

1. At-Risk Students

a. **Identify the special populations and at-risk groups that the school expects to serve...**

The majority of our student enrollment will be students who are interested Biomedical and Global Health Sciences and Processes of Design and Engineering. Many of our students will appreciate the wellness component and special health and PE themes for each grade level. With this population, LTA estimates that 8 - 10% enrolled students will be within the high incidence disabilities including but not limited to those with IEPs and/or an Emotional Disturbance. Other disabled students not fitting the two aforementioned categories will be considered for admission on an individual basis as the school evaluates their ability to accommodate individual needs in a safe and supportive environment.

Identification and continuum of services for special education students are dictated according to RTI with the only differences being an IEP with all its components. In order to meet the needs of our students, LTA is committed to hiring licensed and certified (Highly Qualified) special education teachers and staff in accordance with 14 Del. C & 512(7). The special education staff will participate in the development and implementation of the IEP, refer and identify students for evaluation of special needs, maintain records, and cooperate in the delivery of special education services, as appropriate. LTA will implement the RTI program with guidance from the "RTI Toolkit a Practical Guide for Schools" by Jim Wright. Data collection becomes part of the instructional process. LTA will sample several RTI assessment software programs for its students. LTA point in this matter is to be able to:

- