan entitled “Procedures for identification and assessment of students”.</p> <p><b>Forms:</b> Appropriate publications and forms will be maintained in the school office and made available to parents and staff upon request:</p> <ul style="list-style-type: none"> <li>▪ A brochure entitled "Are You Puzzled by Your Child’s Special Needs?" that describes the availability of and information on special education and related service. At the beginning of each school year during the first week of school this brochure will also be distributed to every student to take home in coordination with the annual distribution of the District’s brochure of “Section 504 and Student’s with</li> </ul>

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		<p>Disabilities.”</p> <ul style="list-style-type: none"> <li>▪ Student Enrollment Form</li> <li>▪ Request for Special Education Assessment Form</li> <li>▪ Student Information Questionnaire for Parents and Guardians</li> <li>▪ A Parent’s Guide to Special Education Services, including Procedural Rights and Safeguards, in the appropriate language (the District provides material in eight languages). Cochran MS will have brochures available in both English and Spanish.</li> <li>▪ IEP and You, ITP and You, Informal Dispute Resolution for IEP Disagreements, and Complaint Response Unit / Parent Response Network will be maintained on campus and will be distributed to parents upon request and at IEP meetings.</li> </ul> <p><b>Parent Support Information:</b> Cochran MS’s offices and Parent Center will prominently display Parent Resource Network posters that provide parents information about where to call if they have questions or complaints concerning special education. Parents will also be referred to the Parent Resource page on the district’s special education website. Further, trainings and information for parents of students with IEP’s will be printed in the school newsletter and distributed at IEP meetings.</p>

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<b>Outcome 2</b>	<b>Intervention Programs</b>	<p>Cochran MS believes that culturally relevant and effective first teaching is the key to creating relevant and successful intervention programs. When students are not making progress despite accommodations and strong first teaching, specific interventions may be necessary.</p> <p><b>Process:</b> As was described in the PSC 3.0 plan, Cochran MS will have a comprehensive array of targeted intervention programs, drawing heavily from LAUSD’s multi-tiered framework and RTI<sup>2</sup>. Cochran MS staff will rely on a multiple measures of student data including CST scores, periodic assessment scores, grades, behavior records, attendance records, informal assessments, CELDT, and curriculum-based measures (formative and summative), etc. The Bridge Coordinator will work with the Cochran Success for At-Risk Students (SARS) team (see Intervention section of the PSC plan for more information) to analyze data and determine candidates for the various tiers of intervention. The Bridge Coordinator will then coordinate these interventions and ensure that the IEP process is followed.</p> <p>The four instructional methodologies and strategies that have been identified by LAUSD that offers universal access to core instruction will be incorporated into the tiered framework of instruction and intervention. The research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development.</p> <p>The school’s academic interventions will be systematic, focused, and individualized for providing additional instruction and practice that enable students at risk to attain greater literacy skills and providing additional help that students might need before, rather than after, they have failed. Cochran MS will provide evidence-</p>

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		<p>based instruction and intervention across three tiers of service.</p> <p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>▪ The foundation for effective intervention is scientific, research-based core instructional and behavioral methodologies that are culturally responsive and relevant and</li> <li>▪ Instructional strategies are multi-tiered, individualized, and aligned to California state standards and benchmarks in the core curriculum. For students with disabilities, this may look like a student receiving resource support in the general education curriculum.</li> </ul> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>▪ Supplemental instruction and interventions that are provided to specific groups of students who may need additional time and intensity in instructional/behavioral support. For students with disabilities, this may look like a resource student with a Learning Center elective.</li> </ul> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li>▪ Designed for students who have not responded appropriately to tier 1 or tier2 interventions. This tier is designed for students with the highest educational, behavioral, and emotional need. Such students may have significant learning disabilities, chronic truancy issues, or erratic and escalating behavior. The goal is to increase the student’s rate of progress and equipping them to access the curriculum. For students with disabilities, this may look like a student in the Special Day Program or Alternative Curriculum.</li> </ul> <p><b>Intervention Programs:</b></p>

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		<p>The following interventions will be used in tier 2 and tier 3 programs:</p> <ul style="list-style-type: none"> <li>▪ Before and after school tutoring;</li> <li>▪ SDAIE strategies;</li> <li>▪ AVID strategies;</li> <li>▪ Academic Enrichment Elective (7<sup>th</sup> period);</li> <li>▪ Intervention specific classes;                             <ul style="list-style-type: none"> <li>○ Kids Mastering Math (KMM) program;</li> <li>○ Cochran Writing program;</li> </ul> </li> <li>▪ Read180;</li> <li>▪ Language!;</li> <li>▪ ALEKS;</li> <li>▪ Jiji Math;</li> <li>▪ ESL / High Point;</li> <li>▪ Mathematics electives (project-based learning);</li> <li>▪ ELA electives (project-based learning);</li> <li>▪ Modified Curriculum Development;</li> <li>▪ School for Advanced Studies (SAS);</li> <li>▪ Honors Courses;</li> <li>▪ Special Education Specific Tuesday Tutoring Program with the Bridge Coordinator; and</li> <li>▪ Special Education Specific CST Academy.</li> </ul> <p>Individual student’s response to the differing interventions will be assessed and monitored regularly. When assessment indicates that a student needs more or different instruction and intervention to access the core</p>

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		<p>curriculum, the next tier of services will be provided. This multi-tiered framework is a continuum of instruction and intervention where a student may receive simultaneously differentiated instruction in all three tiers in order to address his/her academic and behavioral/social-emotional needs.</p> <p>Cochran MS also acknowledges that high-achieving students with disabilities should be challenged with the appropriate amount of rigor. Cochran’s School for Advanced Studies (SAS), Honors Program, and AVID Program will not only be open to students with disabilities, but actively encouraged by SPED staff. At the end of each semester, the Bridge Coordinator will work with various selection teams and provide a list of potential candidates.</p> <p><b>Specific Supports for Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>▪ Resource Program (general education setting);</li> <li>▪ Instructional accommodations implemented in Gen. Ed. Curriculum;</li> <li>▪ Co-planning/monitoring;</li> <li>▪ Co-teaching;</li> <li>▪ Resource Program (with Learning Center support);</li> <li>▪ Special Day Program for students using grade level standards (mainstreaming to greatest extent possible in general education setting);</li> <li>▪ Intensive Instructional accommodations implemented in Gen. Ed. Curriculum;</li> <li>▪ Adult Assistance;</li> <li>▪ Special Day Program for Students using Alternate Curriculum;</li> <li>▪ CST Academy;</li> </ul>



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		<ul style="list-style-type: none"> <li>▪ Lunchtime Tutoring with Paraprofessionals;</li> <li>▪ Tuesday Tutoring with Bridge Coordinator and Paraprofessionals; and</li> </ul> Related Services such as counseling or Educationally Relevant Mental Health Services.
<b>Outcomes 5, 17 and 18 LAUSD Board Policy</b>	<b>Discipline Foundations Plan and Behavior Support</b>	The primary goal at Cochran MS is to ensure a safe learning experience. Creating an effective school-wide support plan is essential to keeping all stakeholders safe and enabling students to achieve their highest potential.  <b>Prevention:</b> Cochran believes that the best discipline plan is one that prevents the negative behaviors from occurring in the first place. Cochran will maintain high behavioral expectations that will be explicitly taught and modeled by school staff. “Caught being good” and other positive behavior campaigns will be utilized frequently throughout the year. Student leaders and mentors will form the foundation for establishing a culture of success and positive behavior. The Cochran MS community believes that each teacher has the right to teach and each student has a right to learn.

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		<p>At the beginning of the year during parent orientation, the Cochran MS staff will provide all students (both general education and special education) with a Parent-Student handbook available in English and Spanish. During the parent orientation, the parts of the handbook that specifically address the school-wide expectations will be highlighted.</p> <p>Cochran MS’s plan of progressive and assertive discipline will:</p> <ul style="list-style-type: none"> <li>▪ Provide for the teaching of school rules, as well as social emotional skills;</li> <li>▪ Provide for teacher training on the use of effective classroom management;</li> <li>▪ Provide for parent/caregiver collaboration for discipline problems; and</li> <li>▪ Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, and SLC detentions.</li> </ul> <p>From these school-wide expectations, the Success for At-Risk Students (SARS) team, in collaboration with student leaders and Cochran staff will develop and articulate three to six clearly and positively stated behavioral expectations that will be consistent with the District’s <i>Culture of Discipline: Guiding Principles for the School Community</i> (BUL-3638.0) and <i>Culture of Discipline: Student Expectations</i> (BUL-3638.0). Students and teachers will discuss and develop common understandings and definitions of the expectations. Teachers will provide models of appropriate behaviors when students do not know them or need clarification for greater understanding.</p> <p>At the beginning of the school year, the team of Special Day Program teachers will meet to draft rules, expectations, and procedures, which will be consistent throughout the department. The Bridge Coordinator will host a series of grade specific assemblies for students with disabilities to review school and class</p>

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		<p>expectations.</p> <p><b>Intervention:</b> The school staff will establish a 3-Tier Approach to support students with disabilities and reduce the number of suspensions.</p> <p><b>Tier 1:</b> Universal Instruction and Interventions for All Students: A school-wide plan will reflect the school’s Code of Conduct, and Expected School Wide Learning Results to reinforce positive behavior, foster accountability and reduce the suspension rates for Special Education students.</p> <p><b>Tier 2:</b> Selected Instruction and Intervention: Data on Office Discipline Referrals (ODRs) and suspensions for incoming and continuing students will be collected and used as baseline data to monitor the progress of school-wide and individual positive behavior support programs. The SARS team, in collaboration with the MCD team, dean, administrators, and bridge coordinator will meet to analyze behavioral data regularly.</p> <p>For those students who need individual intervention, the Cochran special education department has created a detailed Daily Behavior Report (attached) which students will have filled each period and sent home for review. Along with the selected standards that are being re-taught as an intervention an Individual Behavior Support Plans will be written/reviewed for students with disabilities who need them. Behavior Plans will be written/reviewed for all students with eligibility of ED or Autism as required by the MCD and for other students with disabilities as necessary to support academic progress. The Behavior Support Plan form will</p>

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		<p>assist the IEP team in analyzing the behavior, developing alternative behaviors, establishing reinforcement strategies, making recommendations for accommodations, modifications, and supports and identifying communication systems for all team members. It is understood that there would be considerable data to collect.</p> <p><b>Tier 3:</b> If data reveal that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analyses (FBA) will be conducted and used as the basis for planning and implementing more highly focused Individual Behavior Support Plans as required for students with disabilities with special attention to students with ED/AUT eligibility as per MCD Outcomes 17a, 17b, and 18. When it is determined that the student is exhibiting a serious behavior problem and more information is needed, an assessment plan requesting a Functional Analysis Assessment (FAA) will be developed. After parental consent is given, a Behavior Intervention Case Manager (BICM) will be selected. Cochran remains committed to ensuring a minimum of two trained BICM’s are on staff at all times. An FAA is then conducted, and an IEP meeting will be held to discuss the results and, if appropriate, a BIP will be developed. Assessment will include individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP). A Behavior Intervention Plan (BIP) will be developed based on the FAA and designed to support students whose serious behaviors interfere with his/her learning or the learning of others; interfere with the implementation of IEP goals and objectives; are self injurious, assaultive, or cause serious property damage; are severe, pervasive, and maladaptive; and require frequent and systematic behavioral interventions.</p> <p>If at any point a student with disabilities is recommended for expulsion under the California Education Code.</p>

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		the student will be granted all his/her rights under the IDEA and a pre-expulsion IEP including a manifestation determination will be convened with the participation of school psychologist, Behavior Intervention Case Manager (BICM), and Bridge Coordinator or Administrator.
<b>Necessary for Planning, will be provided</b>	<b>Description of Student Population</b>	Cochran Middle School has been committed to utilizing the various technologies available to acquire and maintain accurate statistics and will continue with this high standard. Cochran MS staff (Bridge Coordinator/AP/Department Chair, etc) will review Welligent reports, SIS reports, and meet regularly with the Support Unit to ensure that data are accurate and current.  <b>2011-2012 School Year:</b> <ul style="list-style-type: none"> <li>• Cochran MS currently has an enrollment of 146 students with IEP's.</li> <li>• Of those 146 students, the breakdown is as follows:                             <ul style="list-style-type: none"> <li>○ <b>86</b> have the eligibility of SLD</li> <li>○ <b>10</b> have the eligibility of SLI</li> <li>○ <b>3</b> have the eligibility of HOH</li> <li>○ <b>5</b> have the eligibility of ED</li> <li>○ <b>8</b> have the eligibility of MR</li> <li>○ <b>10</b> have the eligibility of AUT</li> <li>○ <b>2</b> have the eligibility of MDO</li> <li>○ <b>20</b> have the eligibility of OHI</li> <li>○ <b>1</b> have the eligibility of OI</li> <li>○ <b>1</b> has the eligibility of VI</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• The school will have an enrollment of approximately ..... students. Approximately .....% will be special day, SLD or will receive RSP services (the number of students in special education will be adjusted in September).</li> <li>• The school will meet the needs of all students and follow the IEP to provide appropriate support and services.</li> </ul> <p><b>School Organization:</b> Cochran MS will offer a comprehensive continuum of special education services and placements. Cochran will ensure that students with disabilities receive programming priority and are given as much access to the general education setting as possible. All classrooms for students with disabilities will be accessible per the standards set forth in the Americans with Disabilities Act (i.e. first floor classrooms and elevator access). The Bridge Coordinator will ensure that appropriate transportation, related services, and any other service required by each student’s IEP is provided.</p> <p>Cochran MS will offer the following Special Day Program (SDP) settings (all mild/moderate).</p> <ul style="list-style-type: none"> <li>▪ SDP for students with Mental Retardation             <ul style="list-style-type: none"> <li>○ 1 teacher - all grades, all core subjects, plus an elective (elective co-taught in Gen Ed setting)</li> </ul> </li> <li>▪ SDP for students with Emotional Disturbance             <ul style="list-style-type: none"> <li>○ 1 teacher - all grades, all core subjects, plus an elective</li> </ul> </li> <li>▪ SDP for students with Specific Learning Disability             <ul style="list-style-type: none"> <li>○ 4 teachers, each teaching a specific content area for all grades</li> </ul> </li> <li>▪ Cochran MS will also offer an Adaptive PE class by utilizing an LAUSD itinerant APE teacher.</li> </ul>

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		<p>In addition to the SDP offerings, Cochran MS will also have robust support for students needing a less restrictive Resource Specialist Program (RSP). Cochran MS will utilize Resource Specialists (RST’s) by employing the Co-teaching model in Mathematics and English Language Arts (including English as a Second Language classes). Further, RST’s will teach a Learning Center class for students needing extra support.</p>
	<p><b>Special Education Program Description</b></p>	<p>As stated above, Cochran MS is committed to offering a comprehensive continuum of placement options for students with disabilities. Cochran MS staff recognizes that students with disabilities are at the highest risk for academic failure and/or future dropout and understand appropriate and supportive instructional environments with dynamic first teaching are key to improved educational outcomes. Cochran MS’s special education program is designed with the mission of facilitating and increasing student access to the general education setting with the goal of improving educational outcomes such as student CST scores and future school completion.</p> <p><b>Placement:</b> The placement of students will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services that are driven by the unique needs of the individual student. Cochran MS’s IEP team members will utilize the Matrix for Placement Decision Making worksheet to help guide Least Restrictive Environment discussion.</p> <p>Cochran MS’s goal is to include a student with an IEP in general education as much as possible. When placement is outside the general education setting, all students not receiving instruction in the alternative curriculum will receive instruction based on the California state standards. For students in the Special Day Program setting, every effort will be made to ensure that electives and PE are taken in the general education setting. The special education program will be an inclusive, productive, and safe environment for all students.</p>

