

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

APPENDIX E

Applicant Team Name: Los Angeles Academy Middle School

| MCD OUTCOME | COMPONENT | SCHOOL PLAN |
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| <p>Federal Requirement, District publications and forms are available</p> | <p>Search and Serve</p> | <p>Los Angeles Academy Middle School 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>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"> • A brochure entitled "Are You Puzzled by Your Child’s Special Needs?" that describes the availability of and information on special education and related services. 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. • Section 504 and Students with Disabilities • Student Enrollment Form • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • A Parent’s Guide to Special Education Services, (including Procedural Rights and Safeguards), in the appropriate language (the District provides material in eight languages). Considering the population the school serves, Los Angeles Academy will have brochures available in both English and Spanish. <p>Los Angeles Academy will also 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 where information about ongoing parent trainings can be found.</p> |

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| | | <p>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 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 know the enrollment form and will be responsible in promptly identifying students who require special services. Los Angeles Academy office staff will be prepared to assist parents in completing forms when necessary. Staff will know when to appropriately refer parents to the District’s Parent Resource Network (800-933-8133).</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. Appropriate forms and procedures will be completed so that Los Angeles Academy will immediately implement the existing IEP and prepare for an IEP review meeting within 30 days. IEPs of students transferring from other LAUSD schools will be reviewed on Welligent.</p> <p>In addition to the procedures specified in Part II of the <i>Special Education Policies and Practices Manual (PPM)</i>, each spring, the Bridge Coordinator/Administrator will confer with the Special Education Support Unit East and with feeder schools to identify the number of students with disabilities that are likely to enroll in Los Angeles Academy. In addition, performance levels, special education needs and the date of last annual and triennial assessment will be obtained for identified students. This information will allow the staff to plan for the incoming students especially when developing class schedules and planning for needed special education services in the following year.</p> <p>The school staff will also understand how to respond to a request for an assessment and implement the initial assessment process described in the PPM required for students suspected of having a disability. 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 then 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> |
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| | | <p>The school’s professional development committee 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 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"> 1. LAUSD Special Education Policies and Procedures Manual (PPM) 2. A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards), Los Angeles Unified School District, Revised January 2006). |
| <p>Outcome 2</p> | <p>Intervention Programs</p> | <p>Pursuant to LAUSD Bulletin 4827.1 entitled <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i>, Los Angeles Academy will utilize a multi-tiered approach to instruction and intervention in which the teachers will provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students at Los Angeles Academy will have universal access to high-quality instruction that provides equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio- economic status, ethnicity, background, or disabilities. In line with research findings as well as LAUSD’s identified four instructional methodologies and strategies that offers universal access to core instruction, cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development will be incorporated into the tiered framework of instruction and intervention.</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. The use of student data will be at the core of this process. The District's Multi-tiered Framework to Instruction and Intervention (BUL-4827.1) will be utilized to design the intervention program as follows:</p> <p>The identification process for determining student participation in intervention programs will be by their</p> |

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| | | <p>response through specific evidence-based instruction and intervention across three tiers of services. As students move up the tiers in this approach, intensity, duration, and frequency of services and progress monitoring is increased as teacher-student ratio decreases. A critical step in the identification for participation in intervention, as addressed by the Modified Consent Decree (Outcome 2), is below basic, or lower, California Standards Test (CST) scores and performance in the core curriculum. Students with disabilities who score below basic on CSTs will be included in structured standards-based instruction and related interventions implemented for all students with below basic scores. If their progress is not responsive, they will receive services of greater intensity, frequency and duration.</p> <p>Student progress will be monitored with assessment that will include CST, CELDT, periodic assessments, curriculum-based measures (formative and summative), and behavior data. The rate and degree of academic growth of students with disabilities will be monitored, and if improvement is less than expected, the students will be given more intensive intervention. Progress monitoring will provide, among other things, information regarding the types of errors and instructional needs of the students.</p> <p>Individual student’s response to the differing interventions will be assessed and monitored. When assessment indicates that a student needs more or different instruction and intervention to access the core 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. This tiered instruction is as follows:</p> <p style="padding-left: 40px;">TIER 1 The first stage of the intervention process will be to identify students whose overall academic performance is below expected levels of achievement by reviewing and evaluating assessment data for those falling within an intensive score band level.</p> <p style="padding-left: 40px;">TIER 2 Includes those who have not successfully responded to Tier 1 and will focus on specific processing skills required for literacy.</p> <p style="padding-left: 40px;">TIER 3 Includes students who have not successfully responded to the previous tiers of intervention. This tier of the District's RTI framework is the level of intervention that will support the school’s</p> |
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| | | <p>neediest students, including those with behavior, emotional issues and truancy. These students will be identified through the Student Study Team (SST) process which will be comprised of school support staff such as a psychiatric social worker, nurse, Bridge Coordinator/Administrator and other staff. It is important to note that a referral to special education is not and will not be considered an intervention.</p> <p>Intervention/Enrichment Teams will be comprised of teacher-leaders who are fully involved and responsible for carrying out the intervention process and will have flexibility to develop an intervention program that best meets the needs of under-performing students.</p> <p>Among the curricular programs to be used will be: <i>Accelerated Reader, Read 180, System 44 and Study Islands</i>. Progress monitoring tools are built into these programs and will be reviewed regularly to make informed instructional decisions. Among the special education services to be used <i>will be</i> co-teaching in the core curriculum, and maintaining a Structured Learning Center and Resource Program. Los Angeles Academy administrators and staff will make use of the professional development and consultation services of Support Unit East.</p> |
| <p>Outcomes 5, 17 and 18 LAUSD Board Policy</p> | <p>Discipline Foundations Plan and Behavior Support</p> | <p>At Los Angeles Academy, a Culture of Discipline will be designed to:</p> <ul style="list-style-type: none"> A) Provide for the teaching of school rules, as well as social emotional skills; B) Provide for teacher training on the use of effective classroom management; C) Provide for parent/caregiver collaboration for discipline problems; and E) Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, and SLC detentions. <p><u>Prevention:</u> At the beginning of the year, during parent orientation, Los Angeles Academy 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> |

