

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

APPENDIX E

Applicant Team Name: Henry T. Gage Middle School Teacher and Community Collaborative

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>At Gage Middle School trained staff thoroughly examines completed enrollment Student Information Questionnaire to identify IWEN students during enrollment prior to classes being programmed. A display of guides is available for parents and/or students to review such as: A Parent Guide to Special Education Services; The IEP and You, the Least Restrictive Environment, etc. Each student receives “Are You Puzzled By Your Child’s Special Needs?” in the enrollment packet each school year which is state and federal policy. The brochures are also displayed at the school site. A plan to identify and refer students for Special Education assessment is available and known to all staff. Parents receive calendars of Special Education events, meetings, etc. that occur at Gage and throughout the district.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>Participation in intervention programs for general education (GE) and Special Education (SpEd) students is based upon district guidelines, intervention programs or a student’s IEP. Currently intervention programs require general education and Special Education students to have a Far Below Basic or Below Basic in ELA or Math. ESY is provided according to each student’s IEP. Intersession courses include Jaime Escalante for math intervention and CST Prep for students who need assistance in ELA.</p> <p>Students may participate in intervention classes during the instructional day based upon CST scores, the results of periodic assessments, Elementary School reading and math scores and CELDT scores. Intervention courses may include Developing Readers and Writers Course, Academic Literature and Math Tutor Lab classes. Students are monitored in Algebra classes and reprogrammed into either Math Tutor Lab which uses the ALEK math computer program or Algebra Readiness for the spring semester.</p> <p>Progress monitoring of students is completed through observation, interview, informal/formal assessment, periodic assessments (as general education peers are),</p>

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		IEP goal pages are graded and sent to parents at the – 8 th week grading periods in addition to the regular progress and/or report card grading periods.
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Prevention A plan has been developed to establish 3-6 clear positively stated behavioral expectations for each common area of the school. The areas identified are the PE locker rooms, the lunch eating area, the library, the school hallways, 8th grade court, basketball courts, other playground areas, the Multipurpose Room (MPR) for assemblies, school dances and PE classes. Homeroom students will be asked to suggest positively stated behavioral expectations for each common area of the school. The leadership classes will select 3-6 positively stated behavioral expectations, create signs and post in these designated areas. On a rotational basis Homeroom teachers will escort their students to the different areas to model and teach the correct expectations. All supervisory personnel will review the expectations and monitor, reinforce and maintain these expectations.</p> <p>Intervention Tier I: Structures are in place to promote positive behavior. Teachers award students with Gage dollars when they are “caught doing good.” Student who qualify for culmination attend a Pin and Ribbon Ceremony at the end of the fall semester where their parents come forward and honor their child. The event is captured in a parent/child photo.</p> <p>Structures are in place to provide effective academic support. Intersession/ESY</p>

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		<p>(Extended School Year) classes are provided to students who require academic support in English Language and/or Math (Escalante math tutorials). Tutoring is offered after school through the Woodcraft Ranger After School Program. Individual teachers offer before school, after school and lunch tutoring.</p> <p>SpEd teachers provide students with support on their personal time before school, nutrition, lunch and after school by assisting with graphic organizer usage, organization skills, tutoring, scaffolding techniques, etc.</p> <p>2nd Step violence prevention curriculum has been selected for our school.</p> <p>Tier 2: Currently we are using individual daily progress report to collect data about student behavior and to monitor academic performance. Based on the needs of each individual student goals are collaboratively created to Data is collected and structures are implemented to assist the student to replace unwarranted behaviors and replaced by acceptable behaviors.</p> <p>Tier 3: Teachers have been trained as Behavior Intervention Case Managers. They are knowledgeable with the structures to collect and analyze data, conduct Functional Behavioral Assessments and Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans. Teachers have been trained to develop and evaluate Behavior Support Plans for behaviors that interfere with the learning of students and their peers. Parents will have ongoing progress reports of SpEd students' achievement on goals</p>