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		<p>As required in MCD Outcome 7A – 51% of Students with Disabilities with All Other Disabilities excluding SLI, SLD and OHI will be required to be in the general education program for a minimum of 40% of the instructional day. The amount of time in special education on FAPE 1 (and percentage on FAPE 2) of the IEP will match the student’s school schedule. Instructional time will not include lunch and recess.</p> <p><b>Least Restrictive Environment Continuum:</b> Consistent with Federal and State policy (PPM, p. 183), the continuum of placements for students with disabilities offered at Cochran MS will include:</p> <ul style="list-style-type: none"> <li>▪ General education classroom with accommodations or modifications</li> <li>▪ General education classroom with supplementary aids and supports</li> <li>▪ General education classroom with related services</li> <li>▪ General education classroom with resource specialist services</li> <li>▪ General education classroom and Special Day Program</li> <li>▪ Special Day Program</li> </ul> <p>All students will be educated in their least restrictive environment and will be given access to grade level standards and the general education core curriculum. For the most part, students will address grade level standards in general education classrooms. Supports and services, co-teaching, co-planning and consultation, and/or Learning Center supports may also be provided to students.</p> <p>The Resource Program (RSP) will provide standards-based instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. The Special Day Program</p>



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		<p>(SDP) will provide a standards-based curriculum, with accommodations as needed, that serves students whose disabilities impact their academic progress in general education classes to a degree that an alternative smaller group setting is needed. The Emotionally Disturbed Program (ED) incorporates standards-based curricula, with accommodations as needed, and serve students whose emotional and/or behavioral disabilities impact their social/emotional relationships, academic progress, and safety in general ed. classes to a degree that an alternative small groups setting is their Least Restrictive Environment.</p> <p>Related Designated Intervention Services (DIS) will be provided as required by the IEP for services that cannot be provided by a general or special education teacher. Cochran currently utilizes the following DIS services:</p> <ul style="list-style-type: none"> <li>▪ Language and Speech (LAS)</li> <li>▪ Deaf and Hard of Hearing (DHH)</li> <li>▪ Visually Impaired (VI)</li> <li>▪ Physical Therapy (PT)</li> <li>▪ Adaptive PE (APE)</li> <li>▪ Occupational Therapy (OT)</li> <li>▪ Counseling</li> <li>▪ Educationally Relevant Mental Health Services (ERMHS)</li> <li>▪ Transition</li> </ul> <p>The Mental Retardation Program (MRM) is for students with significant disabilities and students for whom the core curriculum is inappropriate. These students will have an alternate curriculum as determined by their IEP team per the District Alternate Curriculum and will not take part in the periodic assessments designed for students in general curriculum. Instead they will participate in on-going assessments that will aim to monitor</p>

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		<p>their academic progress (literacy and numeracy skills), as well as social, emotional and daily life skills. This program will serve students whose disabilities impact the following areas: academic progress, communication, health, interpersonal relationships, safety, and/or use of community resources in the development of daily life skills. Some of the interventions used for students in the MRM programs will include participation in general education, such as involvement in elective courses, advisory courses, and extracurricular activities.</p> <p><b>Inclusion:</b> Students with disabilities will be integrated with their typical peers to the maximum extent appropriate in the core curriculum with modifications. Some students will receive services from the Structured Learning Center but will spend the majority of the day interacting and learning with their typical peers in the general education setting. Students participating in the alternate curriculum will participate in general education elective courses, advisory classes, and extracurricular activities. Cochran MS’s culture and climate will welcome students with disabilities in all activities including social events such as school dances, fieldtrips, pep rallies, talent shows, etc. Deliberate programs, such as the Social Skills Advisory, Ambassadors, and others will focus specifically on fostering and affirming student culture of inclusion and acceptance.</p> <p><b>Multi-tiered Approach to Instruction:</b> As part of the school’s multi-tiered approach, the special education population will be considered with the entire school in regards to Response to Instruction and Intervention (RtI<sup>2</sup>). The School will utilize a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities will participate in the general education curriculum at the student’s grade level or the general education curriculum using accommodations or modifications to the grade level curriculum (found in</p>

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		<p>FAPE 1 of the Individualized Education Program). This tiered method will provide instruction in the grade level content standards with increased intervention and layering of special education service based on identified student need. The tiers will not be synonymous with placement since the IEP teams will consider:</p> <ul style="list-style-type: none"> <li>▪ The level and type of support each student needs;</li> <li>▪ Where that support could be provided; and</li> <li>▪ The amount of instruction needed outside of the general education classroom.</li> </ul> <p><b>Learning Center:</b> A Learning Center will be provided and designed to provide individualized instruction to students with disabilities within the unique focus of the school. The Learning Center supports will be provided when an IEP team determines that a student, following the core curriculum with accommodations/modifications, needs additional personalized educational interventions that are best delivered outside of the general setting and/or a large group context. The Learning Center will include a Resource Teacher and teaching assistant(s). The Resource Specialist will then establish collaboration with service providers such as the school psychologist, speech and language teacher, etc as well as the collaborative services of the math and language arts teachers. The resource specialist, as well as 8<sup>th</sup> grade SDP teachers will likewise collaborate with the District Itinerant transition specialist to assess and plan the transition program for students aged 12 and above.</p> <p>The Learning Center will have three purposes:</p> <ol style="list-style-type: none"> <li>1. Teach access strategies;</li> <li>2. Provide intensive intervention; and</li> <li>3. Monitor student progress.</li> </ol> <p>The instructional spaces for students with disabilities in the learning center will be provided with the same</p>

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		<p>basic equipment, furniture, and materials as instructional spaces for general education students. The Learning Center will have a computer and a listening center. The Learning Center will offer individualized instruction for small group intervention, essential skills (organizational, social and self-advocacy skills), and the opportunity for students to do their work in a quiet and supportive space. Students would have the opportunity to be reintroduced to a lesson utilizing different modalities and have a different environment in which to understand the curriculum.</p> <p><b>Extended School Year (ESY):</b>                      Extended School Year (ESY) will be available to students with disabilities entitled to special education and related services when the IEP team establishes that:</p> <ol style="list-style-type: none"> <li>1. The student’s disability will persist over a prolonged period of time;</li> <li>2. The student is likely to lose mastered skills if services are interrupted (regression);</li> <li>3. The student has limited ability to re-learn skills (recoupment capacity); and</li> <li>4. Based on the student’s likelihood to regress and limited recoupment capacity, it is impossible or unlikely that the student will maintain the level of self-sufficiency and independence that would otherwise be expected in view of the student’s ability.</li> </ol> <p><b>Supplemental Aids and Supports:</b>                      Cochran MS will use supplemental aids and supports to increase curricular access and improve student learning. The special education program will use assistive and adaptive technology as needed. Assistive technology supports will begin with low-level (e.g. color coding, graphic organizers), and progress to mid-level (e.g. calculators, books on tape) and finally to higher-level technology (e.g. computers). The need for low incidence equipment or services is assessed by the teacher and/or related service provider and determined by</p>

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		<p>the IEP team. These may include specialized transportation, career and vocational instruction, and specialized communication devices. Additional supplemental aids and supports will include:</p> <ul style="list-style-type: none"> <li>▪ Classroom and campus environmental needs;</li> <li>▪ Specialized equipment;</li> <li>▪ Pacing of instruction adjusted to student’s level;</li> <li>▪ Alternate presentation of subject matter;</li> <li>▪ Materials adaptation;</li> <li>▪ Modification of assignments;</li> <li>▪ Self management/follow-through strategies;</li> <li>▪ Social interaction support;</li> <li>▪ Testing adaptations; and</li> <li>▪ Identification and use of motivators and positive reinforcement strategies.</li> </ul>
<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p>Cochran MS has a proud recent history of implementing and monitoring well-written IEP’s. This tradition will continue.</p> <p><b>Monitoring of IEP Dates/Notification Requirements:</b> The Bridge Coordinator/Administrator will utilize various technologies, such as SIS and Welligent, to assist in planning and monitoring of IEP’s. The Bridge Coordinator will run master calendar reports via Welligent regularly and use SIS reports to cross-reference and double check work. The Bridge Coordinator will also monitor Coordination Of Services Team (COST), Student Study Team (SST), and Individual Education Program (IEP) procedures to ensure that district and state requirements, implementation plans, and timelines are followed. The Bridge Coordinator will also oversee and monitor the timeliness of initial evaluations, triennial</p>