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| | | <p>From these school-wide expectations, Los Angeles Academy 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. Staff will monitor behaviors school-wide and use a variety of means to positively reinforce appropriate behaviors that will include positive reports home, some form of token or “point” system, class- or school-wide recognition of students’ demonstration of expected behaviors. These behaviors will then be practiced and reinforced school-wide by all stakeholders. Programs such as <i>Safe and Civil Schools</i>, <i>Positive Behavior Support</i> and <i>the 5 Flames of Success</i> will be used to promote appropriate student behaviors both in and out of the classrooms.</p> <p><u>Intervention:</u> Los Angeles Academy will establish a 3-Tier Approach to support students with disabilities and reduce the number of suspensions.</p> <p>Tier I-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>Tier II-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. Intervention will begin with the selected standards for instruction that will be re-taught which may include lab time in the Structured Resource Center. Along with the selected standards that are being re-taught as an intervention, 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 ED or Autism as required by the MCD and for other students with</p> |
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| | | <p>disabilities as necessary to support academic progress. The Behavior Support Plan form will 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 will be considerable data to collect.</p> <p>Tier III-Targeted/Intensive Instruction and Intervention, analysis of Office Disciplinary Records (ODR) and other disciplinary actions will provide ongoing progress monitoring. 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 (BSP) 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) must be developed (On the assessment plan, check off “Social/Emotional” and write: “Functional Analysis Assessment to be conducted by Behavior Intervention Case Manager (BICM).” After parental consent is given, a Behavior Intervention Case Manager is selected. This BICM will then conduct an FAA, which includes individualized data collection, observations and interviews. At the conclusion of this process, an IEP meeting is held to discuss the results. If appropriate, a Behavior Support Plan (BSP) (to address early stage and moderate maladaptive behaviors) or a Behavior Intervention Plan (BIP) (to address serious to extreme maladaptive behaviors) is developed. The development of the Behavior Intervention Plan (BIP) will be to support students whose serious behaviors interfere with their learning or the learning of others; interfere with the implementation of IEP goals and objectives; with behaviors that are self-injurious, assaultive, or cause serious property damage; are severe, pervasive, and maladaptive; and require frequent and systematic behavioral interventions.</p> <p>When an emergency behavior intervention is necessary to prevent a student from endangering oneself or another, Los Angeles Academy will complete the “Behavior Emergency Report for Student with Disabilities,” notify parents within 24 hours of the incident, file the report in the student’s green folder, and submit a copy to the Support Unit East Administrator and the Division of Special Education Behavior Support Office. Los</p> |
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| | | <p>Angeles Academy will develop an IEP that addresses the behavioral emergency and document the review, modification, or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP), and, if appropriate, will make a recommendation for a Functional Analysis Assessment (FAA).</p> <p>If at any point a student with disabilities is recommended for expulsion under the California Education Code, 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 a Bridge Coordinator/Administrator, a Behavior Intervention Case Manager (BICM), the parent/guardian, a school psychologist, and a special and general education teacher.</p> |
| <p>Necessary for Planning, will be provided</p> | <p>Description of Student Population</p> | <p>Los Angeles Academy will review Welligent Reports and meet regularly with Support Unit East to ensure that all programs are appropriately set up for the following incoming students:</p> <ul style="list-style-type: none"> • The school will have an enrollment of approximately 1800 students. Approximately 10-12% will be special day, SLD or will receive RSP services (the number of special education students will be adjusted in September). • The school will meet the needs of all students and follow the IEP to provide appropriate support and services. <p>Los Angeles Academy is located <i>in a</i> community where the median household income in 2008 was \$29,518, one of the lowest in the Los Angeles area, with the majority of households earning \$20,000 or less. On average, 70-80% of the students qualifies for free or reduced lunch. The unemployment rate in the area for those 16 years old and above is high: 16.3%. Using the population of those 24 years and older as a baseline for determining educational attainment, only 60% of the 121,082 total number of residents have a high school diploma or less.</p> |
| <p>Outcome 2</p> | <p>Special Education Program Description</p> | <p>Los Angeles Academy will offer a comprehensive continuum of placement options for students with disabilities. The student’s school of residence will always be the first choice for the IEP team to determine the provision of appropriate services. If Los Angeles Academy is the student’s school of residence, the continuum of services will be as follows: the Resource Specialist program (least restrictive), and Special Day Programs</p> |