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		and objectives via 8 th week goal page progress reports. Academic progress will be shared through regular progress/report card distribution.
Necessary for Planning, will be provided	Description of Student Population	The student population at Gage Middle School is comprised of 250 Special Education students. The array of eligibilities include: Specific Learning Disability (SLD), Mental Retardation (MR), Orthopedic Impairment (OI), Other Health Impairment (OHI), Speech and Language Impairment (SLI), Autism, Multiple Disability (MD), Visual Impairment (VI) and Hard of Hearing (HOH). The Designated Instructional Services that are provided include: Language and Speech (LAS), Adapted Physical Education (APE), Deaf/Hard of Hearing (D/HH), Physical Therapy (PT), Occupational Therapy (OT), Program Support, OMB and Assistive Therapy (AT). Gage has personnel and processes established to meet the needs of these students.
Outcome 2, 3, 4	Special Education Program Description	Least Restrictive Environment Continuum: Placement options include: <ul style="list-style-type: none"> - General education classes for a student with visual impairment. He receives itinerant services to support him in all of his general education classes. - General education classes for students who receive DIS program support in the form of pull out for SLI, OMB, AT, LAS, D/HH, PT and OT. - General education classes for RSP students and 8th grade SDC students with support from a Special Education teacher and/or baseline assistant. - Based on each individual need, SDP students may be mainstreamed for one or more core subjects. - General education classes for RSP students and 8th grade SDC students with support from a Special education teacher and/or baseline assistant. 106 students and 14 SDP students are enrolled in one period of intensive

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		<p>instruction (Learning Center) with emphasis on math and/or English (based on each individual’s need delivered by a Special Education teacher.)</p> <ul style="list-style-type: none"> - SLD students in the SDP have 5 classes in SDC and Physical education and an elective and/or homeroom in general education classes. - MRM class--Students receive instruction from the specialist and general education teachers depending on the IEP. Students receive instruction from the Alternate Curriculum that is modified standards for the four core subjects. The students will participate in general education physical education, homeroom, and electives per ability which of course is taught by general education teachers with modifications and accommodation from the Special Education Specialist. Baseline assistants usually accompany students to the general education classes to provide additional supports as needed. - MRS class—Students receive instruction from the Special Education Specialist with a baseline assistant. The Alternate Curriculum is utilized for standards. The California Alternate Performance Assessment (CAPA) is administered to these students according to their IEPs to determine their academic achievement. <p>All SpEd students are integrated with non-disabled peers during assemblies, dances, field trips, nutrition and lunch.</p> <p>Program Support personnel can be assigned to any student in the programs described above based on the IEP.</p> <p>All students participate and have access to grade level standards and the core curriculum except for the MR students. The MR students have an Alternate</p>

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		<p>Curriculum.</p> <p>Collaborative services are provided for 114 RSP students enrolled in the general education English Language Arts and/or mathematics classes provided by the RST and/or Baseline assistant. The RST and General education co-plan and co-teach during the week. Each RST co-plans with the baseline assistance during one of the general education classes each week. The RST has the opportunity to provide ongoing training to the baseline assistant during these times.</p> <p>14 SLD/SDC students are enrolled in all general education classes. The SDC teacher and aide co-plan with the general education teacher to support the students in the general education classes.</p> <p>The use of supplementary aides and program support are based on the needs in IEPs that are needed to support student learning.</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>SpEd teachers are trained to use the Welligent, a district-wide program to create Individualized Education Programs (IEPs). Participants are notified and informed through the Welligent process of dates, times, participants, etc. In addition to Welligent reminders, monthly calendars are created and distributed to IEP participants. Personnel are assigned to address and oversee all compliance issues of the IEP.</p> <p>Assigned personnel oversee, collaborate, and ensure appropriate communication take place among all team members prior, during, and after the IEP meetings.</p> <p>Follow-up forms have been created and are employed before, during and after IEP meetings to ensure that the IEP is properly implemented.</p> <p>An IEP Room has been assigned and arranged for IEP meetings to ensure comfort, freedom to speak, and confidentiality. Teleconferencing is conducted in an assigned office space, which yield access to a speaker phone. Privacy avail for all participants.</p> <p>Parents are always asked if they need an interpreter for IEP meetings. Trained staff is accessible on campus to interpret during meetings. However, district personnel are requested if parents indicate their desire for an outside interpreter.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	Students may be referred by parents, teachers and/or other persons that are interested in a student’s educational well-being. The referral may go through the COST process and/or directly to the special education personnel to assess. In this process, a team of experts determine if there are problems in the area of language acquisition, health problems such as hearing, lack of schooling and so forth. After