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		<p>evaluations, and other reevaluations to ensure they are completed in a timely manner.</p> <p>With the facilitation of the Bridge Coordinator, special education teachers will use Welligent reports to guide IEP meeting scheduling. The special education teachers will also create, distribute, and collect the various assessment plans and notification paperwork. The Bridge Coordinator will monitor and assist the special education teachers with this work. Monthly department meetings will be held to review planning and prepare upcoming work. The Bridge Coordinator will lead this meeting with the assistance of the Assistant Principal and Special Education Department Chair. Ultimately, the Bridge Coordinator and Administrator will ensure all timelines and notification requirements are met.</p> <p><b>Internal Communication System:</b> Cochran MS 's Special Education Department believes effective and efficient communication is critical to a well-run department. Cochran MS staff will utilize LAUSD email and Welligent messages to communicate. Further, a password protected internal online calendar will be used for planning IEP meetings. Each special education teacher and related service providers will have access to view and create events. Cochran MS's special education department will also use hard copy memos and letters.</p> <p>The internal communication system planned for team members prior to an IEP meeting will include the distribution, collection, and review of IEP Student Evaluation Forms and individual consultation with teachers as needed prior to the meeting date. Team members (i.e., SPED teacher, Gen. Ed. teacher, student, counselor, administrator designee, parents, and others) will be notified 10 days prior to the scheduled date of an IEP meeting. Staff will be asked to complete IEP Student Evaluation forms within 5 days. Reminder notices to complete forms will be placed in participants' mailboxes 7 days prior to the meeting. The Bridge</p>

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		<p>Coordinator or Administrator will contact teachers who have not submitted the forms at least 3 days prior to the IEP meeting and clarify the requirement and immediate due date if needed.</p> <p><b>The IEP Meeting:</b> The IEP meetings will be held on the Cochran MS campus. Normally, the meeting will be held in the office of the Bridge Coordinator (Office D). If there is a conflict, an IEP may be held in the principal’s office, library conference room, special education resource room, or any other confidential space the designee deems appropriate. A dedicated phone line and internet access in the Bridge Coordinator’s office will allow the team to include missing members. Further, online videoconferencing technology will be explored when appropriate.</p> <p>The following people will be members of the IEP team:</p> <ul style="list-style-type: none"> <li>▪ The student’s parent or guardian, and/or representative;</li> <li>▪ School administrator or qualified representative knowledgeable about program options appropriate for the student;</li> <li>▪ Student’s present special education teacher. If a teacher with the most recent knowledge of the student is not available, the teacher on the IEP team must be a special education teacher qualified to teach a student of the same age;</li> <li>▪ Student’s present general education teacher;</li> <li>▪ Other persons whom the parent or the school wishes to invite such as: Regional Counselor, Adaptive PE Teacher, and/or Speech Therapist; and</li> <li>▪ When appropriate, the person(s) who assessed the student or someone familiar with the assessment procedures.</li> </ul>

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		<p>The IEP meeting will be held to discuss present levels of performance including students’ strengths, evaluation of present needs, impact of disability, and accommodations/modifications. In addition, annual goals and objectives, related services, individual transition plans, placement, Designated Intervention Services (DIS) including Extended School Year (ESY), parental concerns, and the district’s offer of Free Appropriate Public Education (FAPE) are discussed. Master Plan for English Language Learners (EL) and Behavior Support plans are discussed and developed as appropriate.</p> <p>Once the initial IEP has been implemented, subsequent IEP meetings must be held:</p> <ul style="list-style-type: none"> <li>▪ Once a year to review student progress/placement and to make any needed changes;</li> <li>▪ Every three years (Triennial) to review mandatory comprehensive reevaluation of student progress;</li> <li>▪ After a student has received a formal assessment or re-assessment;</li> <li>▪ If the parent or a teacher feels that the student demonstrates significant educational growth or a lack of anticipated progress;</li> <li>▪ When the parent or a teacher requests a meeting to develop, to review, or to revise the IEP;</li> <li>▪ To develop an Individualized Transition Plan (ITP), beginning at age thirteen (13); and</li> <li>▪ 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 ten (10) school days.</li> </ul> <p>Review of individual student needs will drive the IEP teams determination of placement and District’s offer of Free Appropriate Public Education (FAPE.)</p> <p><b>Follow Up Mechanisms to Ensure Implementation:</b></p>



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		<p>There will be a systematic internal communication system for team members following the IEP meeting. Following an IEP meeting, the special education teacher will fill out the Cochran MS IEP Student Profile and distribute the profile cover page, along with a copy of the IEP to the various stakeholders (student’s teachers, related services providers, etc). Later, progress reports and objective benchmarks will be recorded in Welligent on the goal pages and distributed to parents.</p> <p>Similarly, at the beginning of the school year or semester, the Bridge Coordinator shall oversee the development and distribution of Student Information Packets. These packets will include the Cochran IEP Student Profile and copy of the most recent IEP. The case carrier will meet with the students’ teachers to discuss the content of the IEP and the IEP Student Profile and provide consultation and/or collaborative services as needed to support the implementation of students’ IEPs. The case carrier will regularly communicate with the students’ teachers to assess the implementation of the students’ IEPs and monitor student progress when IEP goals, objectives, and strategies are implemented. The case carrier will assess students’ and teachers’ need for additional support and will call for another IEP meeting if changes need to be made to an IEP.</p> <p>Federal and State laws and district requirements (as stated in the PPM) require that specific documents become part of the school record for a student with a disability. The school will maintain the following mandated records in a green folder for a student with disability:</p> <ul style="list-style-type: none"> <li>▪ Access log (front outside cover);</li> <li>▪ Student Success Team notes or other pre-referral intervention information;</li> <li>▪ Request for Special Education Assessment;</li> <li>▪ Student Information Questionnaire for Parents and Guardians, if applicable;</li> </ul>

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		<ul style="list-style-type: none"> <li>▪ Special Education Assessment Plan; and</li> <li>▪ IEP's.</li> </ul> <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 with no green folder created.</p> <p>As required by Modified Consent Decree (MCD) Outcome 13 – <i>Delivery of Services</i>, services on the IEP will be delivered at the frequency and duration indicated on the IEP and the delivery of these IEP services will be documented in the Welligent Service Tracking system.</p> <p>The case carrier and service providers will accurately enter into Welligent records:</p> <ul style="list-style-type: none"> <li>▪ The services provided and their duration on at least a weekly basis and</li> <li>▪ Periodic reports of student progress toward IEP goals (monitored by Bridge Coordinator/ Administrator)</li> </ul> <p><b>Non-English Speaking Parents:</b></p> <p>A core Cochran MS belief is that parent/family participation is fundamental to student success. Parents, including those who do not speak English, are welcomed as active participants in the IEP process and in their child's education. To the greatest extent possible, the Bridge Coordinator will utilize existing staff at Cochran MS to provide a qualified interpreter for IEP meetings. If needed, the Bridge Coordinator will notify the district of the need for an interpreter for an IEP meeting. The school will also inform the district of the need for IEP translation into one of the District's seven primary languages and follow up with the district to</p>

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		<p>encourage the completion of translations within the time frame specified by the MCD (Outcome 15). The Bridge Coordinator or Administrator will ensure that the section indicating need for translation on the IEP is properly checked off to automatically generate a request to the district.</p> <p>As required by the MCD Outcome 15 – <i>Timely Completion of IEP Translations</i> requests for IEP translations will be completed within 30 days. As per the PPM, the Bridge Coordinator will, within a day of the parent’s request, fax a completed “IEP Translation Request Form” to the Division of Special Education’s IEP Translation Unit.</p> <p><b>Dispute Resolution:</b> If the parent disagrees with the IEP or raises concerns over what is appropriate for the student at the conclusion of an IEP meeting, the School should clarify with the parent the areas of agreement and disagreement and document the parents’ disagreement on p. 10 of the IEP. 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. The school site 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 1410.3. If a parent’s disagreement over what is appropriate for the student cannot be resolved through the IEP process, the school 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. The parent should have or be provided a copy of “A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards),” which details the various dispute resolution processes.</p>

