

Oversight Guiding Questions
Special Education
Annual Performance-Based Oversight Visit

1. Describe the process that the charter school uses to monitor IEP compliance, specifically related to IEP timelines, services, accommodations and/or modifications for Students with Disabilities (SWD), and how has this process improved the school's overall compliance.

The Director of Special education, along with the Lead Resource Specialist Teacher monitor IEP compliance. We use the Welligent system to monitor IEP timelines– specifically the SER200 timeline compliance report. To stay ahead of timelines, it is our practice to monitor the Master Calendar Report and schedule IEPs a month early. This provides an adequate cushion to address any unforeseen scheduling conflicts. Frequently monitoring the SER300 service delivery report allows us to address any issues regarding RSP and related service provision. All general education teachers are provided with IEP snapshots which list all the pertinent IEP information such as accommodations and/or modifications. The director of special education has also created a compliance dashboard which provides a bird's eye view of SPED compliance. This dashboard is updated weekly.

2. Describe the charter school's system for monitoring and supporting the education program for students with disabilities at the school.

The school's system for monitoring and supporting the education program for students with disabilities include programming each student in a course of study that includes a resource period. Depending on the needs of the student, push-in support is provided in the general education classroom. The special education teachers and general education teachers meet frequently to discuss and adjust accommodations when necessary. The team reviews each student's IEP, along with service delivery reports to ensure related services are being delivered. Student services vary by need. The team also communicates the need for additional supplemental materials to support the academic and/or behavioral needs of students as well.

3. Describe the professional development provided to all staff in supporting students with disabilities.

Professional development opportunities regarding students with disabilities are provided to teachers and support staff several times throughout the school year. Topics include: Special Education 101, Special Education Snapshots & IEPs, Verbal de-escalation, Review of the DVR Process, and Writing Present Level of Performance for IEP meetings.

All staff members have access to LAUSD's MyPLN to participate in professional development provided by the District.

4. Describe how the IEP is used to achieve instructional outcomes, social/emotional supports, communication skills and/or behavior supports, as appropriate.

The IEP is the guiding document when supporting learners with special needs, including those who require behavior support. All teachers are provided with an IEP snapshot which provides detailed information related to a student's primary disability, present level of performance, and annual goals and

Oversight Guiding Questions
Special Education
Annual Performance-Based Oversight Visit

objectives. The information is used to guide instruction, ensure proper supports are in place, and implement the services for each student with an IEP. Our resource specialist teacher uses that information to assess and monitor annual IEP goals. Our students with behavioral needs are provided all provisions within the IEP. Via the IEP snapshot, teachers are provided all relevant information to be able to prevent and, when necessary, address behavioral concerns that happen in the classroom.

5. Describe specific examples of student academic and behavior interventions implemented and delineate how they have been successful and unsuccessful.

Students are provided a plethora of resources to access, be involved with, and experience success in their academics. General education teachers provide small group instruction and conference with students to gauge their understanding of their academic assignments. Students receive push-in services from our special education staff who work closely with general education teachers to ensure that accommodations and differentiating is taking place where needed. All students with disabilities have access to the resource room for support. Students who require pull out minutes are scheduled into a resource block which ensures that they do not miss core instruction. Students who require behavior support such as BII have a person assigned to support with any behavior challenges that may arise. Our staff strives to be proactive in our approach to supporting our students who may need academic and behavior interventions.