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| | | <p>(more restrictive). The programs' objectives include increasing students' CST scores, with a focus on students with disabilities achieving basic and above scores and successfully completing school with diplomas and or certificates of completion. 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. Students will be able to participate in an inclusive model and enroll in some or most of the required courses in general education classes. Special Day Program students and students with moderate to severe disabilities (MRS and MRM) will be mainstreamed into the general education classes, particularly in Physical Education and Electives, to the best of their abilities. The special education program will be an inclusive, productive, and safe environment for all students.</p> <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 percentage of time in special education on page 8 of the IEP will match the student's percent of time in special education as per the student's school schedule. Instructional time will not include lunch and recess.</p> <p>All students will be educated in the 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 will be provided. In selecting the least restrictive environment, consideration will be given to any potential barriers on the child or the type of services that he or she needs. If these barriers exist, the school will mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and/or modifications as necessary.</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. Related Designated Intervention Services (DIS) will be provided when included in the IEP if an assessment by a qualified assessor indicates that the student's need for the service cannot be provided by a general or special education teacher.</p> |
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| | | <p>Examples of DIS are Counseling, Speech and Language Therapy, Occupational and/or Physical Therapy. The Special Day Program (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) and Autism Program (AUT) incorporate 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>Consistent with Federal and State policy (PPM, p. 183), the continuum of placements for students with disabilities offered by the School will include:</p> <ol style="list-style-type: none"> 1. General education classroom with accommodations or modifications 2. General education classroom with supplementary aids and supports 3. General education classroom with related services 4. General education classroom with resource specialist services 5. General education classroom and Special Day Program 6. Special Day Program <p>Students with significant disabilities and students for whom the core curriculum is inappropriate 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 the general curriculum. Instead they will participate in on-going assessments that will aim to monitor 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 Mental Retardation Moderate (MRM)/ Mental Retardation Severe (MRS) and Multiple Disabilities (MD) programs will include participation in general education, such as involvement in elective courses and extracurricular activities.</p> |
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| | | <p>Students with disabilities will be integrated with their age/grade level peers when appropriate in the core curriculum with modifications. Some students will receive services from the Learning Center but will spend the majority of the day interacting and learning with their age/grade level peers in the general education setting. Students participating in the alternate curriculum will be encouraged to participate in elective courses and extracurricular activities. The school climate will be such that students with disabilities are welcome in all activities including social events such as school dances, and field trips.</p> <p>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 (RtI²). Los Angeles Academy will utilize a tiered approach to instruction, intervention, and services for students with mild to moderate 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 the accommodation section on FAPE Part 1: Eligibility, Placement and Supports of the Individualized Education Plan). This tiered method will provide instruction in the age/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 the level and type of support each student needs, where that support could be provided, and the amount of instruction needed outside of the general education classroom. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) may receive those services in various ways within the general education classroom and learning centers.</p> <p>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 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 Resource Teachers, and teaching assistants. The Resource</p> |
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| | | <p>Specialists will then establish collaboration with itinerant service providers such as the School Psychologist, Speech and Language Teacher, and other related service providers as well as the collaborative services of the general education teachers. The Resource Specialist, as well as the 8th grade Self-contained classes will likewise collaborate with the District Itinerant Transition Teacher to assess, plan the Transition program for students aged 1 and above.</p> <p>The Learning Center will have three purposes:</p> <ol style="list-style-type: none"> 1. teach access strategies 2. provide intensive intervention 3. monitor student progress <p>The instructional spaces for students with disabilities in the learning center will be provided with the same basic equipment, furniture and materials as instructional spaces for general education students. The RSP and special day program will already have computers and a listening center that could be used for the Learning Center purposes. The Learning Center will offer individualized to small group intervention, remediate essential skills (organizational, social and self-advocacy skills) and the opportunity for students to do their work in a quiet and supportive space. Students will have the opportunity to be reintroduced to a lesson tapping different modalities, and have a different environment in which to understand the curriculum.</p> <p>EXTENDED SCHOOL YEAR (ESY) will be available to students with disabilities entitled to special education and related services when the information to the IEP team establishes that:</p> <ol style="list-style-type: none"> 1. The student’s disability will persist over a prolonged period of time; 2. The student is likely to lose mastered skills if services are interrupted (regression); 3. The student has limited ability to re-learn skills (recoupment capacity); and 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 will otherwise be expected in view of the student’s ability. <p>Los Angeles Academy Middle School will use supplemental aids and supports to support student learning. The</p> |
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| | | <p>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), to mid-level (e.g. calculators, books on tape) 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 the IEP team. These may include specialized transportation, career and vocational instruction, and specialized communication devices. Additional supplemental aids and supports will include:</p> <ol style="list-style-type: none"> 1. Classroom and campus environmental needs. 2. Specialized equipment. 3. Pacing of instruction adjusted to student’s level. 4. Alternate presentation of subject matter 5. Materials adaptation 6. Modification of assignments 7. Self management/follow-through strategies 8. Social interaction support 9. Testing adaptations 10. Identification and use of motivators and positive reinforcement strategies |
| <p>Outcomes 8, 10, 13, 14, 15</p> | <p>IEP Process: Implementation and Monitoring</p> | <p>Los Angeles Academy will maintain, regularly monitor and report the percentage of students with SLD and/or speech and language impairments who live within the school boundaries and are educated at Los Angeles Academy Middle School. In order to assist the District in meeting MCD Outcome 8, at least 93% of the said students will be educated at Los Angeles Academy, if this is determined to be their home school.</p> <p>A Bridge Coordinator/Administrator will monitor: Coordination Of Services Team (COST); Student Study Team (SST); Individual Education Program (IEP) procedures to ensure that district and state requirements, implementation plans and timelines are followed. Specifically to monitor timely completion of initial evaluations (as per MCD Outcome 10), the Bridge Coordinator/Administrator will monitor and ensure accuracy of Welligent data regarding expected completion dates for initial evaluations. The Bridge Coordinator/Administrator will oversee the timeliness of completion of evaluations. The Bridge Coordinator/Administrator and special education teachers will use the Welligent master calendar function to</p> |