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<p><b>Outcomes 10, 18</b></p>	<p><b>Procedures for Identification and Assessment of Students</b></p>	<p>Cochran MS will follow the specific procedures for identification and assessment of students outlined in the Special Education Policies and Procedures Manual (PPM).</p> <p>As outlined in the PPM, any staff member who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing and entered on the Request for a Special Education Assessment Form (if a parent submits a letter making the request, Cochran staff will transfer the information onto a Request for Special Education Assessment Form).</p> <p>The administrator/designee may discuss with the requestor accommodations or modifications that can be made in the general education program to assist the student progress in the general education curriculum. A meeting of the Student Success Team, involving the requestor, can be utilized to design the accommodations or modifications. The requestor may agree to postpone their request for a special education assessment until the accommodations or modifications have been implemented and the results evaluated.</p> <p>When teachers have tried several intervention strategies and the intervention strategies are unsuccessful, a Student Success Team Coordinator will make a recommendation for special education assessment.</p> <p><b>Systematic Intervention Plan:</b> A systematic intervention plan will be in place and followed as part of the screening for referrals. However, prior to an assessment, Cochran will have in place a systematic and timely intervention program that monitors</p>

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		<p>and tracks behavior and academic needs as per the RTI<sup>2</sup> framework, as discussed earlier. Students who do not make adequate progress with Tier 3 interventions, as discussed in the previous Intervention Program component, will be considered for referral for special education assessment. The referral process will be uniformly applied and based on careful monitoring and decision-making after a student has had good first instruction and then Tier 2 and Tier 3 interventions and instruction. Language acquisition and other exclusionary factors as described in the PPM will be evaluated prior to the development of as assessment plan.</p> <p>The School's procedures for providing academic and behavioral interventions will be documented and made available to assessors and IEP teams when a student is being assessed for special education eligibility and services. This information will be used to ensure a comprehensive assessment that considers the student's cultural, linguistic, and economic background as well as evaluate the effectiveness of academic and behavioral interventions strategies attempted prior to referral for special education consideration. The school site administrator/Bridge Coordinator will be responsible for the implementation of this procedure.</p> <p>The Bridge Coordinator will ensure a thorough pre-assessment discussion with the student's parents and teachers to formulate an appropriate Assessment Plan that will be signed by the parent or guardian within 15 days of a request for an assessment. The Bridge Coordinator/Administrator will ensure that accurate evidence is developed and maintained to demonstrate timely presentation of an assessment plan and completion of a comprehensive evaluation within 60 calendar days from receipt of the signed assessment plan.</p> <p>The Assessment Plan will involve gathering information about the student to determine whether s/he has a</p>

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		<p>disability and, if they are eligible for services, the nature and the extent special education services are required. Assessments will include individual testing, observations of the student 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. All areas of suspected disability will be addressed, including health and development, general ability, academic performance, language function, motor abilities, social-emotional status, self-help abilities, and career and vocational abilities and interests. Cochran MS is aware that Intelligence Quotient (IQ) tests may not be administered for the purpose of determining eligibility for Special Education services.</p> <p>As per the PPM, Cochran’s assessment procedure will adhere to the following guidelines:</p> <ul style="list-style-type: none"> <li>▪ Assessing the student in all areas of suspected disability.</li> <li>▪ Selecting and administering tests and other assessment materials that are not racially, culturally, or linguistically discriminatory.</li> <li>▪ Administering tests and other assessment materials in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer.</li> <li>▪ Selecting and administering tests and other assessment materials to assess an English Language Learner that measure the extent to which the student has a disability and needs special education, rather than measuring the student’s English language skills.</li> <li>▪ Selecting tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient.</li> <li>▪ Using a variety of assessment tools and strategies to gather relevant functional and</li> </ul>

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		<p>developmental information about the student.</p> <ul style="list-style-type: none"> <li>▪ Using information provided by the parent/guardian.</li> <li>▪ Obtaining information about how the student is progressing in the general curriculum.</li> </ul> <p>As per MCD Outcome 18, for each student identified as ED in an initial or triennial evaluation, the evaluation will address each of the 28 elements specified by the Independent Monitor as well as consideration for placement in the least restrictive environment.</p> <p>Referrals will be monitored by ethnicity. The Bridge Coordinator/Administrator will be responsible for monitoring and reporting the ethnicity of students referred for assessment for special education eligibility. If the data are not proportional, the Modified Consent Decree Team will meet to review data, determine reasons for the discrepancy, and develop strategies to reduce the discrepancy. The Bridge Coordinator or Administrator will ensure that particular attention is paid to monitoring and reporting compliance with the comprehensive evaluation and ethnicity reporting for all African American students, especially those identified as ED.</p> <p>In the case of a parent’s written request for assessment, an assessment plan will be presented within 15 days of the request. An IEP will held within 60 days of the receipt of the signed assessment plan.</p>
<b>Outcome 2</b>	<b>Instructional Plan for students using grade level standards</b>	<p>As stated in our mission, Cochran MS will create a rigorous learning environment that instills high expectations for success through challenging and supportive instruction that allows for individual differences and learning styles. Relying on the research of Marzano, as indicated in section B-1 of the instructional plan, Cochran will continue to examine the school level, teacher level, and student level</p>

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		<p>influences on student achievement.</p> <p>Students, whose IEP’s designate the curriculum of “General Education” on the FAPE 1 page, will receive rigorous California standards-based instruction that addresses the student’s IEP goals and provides them with the foundation to pass the CAHSEE and graduate from high school college and career ready. Cochran recognizes that preparation for high school and college/work must begin in middle school.</p> <p>All educators at Cochran MS, but especially the special educators realize that focusing on a goal and then working to achieve that goal is the most effective way to plan instruction. As such, the special education department will utilize department meetings (as other departments will) to refine pacing plans and backwards plan. Data from multiple formative assessments and other programs such as MyData will guide what instructional changes are made to meet the goal.</p> <p>Cochran MS will utilize all state adopted textbooks for students with disabilities. The following instructional strategies will be used in every classroom:</p> <ul style="list-style-type: none"> <li>• Identifying similarities and differences;</li> <li>• Summarizing and note taking;</li> <li>• Reinforcing effort and providing recognition;</li> <li>• Homework and practice;</li> <li>• Non-linguistic representations;</li> <li>• Cooperative learning;</li> <li>• Setting objectives and providing feedback;</li> <li>• Generating and testing hypotheses; and</li> </ul>



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		<ul style="list-style-type: none"> <li>• Questions, cues, and advanced organizers.</li> </ul> <p>Other strategies to be used:</p> <ul style="list-style-type: none"> <li>• SDAIE;</li> <li>• Culturally Relevant and Responsive Education (CRRE);</li> <li>• Writing Across the Curriculum (WAC); and</li> <li>• Project Based Learning (PBL).</li> </ul> <p>The effectiveness of the curriculum will be assessed through formative assessments and cumulative tests, such as periodic assessments and CST’s. Grade-level departments currently use, and will continue to use common assessments to make sure every student’s progress will be analyzed and to ensure data will drive instruction. Students with disabilities in the general education curriculum will participate in these assessments.</p> <p>Examples of instructional accommodations and modifications are outlined below by setting:</p> <p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>▪ Collaboration between education specialist (RST) and students’ general education teachers;</li> <li>▪ Co-planning and co-teaching;</li> <li>▪ Preferential seating;</li> <li>▪ Extended time;</li> <li>▪ Use of graphic organizers; and</li> <li>▪ Learning center support.</li> </ul>

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		<p><b>SDP:</b></p> <ul style="list-style-type: none"> <li>▪ Smaller setting with district mandated class sizes;</li> <li>▪ Trained paraprofessional for extra support;</li> <li>▪ Instruction by a high qualified education specialist;</li> <li>▪ Grade-level standards paced to allow for full understanding of power standards;</li> <li>▪ Authentic assessment with multiple measures of knowledge;</li> <li>▪ Extended time when appropriate; and</li> <li>▪ Accommodations/modifications as listed in an IEP.</li> </ul> <p>Cochran MS will provide specially designed differentiated instruction to address the unique needs of any eligible student with a disability and to ensure equal and full access of the student to the general curriculum. The instruction in special education would support and align with the standards-based instruction provided in general education. IEP goals and objectives aligned to the content standards is the first step for connecting instruction in general and special education. The second step will entail special education and general education teachers collaborating on common lessons and assessments that can be implemented and observed by one another to share best practices and learn from one another. The third step would involve reviewing student work and planning further instruction if needed. Collaboration between general and special education teachers will provide all students with a grade level standards based curriculum.</p> <p>Special education will be a service to support student achievement in the core curriculum within an integrated setting. The tiered approach is not synonymous with placement and IFP teams will consider the level and type</p>

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		<p>of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom.</p>
<p><b>Outcome 7A, 7B</b></p>	<p><b>Instructional Plan for students using Alternate Standards</b></p>	<p>The curriculum for students with disabilities instructed in alternate standards will parallel the previously described general education standards-based curriculum and intervention to provide all students with disabilities access the core curriculum. The alternate standards course of study will align functional skills with standards-based core curriculum that is a subset of the California standards in English/language arts, mathematics, science, and history/social science. The Alternate Curriculum for students served in special day programs or in inclusive programs will utilize the alternate curriculum course codes provided in the LAUSD Reference Guide # 4294.0.</p> <p>Students with disabilities participating in the District Alternate Curriculum will not take part in the periodic assessments designed for students in the general curriculum.</p> <p>Performance areas for students with moderate disabilities will be developed in functional skill areas based on student needs and will also include academic performance areas. And the IEPs of all students in the alternate curriculum will have Present Level of Performance (PLP) developed in the academic performance areas of Functional Math, Functional Reading, Functional Writing and Communication.</p> <p>The use of MyData to assess and monitor areas of need to develop backward planning will be utilized in conjunction with formative and summative assessments and progress monitoring to determine students access of standards and curriculum. Necessary accommodations and modifications will be provided to allow</p>

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		<p>students access to the alternate curriculum. Data will be used to inform instruction and to determine the least restrictive environment. Students will be mainstreamed with their age appropriate peers whenever possible.</p>
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<p>Cochran MS will follow all LAUSD guidelines and procedures to provide evidence of provision of services to our students with disabilities. The services will be provided in accordance with the IEP. The needs of students with IEPs will be considered and addressed first when developing the schools schedule. The Cochran MS will be aware of the complex scheduling and service needs of students with IEPs and recognize that their program needs must be addressed early on before other programs and classes are firmly scheduled. Plans to ensure that students with IEPs can receive those services will be made as school schedules are built. A master calendar of the availability of DIS providers will also be accommodated or modified.</p> <p>The provision of services will be monitored using the Welligent service log. Welligent will provide reports on all of the supports and services for those eligible students. Teachers and related service providers will be familiar with and experienced in entering service minutes into the Welligent tracking log. The service logs will math the frequency and duration for services in each student’s IEP.</p>

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		<p>At the end of each month, the Resource Specialists and other related services providers will complete, print, and sign the Welligent monthly service report, which will be reviewed by the Bridge Coordinator. The Bridge Coordinator or Administrator will monitor and ensure the accuracy of Welligent data for the provision of services as well as expected completion dates of evaluations and IEP meetings.</p> <p>Designated staff will be accountable to ensure that all the 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>
<p><b>Outcome 9 (for programs with students 14 and older)</b></p>	<p><b>Transition Planning Strategies</b></p>	<p>Cochran MS will follow LAUSD policy set forth in Reference Guide 3620.0. The law requires that transition services be provided to all students with disabilities, beginning at fourteen years of age. All students receiving IEP services must have an Individualized Transition Plan (ITP) to assist them with transitioning to a career-ready adulthood. The School's IEP team and the Bridge Coordinator or Administrator will plan and oversee implementation of these transition plans. The School will also use the Los Angeles Unified School District's DOTS/Bridge Collaborative Best Practices document as a reference to help the school meet Outcome 9 of the MCD.</p> <p>At the beginning of the school year, the Bridge Coordinator will create a list of students who will be turning 13 during the school year. This list will be distributed to special education teachers so they can identify which students will need an ITP in the future.</p> <p>The ITP will document services necessary to enable the student to receive appropriate transition instruction and services as part of his or her special education program. It will be based on individual student needs,</p>

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		<p>taking into account student strengths, and preferences and interests determined through the process of age appropriate assessment, and would 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> <p>Students will become knowledgeable about transition planning and will collaborate with school and agency personnel if needed to develop realistic transitions plans. Their ITPs will include activities aligned to Education/Training, Employment, and Daily Living Skills.</p> <p>The Bridge Coordinator will ensure students will have completed transition assessments prior to turning 16 and the results will be discussed and considered in the development of their IEP and ITP. The purpose of a transition assessment is to determine student transition needs based on interests and preferences. The special educator will give most transition assessments in conjunction with the transition teacher assigned to the school. Assessment tools will include work inventories, interviews, questionnaires, and observations within the school, work, and/or community setting. Additional assessments, such as the IDEAS, COPS, Janus, Career Locker, etc., may be given based on individual student need.</p> <p>Cochran MS will also work with the neighborhood high schools (in conjunction with the district assigned transition teacher) to create a transition and articulation program for outgoing 8<sup>th</sup> graders to introduce them to the campus and high school life.</p>

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<p><b>Federal requirement</b></p>	<p><b>Access to Extra-Curricular/Non academic activities:</b></p>	<p>Cochran MS takes pride in its ability to successfully integrate students with disabilities with their non-disabled peers. Through such classes as a co-taught music class for students in the MR program, the Ambassadors program which integrates SWD’s with high achieving student leaders, and other deliberately designed integrated classes. Cochran MS will strive to ensure a culture of acceptance and respect for students with disabilities.</p> <p>At Cochran MS, students will have equal access to general education programs including lunch, nutrition, extra curricular activities, field trips, computer labs, after-school activities, athletics, transportation, recreational activities, special interest groups or clubs sponsored by the school or District, and social events such as school dances and sporting events. 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.</p> <p>The Bridge Coordinator and case carrier will work with the general education teachers to ensure accommodations and/or modifications will be made to enable students to access all school and extra-curricular activities. These supports include access to the environment (e.g., early dismissal to allow time to get to lunch), personnel (e.g., paraprofessional, peer buddy), and equipment (use of calculator or communication boards).</p> <p>Students will usually participate in a general education elective class, provided the class is deemed appropriate and the student’s least restrictive environment at the IEP meeting. The determination of the elective class will be based on student strengths, interests, and the ability to meet previously set goals. Supports needed by students, as designated in their IEPs will be provided.</p>

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<b>Federal requirement</b>	<b>Providing Extended School Year</b>	<p>Extended school year services will be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students will have disabilities that are likely to continue indefinitely or for a prolonged period, and interruption of the pupil’s educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist SWD to maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student’s continued progress. All students who are eligible for special education and related services must be considered for ESY services. The collection of student data will be used to determine a student’s eligibility for ESY. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program. IEP teams follow the guidelines set forth by LAUSD and will use the following information to determine if ESY is appropriate for a student: the severity of disability, critical areas of learning, extent of regression in learning, recoupment rate, and availability of alternative resources such as general education and intervention programs.</p> <p>Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her 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. ESY services will be coordinated with the LAUSD Division of Special Education according to the guidelines and procedures set forth by LAUSD.</p>



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<p><b>Federal Court requirement</b></p>	<p><b>MCD Outcomes (to be woven among others)</b></p>	<p>There are two categories of IEP disagreements that might arise between parents and the SCHOOL. The first type of disagreements is about what is appropriate for the student such as:</p> <ul style="list-style-type: none"> <li>• How the student should be assessed and/or the results of assessments.</li> <li>• What should be in the IEP (e.g., what placement or services the student should receive)?</li> </ul> <p>The school will attempt to resolve disagreements regarding the content of IEPs at IEP team meetings and at the school site level whenever possible. If the School 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"> <li>• Informal Dispute Resolution (IDR);</li> <li>• Mediation Only; or</li> <li>• Due Process Proceedings.</li> </ul> <p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations. Such as:</p> <ul style="list-style-type: none"> <li>• Whether the School/District has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests;</li> <li>• Whether District procedures are being implemented appropriately; or</li> <li>• Whether a student is receiving the services specified in his or her IEP.</li> </ul> <p>Students with disabilities will participate in the Standardized Testing and Reporting (STAR) Program at the School in one of four ways:</p> <ul style="list-style-type: none"> <li>• CST, California Standards Test, the assessment in which most students, including students with disabilities, world participate. Students with IEPs would take the CST with or without accommodations and/or modifications.</li> </ul>

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		<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• CAPA California Alternate Performance Assessment is an alternate assessment that 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 students with the most significant cognitive disabilities.</li> </ul> <p>The School will provide guidance to IEP teams concerning appropriate accommodations and/or modification to be included in the IEP for instruction and assessments based on student needs.</p>
<b>All</b>	<b>Professional Development</b>	<p>Cochran Middle School believes in the process of continual improvement. Work can always be improved and skills can be refined. The Bridge Coordinator and SPED Department Chair, in collaboration with the Special Education Support Unit Central West, will meet with the members of the School Based Leadership Team (SBLT) to plan special education specific professional development.</p> <p>The guiding theme of special education specific professional development will be to equip all teachers with</p>

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		<p>the tools necessary to provide curricular access and academic rigor to all students, regardless of disability. Focus will be on teaching differentiation strategies, individualizing instruction, tiered instruction, meaningful and frequent assessment, research-based literacy and numeracy skills, and using data to problem-solve.</p> <p>While we have a guiding theme, staff input will be critical to creating meaningful change. The Bridge Coordinator and SBLT will conduct periodic surveys of the staff to determine staff need. They will take survey results into account when planning future professional development.</p> <p>Cochran MS will rely on specialists at the school site (Bridge Coordinator, special education teachers, related services personnel, paraprofessionals, etc) and will take advantage of specialists within the district (Support Unit, etc) to facilitate sessions. Further, Cochran MS will also utilize conferences, webinars (such as those conducted by the Council for Exceptional Children – CEC), podcasts, and other outside opportunities. A fundamental Cochran MS SPED goal is to increase the amount of time students with disabilities spend in general education classes. As such, the relationship between collaborative special educators and general educators is paramount to success. The professional development for the general education and special education collaborative teacher teams will be a priority to ensure that appropriate methodologies and strategies are used to benefit all students in the collaborative classroom. The relationship between the general education and special education teacher is based on the premises of shared responsibility and equal authority with interactions structured through the learning environment of the school. Teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. Time will be given to allow for common planning time.</p>

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		<p>Special educators will be given the opportunity to meet with one another frequently, while also meeting with their general education peers. Monthly department meetings will be held. Special educators and other staff will also be given opportunities to attend district trainings at the Support Unit.</p>
<p><b>Outcomes 6, 8, 16</b></p>	<p><b>Staffing/Operations</b></p>	<p>At the heart of Cochran’s improved CST scores for students with disabilities is a caring, committed, and professional staff of special educators. The Special Education Department and Cochran administration understand that hiring qualified and transformational special educators is essential for creating a culture of achievement and continuous improvement.</p> <p><b>Hiring:</b> Cochran will use a rigorous selection process to ensure that all staff working with special education students will be highly qualified, have the appropriate credentials, and are dynamic instructional leaders. During the hiring process, a Special Education Hiring Committee will be formed to operate under the umbrella of the Cochran MS Leadership Council (LC). The SPED Hiring Committee will consist of current special education teachers, the Bridge Coordinator, administrator in charge of SPED, selected general education teachers, parents, and any other person appointed by the administrator in charge.</p> <p>After initial review of qualifications, selected applicants will be invited to a formal interview. Candidates who progress past the interview stage, as determined by the committee, will be asked to return and present a lesson to actual Cochran students with IEP’s. The Special Education Committee will then make a formal recommendation to the Cochran MS LC, which has the ultimate authority on hiring.</p>

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		<p><b>Credential Verification:</b> The administrator in charge of special education will regularly review qualifications and credentials employees in the special education department. These reviews will be reported to the principal and MCD SPED Committee.</p> <p><b>Service Ratios:</b> All District suggested and legally required teacher-student ratios will be strictly adhered to and clerical support will be available for the IEP process and the updating and maintaining of the Welligent system to keep the school compliant and services to students at an optimal level.</p> <p><b>Health Alerts/Protocols:</b> At the beginning of each year, the Bridge Coordinator will utilize the Welligent Health Alerts and develop a list of students with medical needs. This list will be reviewed with Cochran support staff, relevant teachers, and the school nurse. Training will be provided to appropriate personnel to ensure students' health protocol needs are met.</p> <p><b>MCD SPED Committee:</b> Cochran MS will create a campus MCD Special Education Committee consisting of a school administrator, Bridge Coordinator, special education teachers, and general education teachers. The committee will review the school's MCD Progress Report. It will also verify that the Principal's Checklist, as outlined in the PPM, is implemented.</p> <p><b>Bridge Coordinator:</b></p>

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		<p>The Bridge Coordinator will be responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP. The Bridge Coordinator and/or any other appropriate school personnel will attend staff development, in-services, and/or training sponsored by LAUSD in compliance with IDEA regulations, California Education Code, and LAUSD’s SELPA guidelines. The Bridge Coordinator will:</p> <ul style="list-style-type: none"> <li>▪ Ensure that all aspects of the IEP are followed;</li> <li>▪ Oversee compliance with special education law/services;</li> <li>▪ Arrange for a general education teacher of the child to attend the team meetings;</li> <li>▪ Communicate with parents about progress made toward attaining the goals stated on the child’s IEP, and inform them of due process procedures and rights;</li> <li>▪ Complete the required paperwork, updating, and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress and appropriate provision of any/all test modifications as stipulated in the IEP;</li> <li>▪ Oversee all aspects of professional development in the special education department;</li> <li>▪ Supervise all special education assistants and trainees;</li> <li>▪ Communicate with general education teachers to schedule collaboration classes;</li> <li>▪ Oversee provision of special education services;</li> <li>▪ Ensure special education staff maintains proper paperwork and communicates progress to the parents made toward attaining goals on the child’s IEP;</li> <li>▪ Arrange for all pertinent staff and family members to attend IEP meetings; and</li> <li>▪ Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines.</li> </ul>

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		<p>The Special Education Department Chair/Coordinator will assist the Bridge Coordinator in these duties.</p> <p><b>Specialized Equipment:</b> Bridge Coordinator or Administrator will ensure specialized equipment will be secured and appropriately maintained. Cochran 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, typewriters, and available computers. This inventory will be used for active intervention efforts conducted by school site personnel whenever any student at the school is experiencing difficulties with the curriculum. When necessary, IEP teams and Student Success Teams (SSTs) will utilize equipment from the school inventory as part of the intervention process for a student.</p>
	<b>Fiscal</b>	N/A
<b>Outcome 14</b>	<b>Parent Participation</b>	<p>As was stated earlier, a core Cochran MS belief is that parent/family participation is fundamental to student success. This is especially true for our students with disabilities.</p> <p><b>Communication:</b> A large part of making parents feel they are valued members is by communicating with them in their preferred language and via their preferred mode of communication. The Bridge Coordinator and special educators will use the SIS and Welligent systems to determine these preferences. At the start of each school year (or upon enrollment), the Bridge Coordinator will be in charge of distributing and collecting a Student and Family Information Packet. Included in this packet will be a survey of needs, communication preference</p>

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		<p>form, list of upcoming trainings, list of upcoming meetings, and volunteer form.</p> <p><b>Parent Center:</b> Cochran MS will have an active and welcoming Parent Center where parents can attend trainings, access a computer and internet, and learn more information about district trainings, etc. Parents of students with disabilities will have access to all programs and services available to all students at Cochran.</p> <p><b>Advisory and Leadership Councils:</b> The Bridge Coordinator and other staff will encourage parents to become involved in the advisory councils (CEAC and ELAC), Leadership Council, and School Site Council. Parents will receive information on these opportunities via the school newsletter, Student and Family Information Packet, telephone messages, emails, and through our school website. Parents will be reminded of the opportunities at IEP meetings.</p> <p><b>District Level Opportunities:</b> Cochran MS will ensure that parents have opportunities for leadership within advisory groups at the district level. The Bridge Coordinator will provide information to parents about the Community Advisory Committee (CAC) and Special Education Multicultural Advisory Committee (SEMAC). Further, the Bridge Coordinator will provide information on district parent trainings on a regular basis.</p> <p><b>IEP Notifications:</b> Special Educators and the Bridge Coordinator will send IEP notifications in the parent’s preferred language using the Welligent forms. These notifications will also include parents being informed of their child’s identification, evaluation, placement, instruction and re-evaluation. Cochran MS will record all attempts to</p>



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		<p>contact parents. The Bridge Coordinator will also ensure parents are provided copies of the IEP goal pages in conjunction with school progress reports and report cards in their preferred communication mode.</p> <p><b>Parent Participation in Meetings:</b> Parents are strongly encouraged to attend all IEP meetings. The meetings will usually be held in the Bridge Coordinators office, which is convenient and confidential. Cochran MS will provide translation services for parents who speak a language other than English (see IEP Process section for more information). Parents will be given all forms and brochures prior to, and at the IEP meeting (see Search and Serve section for more information). The goal for Cochran MS’s parent participation in IEP’s will be to exceed 80% participation.</p> <p><b>Concerns and Complaints:</b> The Bridge Coordinator will ensure that parents are given the Parent Survey at each IEP. The Bridge Coordinator will also conduct a mid-year and end-of-year survey of parents of students with disabilities. Survey results will be analyzed and concerns will be addressed.</p> <p>Cochran MS will also follow LAUSD’s procedures for dispute resolution. All attempts will be made to resolve any disagreements at the IEP meeting. Should a disagreement continue, the Administrative Designee will inform the parent of their rights and the LAUSD complaint procedure. Cochran MS will maintain and distribute copies of the Informal Dispute Resolution for IEP Disagreements brochure and the Complaint Response Unit/Parent Resource Network Brochure.</p>



Johnnie L. Cochran Jr. Middle School Special Education Department

RSP STUDENT PROFILE FOR STUDENTNAMEHERE , Grade #    

GENERAL INFO	
HOME PHONE	_____
PARENT/GUARDIAN NAME(S)	_____
HOME LANGUAGE	_____

LANGUAGE LEARNER INFO	
LIMITED ENG. PROFICIENT?	_____
ESL/LEP LEVEL	_____

**SPED INFO** (See *Disabilities at a Glance* for further explanation)

PRIMARY DISABILTY	<b>Specific Learning Disability (SLD)</b>			
Severe discrepancies exist in these academic areas:	<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Reading Comprehension
	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Calculation	<input type="checkbox"/> Math Reasoning	
Discrepancies are result of disorders in the following psych. processes:	<input type="checkbox"/> Attention	<input type="checkbox"/> Visual Processing	<input type="checkbox"/> Auditory Processing	<input type="checkbox"/> Sensory Motor Skills
	<input type="checkbox"/> Cognitive abilities including association, conceptualization, and expression			
Subjects in which student receives RSP support and min/wk served	<u>MATH</u> _____ /wk		<u>ELA</u> _____ /wk	

**CLASSROOM ACCOMMODATIONS AND MODIFICATIONS\*\*\***  
 Note: Beyond *good teaching* itself (using SDAIE strategies, multimodal instruction, etc.), you may need to reinforce student learning by implementing some of these most common classroom accommodations:

INSTRUCTIONAL ACCOMMODATIONS	TEST/ASSIGNMENT ACCOMMODATIONS
<input type="checkbox"/> Provide printed cloze notes or a notes outline that they can interactively fill in instead of having students copy from board, books, or overhead	<input type="checkbox"/> Extended time on tests and assignments, or slightly truncated tests/assignments which assess mastery of the same material (NOTE: If you notice a significant discrepancy between class work performance and test performance, try implementing some testing accommodations or modifications)
<input type="checkbox"/> Use detailed graphic organizers to guide tasks and provide explicit instruction in how to use them	<input type="checkbox"/> Allow alternative assignment formats e.g. oral reports, demonstrations, computer presentations
<input type="checkbox"/> Give extra instructor modeling and guided practice (1-on-1 if possible)	<input type="checkbox"/> Allow use of student-created notes during tests (per your discretion)
<input type="checkbox"/> Set up peer partnering/tutoring	<input type="checkbox"/> Provide templates or assignment starters to help students navigate a task
<input type="checkbox"/> Lessons/instructions repeated for clarity; re-teaching or paraphrasing salient information using another modality	<input type="checkbox"/> Shortened assignments/lengthy tasks broken into manageable chunks
<input type="checkbox"/> Conduct multiple checks for understanding ( <i>as many students in SpEd hesitate to ask for help aloud, it is a good idea to check on them discreetly throughout the class or devise a secret gesture they can use when they need extra attention</i> )	<input type="checkbox"/> Other:
<input type="checkbox"/> Preferential seating considering proximity to instructor; placement away from distractions ( <i>sinks, windows, computers, disruptive peers</i> )	
<input type="checkbox"/> Availability of tutoring time, other opportunities for further instruction	
<input type="checkbox"/> Present information in a clear, visually well-organized way, using a step-by-step approach	
<input type="checkbox"/> Color-code important information (a personal favorite)	
<input type="checkbox"/> Make all expectations clear and concise; use rubrics and show examples of desired work outcomes	
<input type="checkbox"/> Other:	

**\*\*\*ALL of the above accommodations are recommended – the checked items indicate accommodations which are particularly beneficial to this specific student.\*\*\***

TESTING INFO				
MOST RECENT CST SCORES	<u>ELA</u>	<u>MATH</u>	<u>HISTORY</u>	<u>SCIENCE</u>
MOST RECENT PERIODIC ASSESSMENT SCORES	<u>ELA</u>		<u>MATH</u>	
TESTING VARIATIONS/ACCOMMODATIONS (Must be made available in classroom as well as during standardized testing)	<input type="checkbox"/> Extra time on tests <input type="checkbox"/> Small group setting <input type="checkbox"/> Other:			
TESTING MODIFICATIONS (Must be made available in classroom as well as during standardized testing)	<input type="checkbox"/> Use of calculator on math tests <input type="checkbox"/> Test questions read aloud (in ELA) <input type="checkbox"/> Other:			

RELATED INFO	
BEHAVIOR SUPPORT PLAN?	
OTHER SERVICES RECEIVED	
NOTES/MISCELLANEOUS INSIGHTS and OBSERVATIONS	

**MOST RECENT GRADE INFO AVAILABLE**

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_

<b>Did Student Bring:</b>	<b>YES</b>	<b>NO</b>	<b>If NO, Explain</b>
Uniform			
Materials			
Homework			

<b>Did Student:</b>	<b>YES</b>	<b>NO</b>	<b>If NO, Explain</b>
Arrive on time			
Begin Warm Up Activity			
Complete in class assignments			

**Student Interruptions:**

<b>0 times</b>	<b>1 - 3 times</b>	<b>4 - 6 times</b>	<b>7 -10 times</b>	<b>More than 10 times</b>

**Student Use of Profanity:**

<b>0 times</b>	<b>1 - 3 times</b>	<b>4 - 6 times</b>	<b>7-10 times</b>	<b>More than 10 times</b>

**Words said:**

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**Did Student Follow Directions:**

<b>Yes</b>	<b>NO</b>	<b># of times Student REFUSED to follow directions</b>

**Did Student stay on task with less than 3 redirections?**

<b>Yes</b>	<b>NO</b>	<b># of times Student did NOT stay on task</b>

**Homework:**

- Sign this paper (Due tomorrow)
- Read for 15 minutes

**NOTES:**

**Positive:**

**Negative:**

**Other:**

\*\*\* Parents: Daily Behavior Reports (DBR's) will be sent home every night. They need to be signed at returned the next day, everyday. Students who fail to turn in hw will be given detention.

**STUDENT SELF-ASSESSMENT:** (Write at least 2 sentences about your behavior today)

Today,

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_