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		this screening is completed, an assessment plan is developed to include all suspected disability areas.
Outcome 2	Instructional Plan for students using grade level standards	SpEd students utilize the same general education curriculum and grade level standards as their nondisabled peers. Students also participate in standardized test administration that is the same as their general education peers with the exception of some accommodations that are permissible because of their Individualized Education Program (IEP). They take the periodical assessments, CELDT, and CST or CMA.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	SpEd students the MR program receive instructions from the Alternate Standards. The teachers use this curriculum guide as a resource to assist them in aligning functional skill goals and objectives with standard-based core curriculum. The standards in this curriculum is intended to be used with moderate to severe disabilities.
Outcome 13	Plan to provide Supports & Services	Students with supports and/or services will receive this service from on site personnel and/or itinerants.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	Transition services for secondary students with disabilities are embedded in standards-based core curriculum and may include specially designed instruction or related services, if required to assist a student with a disability. Transition services shall be provided as follows: Beginning at age 14, each student’s IEP must include a statement of the transition service needs of the student that focuses on the student’s course of study.

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		<p>Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student’s IEP must include a statement of needed transition services for the student, including a statement of the interagency responsibilities. IEPs include activities to help students move from high school to life as an adult in the community. Transition activities include classroom instruction, community experience, daily living skills, and job preparation.</p>
Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>SpEd students access to extracurricular/nonacademic activities may include the following:</p> <ul style="list-style-type: none"> ○ Physical Education class ○ Non-academic electives ○ School-sponsored, special interest clubs, activities and sports ○ Peer tutoring and mentoring programs ○ Homerooms ○ Field Trips
Federal requirement	Providing Extended School Year	<p>In accordance with District guidelines, Extended School Year (ESY) instruction shall be provided for students with disabilities who have unique needs and require special education and related services in excess of the regular academic year, i.e. students who have disabilities which are likely to continue for a prolonged period and interruption of the pupil’s education would likely cause regression rendering it unlikely that the student will attain the level of self-sufficiency that would otherwise be expected.</p> <p>All students who are eligible for special education and related services must be considered for ESY services, however federal and state regulations do not require that ever student with a disability receive ESY services.</p>

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		<p>If a student does not require ESY services to receive FAPE, the student may be referred to the general education program. Gen education programs are available to all students, including students with disabilities, who meet program guidelines</p>
<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<p>1 and 2: Participation in Statewide Assessments, English Language Arts and Mathematics in Grades 6 – 8, Social Studies and Science in Grade 8. According to their IEP students will participate in the CST, CMA or CAPA.</p> <p>5: Reduction of Suspension – Plans are in place to provide alternatives to suspension. The use of behavior contracts and writing prompts for students to evaluate the situation/ problem and to provide their own alternative behaviors to use the next time they find themselves in the same situation. Parents are informed each time there is a behavior concern and parent conferences are held.</p> <p>6: Least Restrictive Environment - 7A: Least Restrictive Environment, SLD, SLI, OHI Students with SLD and SLI will receive increased instructional time in the general education program with supports and services. Currently 14 8th grade students in the SLD/SDP programs are integrated into general education classes for English, History, Science and Algebra. They are being supported by a special education teacher and baseline assistant in the classes. All RSP students are in general education English/ESL and mathematics classes.</p> <p>7B: Least Restrictive Environment, MD, OI – Students in the MD and OI program are mainstreamed in general education classes as much as possible.</p> <p>8: Home School – Students with disabilities in our attendance area attend Gage Middle School unless we do not have a program that they need.</p> <p>9: Individual Transition Plan – ITPs are completed for students who will be 14 during the time span of the IEP.</p>