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| | | <p>determine need for IEP reviews and triennial evaluations and schedule them for timely completion.</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. The IEP Team members are notified 10 days prior to the scheduled date of an IEP meeting. Staff is asked to complete IEP Student Evaluation forms within 5 days. Reminder notices to complete forms are placed in participants' mailboxes 7 days prior to the meeting. The Bridge Coordinator/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>The following people will be members of the IEP team:</p> <ol style="list-style-type: none">1. The student's parent or guardian, and/or representative.2. School administrator or qualified representative knowledgeable about program options appropriate for the student.3. Student's present teacher. If a student does not presently have a teacher, a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent knowledge 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.4. Other persons whom the parent or the school wishes to invite. These may be: Regional Counselor, Adaptive PE Teacher, and/or Speech Therapist.5. When appropriate, the person(s) who assessed the student or someone familiar with the assessment procedures. <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</p> |
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| | | <p>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> <ol style="list-style-type: none"> 1. Once a year to review student progress/placement and to make any needed changes. 2. Every three years (Triennial) to review mandatory comprehensive reevaluation of student progress. 3. After a student has received a formal assessment or re-assessment. 4. If the parent or a teacher feels that the student demonstrates significant educational growth or a lack of anticipated progress. 5. When the parent or a teacher requests a meeting to develop, to review, or to revise the IEP. 6. To develop an Individualized Transition Plan (ITP), beginning at age fourteen (14) (MCD Outcome 9). 7. 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. <p>Review of individual student needs will drive the IEP team's determination of placement and District's offer of Free Appropriate Public Education (FAPE.)</p> <p>Los Angeles Academy will have a systematic internal communication and follow up mechanisms for team members upon holding the IEP meeting. These follow up mechanisms will ensure implementation of the IEP and will include the distribution of an IEP Packet, containing the summary or updates of every student's IEP, consultation, collaborative planning, co-teaching, and making service and progress reports in Welligent.</p> <p>As required by Modified Consent Decree (MCD) Outcome 13 – <i>Delivery of Services</i>, Special Education and DIS services 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>Federal and State laws and District requirements (as stated on the Policy and Procedural Manual) call for specific documents to become part of the school records for a student with a disability. With this in mind, the</p> |
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| | | <p>school will maintain the following mandated records in a green folder for a student with disability:</p> <ul style="list-style-type: none"> • Access log (front outside cover). • Student Success Team notes or other pre-referral intervention information. • Request for Special Education Assessment. • Student Information Questionnaire for Parents and Guardians, if applicable. • Special Education Assessment Plan. <p>Student Information Packets will be developed and distributed in the beginning of the school year and/or semesters and then following every IEP meeting to all general education teachers who teach students with IEPs. These Information Packets will include information regarding eligibility, present levels of performance, goals, specific accommodations and modifications and any other pertinent information for academic success. The case carrier will meet with the student’s teachers to discuss the content of the IEP and the packet 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 students’ 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 in the IEP.</p> <p>The case carrier and service providers will accurately enter into Welligent records:</p> <ol style="list-style-type: none"> 1. the services provided and their duration on at least a weekly basis and 2. periodic reports of student progress toward IEP goals (monitored by Bridge Coordinator/ Administrator) <p>Los Angeles Academy will have an assigned IEP Room for IEP meetings and, teleconferencing is used if necessary. To ensure confidentiality, IEP meetings will take place in the Special Education Office or teachers’ classrooms during their conference period. If parents are unable to attend an IEP meeting they may be connected via teleconferencing from a secure and private space.</p> |
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| | | <p>Parents, including those who do not speak English, are welcome as active participants in the IEP process and in their child’s education. Los Angeles Academy will maintain a list called “School Roster of Certificated Staff Eligible to Interpret at IEP Team Meetings” (REF-1596.2) and will assign a staff from this list to translate during IEPs. In the event that there is no one available or qualified, Los Angeles Academy will immediately notify the District of the need for an interpreter for an IEP meeting. As for document translation, 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 encourage the completion of translations within the time frame specified by the MCD (Outcome 15). As required by the MCD Outcome 15 – <i>Timely Completion of IEP Translations</i> requests for IEP translations will be completed within 30 days. The school will follow this timeline when a parent requests that a section or all of the IEP be translated. Per the Special Education PPM (Section II, page 272), the school staff will provide the written translation, unless clearly not feasible to do so. If the school does not have the necessary resources, the school will, within a day of the parent’s request, complete an “IEP Translation Request Form” and mail the IEP in question to the Division of Special Education’s IEP Translation Unit.</p> <p>If the parent disagrees with the IEP or raises concerns over what is appropriate for the student at the conclusion of an IEP meeting, Los Angeles Academy 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. At all times, the case carrier will work with the family to ensure that student needs continue to be met until a resolution is determined.</p> |
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| | | <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>Outcomes 10, 18</p> | <p>Procedures for Identification and Assessment of Students</p> | <p>Los Angeles Academy will have in place, a systematic intervention plan that will be followed as part of the screening for referrals. 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 followed by Tier 2 and Tier 3 interventions and instruction.</p> <p>The referral process will involve the collaboration and consultation among several multi-disciplinary team members, including the student’s general education teachers, counselor, and special education teachers. The parents/guardians will also be an integral part of the team process. The student whose progress does not meet expectations after Tier 3 will be monitored for a special education assessment subsequent to school professionals also reviewing the student’s records and educational history. This is to ensure that exclusionary factors and language acquisition and development are considered. Information gathered during this review is used as a guideline for later selection of language appropriate, non-biased and technically adequate assessment measures to be included in the assessment plan. 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. Parents can also make a request in writing.</p> <p>Los Angeles Academy’s procedures for providing academic and behavioral interventions will be documented and made available to assessors and Individualized Education Program (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. The school will ensure a thorough pre-assessment discussion with the</p> |

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| | | <p>student’s parents and teachers to formulate an appropriate Assessment Plan. This 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 that will be automatically calculated by the Welligent IEP system (PPM, p.33).</p> <p>The Assessment Plan will involve gathering information about the student to determine whether s/he has a disability and, if they are eligible for services, the nature and the extent special education services for the student are required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports and in-class work samples. 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 (PPM, p. 38).</p> <p>When a student is assessed, these guidelines will be followed:</p> <ol style="list-style-type: none"> 1. Each student is assessed after receipt of the signed Assessment Plan. 2. All areas relating to the student’s probable disability are assessed (academics, physical capabilities, health, etc.). 3. The assessment will be administered in the student's primary language or a qualified interpreter will be provided. 4. The assessment will include a variety of suitable tests to measure the student’s strengths and needs or challenges. Individuals administering these tests are qualified and trained. 5. The assessment is adapted or suited to students with impaired sensory, physical or speaking skills. 6. A multi-disciplinary team, including at least one general education teacher and a specialist, such as the school psychologist with knowledge in the area of the student's suspected disability, will make the assessment. An interpreter will be present, if needed. 7. Testing and assessment materials and procedures are not racially, culturally or sexually discriminatory. |
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| | | <p>Los Angeles Academy will always consider the need for Assistive Technology (AT) being an integral part of a comprehensive assessment for a student in all areas related to the disability and educational needs, if the student is or may be eligible for special education services. AT considerations will address the student's need to access curriculum. The IEP teams will recognize that AT encompasses a range of devices from the low end (e.g., picture boards, wide-lined paper, pencil grips, calculators, and typewriters) to the high end which may include computers or devices with computer components and that AT is not educational technology but rather provides access to the curriculum. If the school site staff does not have sufficient knowledge to make appropriate Assistive Technology recommendations for students with more complex needs, Los Angeles Academy will request assistance from the District's AT program when conducting the assessments or re-evaluations.</p> <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. The Bridge Coordinator/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. As required by MCD Outcome 18, 90% of African American students identified as emotionally disturbed during an initial or triennial evaluation will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.</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. In compliance with California law, the assessment will be completed within an additional 45 days upon completion of the IEP meeting during which the assessment information is reviewed and utilized.</p> |
| Outcome 2 | Instructional Plan for | Los Angeles Academy will provide all students with an academic environment that will ensure their active |