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		<p>10: Timely Completion of Evaluations – Assessments are assigned, conducted, and completed within time lines required by law.</p> <p>11: Complaint Response Time - Complaints will be responded to in a timely manner. This will include a remedy, information regarding a needed referral and suggested actions to take.</p> <p>12: Informal Dispute Resolution – Informal dispute resolution procedures will be concluded within 20 working days.</p> <p>13: Delivery of Special Education Services - We will ensure the delivery of Special Education Services. RSP Logs and other service logs will be completed on Welligent and hard copies maintained to confirm accountability.</p> <p>14: Parent Participation at IEP Meetings – Every effort will be made to ensure parent participation at IEP meetings. Use of speaker phone, interpreter, and/or the rescheduling of meeting at a time that is conducive for the parent.</p> <p>15: Timely Completion of IEP translations – IEP translation requests are faxed on the same day of the meeting as mandated by district policy. When IEP translations are completed by the Translation Unit, the MCD clerk make copies of the IEPs and mail them home to the parents in a timely manner.</p> <p>16: Qualified Special Education Teachers – No Child Left Behind (NCLB) mandates that teachers should be highly qualified; therefore, we currently have 12 out of 13 highly qualified Special Education teachers. One of our teachers is highly qualified with a general education teacher credential who is currently taking the appropriate Special Education classes for obtain a Special Education Credential.</p> <p>17: Behavioral Support Plans for students with Autism or Emotional Disturbance – Case carriers are careful to create Behavioral Support Plans for students with Autism and Emotional Disturbances eligibilities.</p>

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All	Professional Development	<p>According to Zmuda, Kuklis and Kline (2004) in <i>Transforming Schools: Creating a Culture of Continuous Improvement</i> "If people begin sharing ideas about issues they see as importance, the sharing itself creates a learning culture." (p.16) Therefore, we as a Special Education Department believe that on-going professional development is an integral part of assisting our students in being successful in their educational endeavors. An in-service will be provided to reacquaint teachers with the resources that modify/shape inappropriate behaviors exhibited in both Gen Ed and Special Education students.</p> <p>Professional development will be provided to teach about learning disabilities and activities will be planned to provide opportunities for educators to step into the world of a student with learning disabilities.</p> <p>General Educators meet with Special Educators to review individual student "passports" that contain information about learning modalities/styles, disabilities, performance levels, and needed accommodations and modification to ensure a culture of collaboration in meeting the needs of students.</p> <p>Continuing Professional Development will include the role of General educators in the IEP process.</p> <p>All Educators will be trained to read IEP goals and objectives and to determine how to provide the needed accommodations and modifications in their planning of lessons to include differentiated application of knowledge and skills to meet the needs of all students.</p>

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Outcomes 6, 8, 16	Staffing/Operations	<p>Teacher recruitment procedures ensure highly qualified teachers are available to students with IEPs.</p> <p>Credential verification and monitoring processes are in place.</p> <p>Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored.</p> <p>MCD Clerical Support for compliance is in place.</p> <p>All Special Education teachers have been trained in the use of Welligent including use of the RSP tracker.</p> <p>A plan is developed for maintaining specialized equipment as needed.</p> <p>A plan is available for providing health protocols.</p> <p>A nurse is available 5 days a week to provide assessment for initial and 3 year IEPs.</p>
	Fiscal	<p>Charters</p> <p>N/A</p>
Outcome 14	Parent Participation	<p>SpEd teacher believe in and adhere to Education Code (Ed Code) 51101 which states that parents and guardians should have the opportunity, as mutually supportive and respectful partners in the education of their children ... and to participate in the education of their children. Therefore, upon student enrollment parents are provided with the form outlining how parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services.</p> <p>During each stage of the IEP process parents are verbally informed and provided</p>

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		<p>with information to encourage their participation as welcome partners in their child’s education process.</p> <p>During the enrollment process parents of students with disabilities are encouraged to become an integral part of the school community and have leadership opportunities within advisory groups. Furthermore they are afforded the opportunity to attend training at the school, within the SELPA or at the state level. A procedure is planned for responding to parents’ concerns and complaints and providing a timely response. Our principal has monthly “Coffee With The Principal” sessions to encourage parents to express their concerns and complaints. Our administration and support personnel have an open door policy that allows timely responses to parent concerns.</p>

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Federal Requirement, District publications and forms are available for use	Search & Serve	Processes are developed to ensure: Students with disabilities are identified upon enrollment. Staff is aware of the Special Education procedures used by the school site. An assessment process is available for students suspected of having a disability. Appropriate publications and forms are maintained at the site. Parent Support Information is available.	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2	Intervention Programs	Identifies process for determining student participation in intervention Programs. Includes benchmark and progress monitoring tools. Describes a multi-tiered approach to interventions, from core program to more intensive instruction. Identifies programs to be used and purposes for the program. Discusses progress monitoring and how it will inform instruction.	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and does not fully describe an intervention 1- Plan does not describe an intervention process and lacks research-based elements.

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Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	<p>Prevention 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations.</p> <p>Intervention Tier I structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior</p>	<p>4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident. 2-Need for structures are acknowledged, planning is incomplete. 1-No structures or planning is evident.</p>

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		Intervention Plans.	
Required for Planning	Description of Student Population	As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities: <ul style="list-style-type: none"> • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students. 	4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.
Outcome 2, 3, 4	Special Education Program Description	<ul style="list-style-type: none"> • Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress • Provides how a “Learning Center” will be used to support student learning 	4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation 3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation 2- Plan lacks some elements in the description of the Special Education

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		<ul style="list-style-type: none"> • Reflects the use of supplemental aids and supports to support student learning • Explains how and when students with disabilities will be integrated with their non-disabled peers 	<p>Programs which should include a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation does fully describe an intervention</p> <p>1- Plan does not describe the Special Education Programs</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>A process is planned ensuring:</p> <ul style="list-style-type: none"> • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process. 	<p>4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met.</p> <p>3-All five elements are addressed and students are planned for.</p> <p>2-All elements are acknowledged.</p> <p>1-No planning is evident.</p>

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Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ul style="list-style-type: none"> • A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure “all areas of suspected disability are addressed”. • Monitoring of referrals by ethnicity is planned. 	<p>4-All processes are well described and clear planning is evident.</p> <p>3-All processes are described and some planning has begun.</p> <p>2-Need for processes are acknowledged, planning is incomplete.</p> <p>1-No planning is evident.</p>
Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> • Discusses the use of grade level materials • Provides a description of backward planning, using assessments and standards • Illustrates how accommodations will be used and what modifications can be used for students in core curriculum • Explains planning for multi-grade levels • Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.</p>

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> • Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. • Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. • Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum • Explains how students in multi-age groups will be taught. • Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.</p>
Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> • Plan describing how students with support services will have those services provided. • Plan for monitoring the provision of services using the Welligent Tracking Log. 	<p>4 - Plan provides an explicit and thorough description of planning for students with support services.</p> <p>3 - Plan provides a strong description of planning for students with support services.</p> <p>2- Plan lacks either the service provision or monitoring element.</p> <p>1- Plan does not describe either service provision or monitoring.</p>

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<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<ul style="list-style-type: none"> • Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. • All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. • Students graduating with a diploma, certificate of completion, or aging out of the system will have a “Senior Inventory” and “Summary of Performance” on file in their records and will be provided with a copy for future reference. • Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older. 3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older. 2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older. 1- Plan does not describe instructional planning for students with disabilities 14 and older.</p>
<p>Federal Requirement</p>	<p>Access to Extra-Curricular/Non-academic activities:</p>	<p>Access to Extra-Curricular/Non-academic activities:</p> <ul style="list-style-type: none"> • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students’ with disabilities have access to? • What additional activities will students have access to? 	<p>4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes are acknowledged, planning is incomplete. 1-No planning is evident.</p>

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APPENDIX E

Applicant Team Name: Henry T. Gage Middle School Teacher and Community Collaborative

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Requirement	Providing Extended School Year	<ul style="list-style-type: none"> • There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. • There is a plan to ensure ESY programs and services in excess of the regular school year are provided. • Instructional programs are developed for the ESY period to address individual student needs. • Annual budget planning includes an allocation fro personnel and resources to provide ESY services. 	<p>4-Clear planning is evident to ensure students have access to Extended School Year services.</p> <p>3-Some planning is evident to ensure students have access to Extended School Year services.</p> <p>2- The need for an Extended School Year plan is acknowledged, planning is incomplete.</p> <p>1-No planning is evident.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> • 1: Participation in Statewide Assessments, English Language Arts • 2: Participation in Statewide Assessments, Mathematics • 3: Graduation Rate • 4: Completion Rate • 5: Reduction of Suspension • 6: Least Restrictive Environment • 7A: Least Restrictive Environment, SLD, SLI, OHI • 7B: Least Restrictive Environment, MD, OI • 8: Home School • 9: Individual Transition Plan • 10: Timely Completion of Evaluations • 11: Complaint Response Time • 12: Informal Dispute Resolution 	Woven Throughout

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APPENDIX E

Applicant Team Name: Henry T. Gage Middle School Teacher and Community Collaborative

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
		<ul style="list-style-type: none"> • 13: Delivery of Special Education Services • 14: Parent Participation at IEP Meetings • 15: Timely Completion of IEP translations • 16: Qualified Special Education Teachers • 17: Behavioral Support Plans for students with Autism or Emotional Disturbance • 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance 	
All Outcomes	Professional Development	<p>Professional Development</p> <ul style="list-style-type: none"> • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address Tiered Instruction. 	<p>4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students.</p> <p>3-Planning addresses some opportunities for collaborative learning regarding the needs of all students</p> <p>2- The need for professional development is acknowledged, planning is incomplete.</p> <p>1-No planning is evident.</p>

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APPENDIX E

Applicant Team Name: Henry T. Gage Middle School Teacher and Community Collaborative

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. • Credential verification and monitoring processes are planned. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Clerical Support for compliance is planned. • A plan is developed for maintaining specialized equipment as needed. • A plan is available for providing for health protocols. 	<p>4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met</p> <p>3-A process is described and some planning is evident to ensure staffing and operational needs are met.</p> <p>2- The need for processes are acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>
	Fiscal	<p>Charters</p> <ul style="list-style-type: none"> • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year “unaudited actuals of revenues and expenditures” (required end of year report) . 	<p>4-All four items are planned for.</p> <p>3-Three items are planned for.</p> <p>2-Two or fewer are planned for.</p> <p>1-No planning is evident.</p>

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Applicant Team Name: Henry T. Gage Middle School Teacher and Community Collaborative

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 14	Parent Participation	<p>Parent Participation</p> <ul style="list-style-type: none"> • There are plans outlining how parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. • Plans have been developed to ensure parents are welcome partners in their child’s education process. • Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. • A procedure is planned for responding to parents’ concerns and complaints and providing a timely response. 	<p>4- Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged. 3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.</p>