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| | students using grade level standards | <p>engagement in learning. The California State Standards will be the basis for all instruction. The school will utilize all state adopted texts at the appropriate grade level for students whose IEP indicates the use grade level standards for their benchmarks. The following six instructional strategies will be used in every classroom of Los Angeles Academy:</p> <ol style="list-style-type: none"> 1. Specially Designed Academic Instruction in English (SDAIE) 2. Flexible Grouping 3. Writing Across Disciplines 4. Interactive Notebooks 5. Personalized and Systematic Reading Development 6. Culturally Relevant and Responsive Education (CRRE) <p>Los Angeles Academy instructional plan will place special emphasis on interdisciplinary approaches where different learning and application of content area skills will be connected across curriculum. Across the curriculum for each grade level, teachers will develop common culminating tasks. For example, students will write a persuasive essay on ways they can conserve the environment today. The students will be expected to use skills from their English Language Arts classes and data and information from their science and social studies classes.</p> <p>Los Angeles Academy 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 will 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; special and general education teachers collaborating, working together creating common lessons and assessments that can be implemented and observed by one another to share best practices and learn from one another. Step three will 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> |
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| | | <p>Los Angeles Academy will adhere to the district requirements of a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that are aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the general education curriculum at the student’s grade level using accommodations and/or modifications of grade level curriculum (Section M, No. 9 of the IEP). The tiered method will provide instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This is a research-based approach facilitating the expectation that all secondary students with disabilities will participate in a rigorous standards-based curriculum with accommodations or modifications as developed in the IEP.</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 IEP teams will consider the level and type of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) but will be able to receive those services in a variety of ways within the general education classroom and the Learning Center.</p> <p>The use of My Data to assess and monitor areas of need to develop backward planning to meet students’ identified needs. Los Angeles Academy will use multiple formative measures to drive planning and instruction. Examples of these Formative assessments are teacher created mini assessments, portfolios, common assessments, AR, Star reading, and District mandated tests. Scaffolding for learning will be in place with CCRE SDAIE, Flexible Grouping, Writing Across Disciplines, Interactive Notebooks and Accelerated Reader. Los Angeles Academy will use strategies for language development that will include the use of graphic organizers, flexible groupings, academic language and academic vocabulary.</p> |
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| <p>Outcome 7A, 7B</p> | <p>Instructional Plan for students using Alternate Standards</p> | <p>The curriculum for students with disabilities instructed in alternate standards will parallel the standards-based curriculum used in general education and identified in the Curriculum Guide for Students with Moderate to Severe Disabilities. This 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 Studies. The Alternate Curriculum for students served in special day programs or in inclusive programs will utilize the Special Education Administrators of County Offices (SEACO) Curriculum Guide for Students with Moderate to Severe Disabilities (LAUSD Reference Guide # 4294.0) along with the alternate curriculum course codes provided in the LAUSD Reference Guide.</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. Instead, Los Angeles Academy will utilize age appropriate resources and materials that will address students’ assessed needs. Los Angeles Academy will conduct transition assessments with each individual student to determine future transition goals and will plan activities, experiences and instruction designed around supporting students with meeting their goals.</p> <p>Because performance areas for students with moderate to severe disabilities will be developed in functional skill areas based on student needs, they will also include academic performance areas. The IEPs of all students with moderate to severe disabilities will include 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 My Data 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 students access to the alternate curriculum. Data will be used to inform instruction and to determine where the least restrictive environment for that content area should be. Students will be mainstreamed with their age appropriate peers whenever possible.</p> <p>Los Angeles Academy will provide in-house support services through licensed Therapists and an Adaptive PE</p> |
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| | | <p>teacher. These professionals are on a part-time status with Los Angeles Academy, serving as itinerant teachers. The needs of students with IEPs will be considered and addressed first when developing the school’s schedule. Los Angeles Academy 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 (e.g. Speech and Language, Physical, or Occupational Therapy, Counseling 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 to the school 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 staff will take time to become familiar with the kind of information that the different reports provide and regularly enter student data into all mandated fields at the time that a special education student is identified or enrolled in the school. Mandated fields will be updated for students with IEPs currently enrolled. The Bridge Coordinator/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. 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>Outcome 13</p> | <p>Plan to provide Supports & Services</p> | <p>Los Angeles Academy will provide in-house support services through licensed Therapists and an Adaptive PE teacher. These professionals are on a part-time status with Los Angeles Academy, serving as itinerant teachers. The needs of students with IEPs will be considered and addressed first when developing the school’s schedule. Los Angeles Academy 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 (e.g. Speech and Language, Physical, or Occupational Therapy, Counseling 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> |

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| | | <p>The provision of services will be monitored using the Welligent service log. Welligent will provide reports to the school 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 staff will take time to become familiar with the kind of information that the different reports provide and regularly enter student data into all mandated fields at the time that a special education student is identified or enrolled in the school. Mandated fields will be updated for students with IEPs currently enrolled. The Bridge Coordinator/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. 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>Outcome 9 (for programs with students 14 and older)</p> | <p>Transition Planning Strategies</p> | <p>Students receiving special education services under the Individuals with Disabilities Education Act (IDEA) require transition services to prepare them to move from school to work and community life. According to the Individuals with Disabilities Education Act, the federal law requiring a free appropriate education for children with disabilities recognizes that schools play an important role in preparing students for this transition. The IDEA mandates that transition services be addressed for all students with disabilities, and as such, transition planning must be part of the individualized education program (IEP) meeting held annually for each student.</p> <p>Los Angeles Academy will coordinate the planning and delivery of transition services for all students with disabilities, beginning at age 14 (or younger, when students transition to high school, whatever comes first) to prepare them for transition from middle school to high school to adult living through collaboration with a District Transition Teacher from the District Office of Transition. These will specify possible activities that align to the student’s Education/Training, chosen employment in the future and Daily living skills. (Dept of Transition Services, LAUSD). The school will also use the district’s DOTS/Bridge Collaborative document as a reference to help the school meet MCD Outcome 9.</p> <p>The IEP/ITP will set forth in writing a commitment of services necessary to enable the student to receive</p> |

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| | | <p>appropriate transition instruction and services as part of his or her special education program. It will be based on individual student needs, taking into account student strengths, and preferences and interests determined through the process of age appropriate assessments, and will include instruction, related services, including, when appropriate, acquisition of daily living skills and functional evaluation.</p> <p>Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. Before students leave feeder middle schools, they and their families will be encouraged to attend “preparing for adulthood” seminars in which they will learn about the need for early post-school planning. The families and students will recognize the importance of decisions regarding diplomas, certificates, and post-school education and training. They will become knowledgeable about transition planning and will collaborate with school and agency personnel if needed to develop in-depth transitions plans. Their ITPs will include activities aligned to Education/Training, Employment, and Daily Living Skills.</p> <p>Students will have completed transition assessments prior to leaving Los Angeles Academy 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 career interest inventories, interviews, questionnaires, and observations within the school. Los Angeles Academy will then hold an ITP Meeting with representatives of community agencies and organizations that provide adult services to parents and the students. In some instances, some students may even be able to chair their IEP meeting, especially those who have been prepared to take the lead (Wehmeyer & Kelchner, 1997).</p> |
| Federal requirement | Access to Extra-Curricular/Non | At Los Angeles Academy, 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 |

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| | <p>academic activities:</p> | <p>such as the school dance and sport activities. 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>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 participate in general education Exploratory (elective) classes after they have indicated an interest and/or staff has judged the class to be appropriate for them, and an IEP team has called for enrollment in this elective class. 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> |
| <p>Federal requirement</p> | <p>Providing Extended School Year</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> <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 will otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services will be limited to services, as determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the</p> |

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| | | <p>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, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student’s IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.</p> <p>The annual special education budget will allocate funds for resources and personnel for the ESY program.</p> |
| <p>Federal Court requirement</p> | <p>MCD Outcomes (to be woven among others)</p> | <p>The school will continue to adhere to the district's special education process and procedures for accessing student data to identify and provide intervention for students with disabilities who demonstrate high risk factors, and monitor progress towards graduation for students with disabilities. The school will identify grades, disciplinary issues, and attendance as indicators of success or failure in secondary school for students with disabilities. To address these issues, the school will refer to the Modified Consent Decree (MCD) 2004-2005 Annual Plan requirements that secondary school MCD teams adhere to. These include:</p> <ol style="list-style-type: none"> 1. Analyzing grades, disciplinary actions, and attendance data quarterly. 2. Identifying those at risk for dropping out. 3. Developing targeted interventions designed to increase graduation rates and reduce Drop-out and suspension rates. <p>There are two categories of IEP disagreements that might arise between parents and Los Angeles Academy. The first type of disagreements involves what is appropriate for the student in terms of:</p> <ul style="list-style-type: none"> • How the student should be assessed and/or the determined results of assessments. • What should be in the IEP (e.g., what placement or services the student should receive?) <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"> • Informal Dispute Resolution (IDR) |

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| | | <ul style="list-style-type: none"> • Mediation Only • Due Process Proceedings <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"> • 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. • Whether district procedures are being implemented appropriately. • Whether a student is receiving the services specified in his or her IEP. <p>Students with disabilities will participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> • California Standards Test (CST), the assessment in which most students, including students with disabilities, will participate. Students with IEPs will take the CST with or without accommodations and/or modifications. • California Modified Assessment (CMA), 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) requirements with or without accommodations (no modifications allowed). • CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the Math section of the CST and the English-Language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA. • California Alternate Performance Assessment (CAPA) 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. |
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| | | <p>Los Angeles Academy 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. Los Angeles Academy will complete Individual Culmination Plans (ICP) for all students, including students with disabilities to outline culmination and graduation requirements.</p> |
| <p>All</p> | <p>Professional Development</p> | <p>Los Angeles Academy and Special Education Support Unit EAST will work collaboratively to determine, develop and facilitate professional development and in-service training to general education and special education teachers to ensure that the staff is compliant with IEP goals and objectives, accommodations and modifications.</p> <p>The professional culture of a school requires a commitment of time, energy, and expertise from each faculty and staff member in their discipline. A strong collaborative community requires that school leadership posit the faculty and staff as teaching and learning professionals who thrive in an environment where they can grow personally and professionally. Professional learning communities (PLCs) within each school that align teachers by subject matter provide the most appropriate place at the secondary level for teachers to come together as learners in addition to teachers of their disciplines (DuFour, 2004) This well-documented, collaborative model of staff development asks that each teacher engage in a rigorous, reflective analysis of their teaching practice that mirrors what we will expect from our students. Across the PLCs, common norms and expectations for collaboration will be articulated. The Adaptive Schools model (www.adaptiveschools.com) builds capacity and aligns efforts around professional behaviors and interactions that maximize productivity in the PLCs. Central to the Adaptive Schools model are the Group-member Capabilities, the Seven Norms of Collaboration and the Triple-track Agenda. Every PLC meeting will be governed by an agenda that addresses 1) a content objective, 2) a process/skill objective, and 3) group development. The four Group-member Capabilities that organize and direct the use of skills are the following:</p> <ol style="list-style-type: none"> 1. To know one’s intentions and choose congruent behaviors. 2. To set aside unproductive patterns of listening, responding, and inquiring. 3. To know when to self-assert and when to integrate. 4. To know and support the group’s purposes, topics, processes, and development. |

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| | | <p>At Los Angeles Academy, 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. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. <i>British Educational Research Journal</i>, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)</p> <p>The implementation of effective professional development and planning will be:</p> <ul style="list-style-type: none"> •Data driven and comply with the LAUSD/UTLA contract and the training programs available through the LAUSD Division of Special Education; •Focused on implementation of standards based instruction, the quality of teaching and learning, the development of academic targets for students to achieve, compliance with the Modified Consent Decree as well as the IDEA; •Conducted through regular collaboration of general and special educators in small groups to <ul style="list-style-type: none"> - Examine the quality of student work and determine areas of need; - Implement state learning standards and special education requirements into the curriculum; - Monitor CST, CAHSEE, and periodic assessment data to ensure effective teaching strategies that are applied differentially in a tiered approach to instruction; and - Meet the needs of all students within an integrated setting. |
| <p>Outcomes 6, 8, 16</p> | <p>Staffing/Operations</p> | <p>Los Angeles Academy will use a rigorous selection process to ensure that all staff working with special education students will be highly qualified and have the appropriate credentials to do so. 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</p> |

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| | | <p>compliant and services to students at an optimal level. Training will be provided to appropriate personnel to ensure students' health protocol needs are met.</p> <p>Los Angeles Academy will create a campus special education committee consisting of a school administrator, bridge coordinator, special education teachers and paraprofessionals, general education teachers, and parent representatives. The committee will review the school's MCD Progress Report. It will also verify that the Principal's checklist, outlined in the Los Angeles Unified School District's Special Education Policies and Procedures Manual, is implemented as well as ensure that the MCD outcomes are met to stabilize the school's special education process. The committee will help schedule IEP meetings, check IEP distribution to special education teachers, and ensure that all IEPs are completed within 60 days upon receipt of the Special Education Assessment Plan.</p> <p>A special education/Bridge coordinator and clerk will "back-up" the school's schedule to ensure that large groupings of scheduled IEPs are completed in advance to meet outcome 10 of the MCD. All special education teachers will receive up to date support on changes to Welligent, using formal methodologies for assessing students and completing resource logs. Los Angeles Academy will ensure that there are case managers on site to guarantee that the school is meeting the requirements outlined in the District's Policy Bulletins H50 (rev.) and BUL 3958.0. The school will work to ensure all special education teachers have an additional conference period to assess students and to complete IEPs.</p> <p>Equipment used in special education programs will be secured and appropriately maintained. Los Angeles Academy 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> |
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| | | <p>The designated school site administrator will review the Modified Consent Decree school snapshot to identify problem areas and discuss them at staff meetings, meet with staff that has responsibilities to enroll new students to remind them to implement procedures to identify students who receive special education services. The Bridge Coordinator/Administrator will also review special education and/or related services in IEPs and determine if adequate resources are available to implement the IEPs of students enrolled. The school will also have procedures to provide access to the current IEP to all staff responsible for implementing each student's program and ensure that all staff responsible for implementing each student's program have a clear understanding of all points of the IEP they are responsible for implementing.</p> <p>The School will establish:</p> <ol style="list-style-type: none"> 1. Plans for pre-referral interventions 2. Class and school wide intervention programs 3. Student Success Team process <p>The designated school site administrator will meet with staff to confirm or assign responsibility for the following special education tasks:</p> <ol style="list-style-type: none"> 1. Student Discipline 2. Behavior Intervention Case Manager (BICM) 3. Creating and supervising the IEP Calendar and Welligent System 4. Creation of the Master Schedule and student programming 5. Supervision of the Special Education Assistants/Trainees 6. Administrator/Administrative Designee at IEP meetings |
| | Fiscal | N/A |
| Outcome 14 | Parent Participation | Los Angeles Academy will have an active Parent Center that works with parents of students in all programs such as the regular program, English Language Learners, GATE, Special Education and any other identified program on the school site. The Parent Center will provide support and training in School Report Card, Middle School Culmination and the Individual Culmination Plan. Leadership opportunities will be available for |

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| | | <p>parents of students in all programs at the school. These opportunities will include membership in the Parent Committee, ELAC Advisory Council, Title I Advisory Council, School Site Council, and School Leadership Council. Los Angeles Academy will encourage parents and caregivers to continue to play a major role in the school through the various governing boards.</p> <p>Los Angeles Academy will ensure that parents of students with disabilities are an integral part of the school community and have opportunities for leadership within advisory groups and attending training at the district level. The parents will be encouraged to be involved in the special education program of their child by informing them about state-mandated Community Advisory Committee (CAC) monthly meetings that will offer them information about district-wide options in special education instruction for their child, special services available for their child, and pending legislation affecting education. The school will ensure that its parents are informed that time is set aside at CAC meetings to provide parents and community members an opportunity to ask questions of special education professionals and to share experiences with other parents.</p> <p>The Special Education Multicultural Advisory Committee (SEMACE) is another organization established to advise the Division of Special Education on issues related to students with disabilities who are English Language Learners and their families of diverse languages and cultures. Los Angeles Academy can support the engagement of parent's in SEMACE in order to:</p> <ol style="list-style-type: none">1. Promote quality education for all students;2. Provide a resource and support network for families of special needs children;3. Provide a forum for parents to share their concerns, ask questions and work with educational professionals to find answers; and4. Offer advice to the Division of Special Education on issues related to families, students, and their rights. <p>Communication with parents of special education students and students being considered for special education services will include parents being informed of their child's identification, evaluation, placement, instruction and re-evaluation.</p> |
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| | | <p>Los Angeles Academy will record all attempts to contact parents to attend IEP meetings. The IEP meeting room will be identified, centrally located for easy parent access, and secured to prevent the outside transmission of confidential information. The school will provide parents with copies of the IEP goal pages in conjunction with school progress reports and report cards in their preferred communication mode.</p> <p>Los Angeles Academy will assist parents to make informed decisions, by explaining parental rights related to examining educational records as explained in A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards). The school will ensure the parent’s right to inspect and review all educational records of their child and to receive copies, as requested, within five business days after the request is made by the parent. Draft Welligent IEP pages are to be considered as student records. A parent’s written request to review records will be documented and maintained at the school.</p> <p>Los Angeles Academy will keep in mind that parents may have knowledge about their child that the school does do not have. Parents may also come to the IEP with many fears about their child’s future that are frequently rooted in things they have observed or heard. Los Angeles Academy will elicit parent concerns and additional information that may aid in the development of the IEP or resolve concerns about their child. The staff can ask questions such as “Tell me more about....?” Or “Tell me what it will look like to you?” to open up conversations with the parents to enhance the IEP team’s ability to develop and/or implement an appropriate IEP and reach agreement.</p> <p>The school will follow LAUSD’s Comprehensive Plan for Due Process that outlines the procedures for parent concerns or complaints in the prescribed timeline. In addition parents will be able to utilize the Williams complaint procedure, and Uniform Complaint procedures which all parents in the district have access to.</p> |
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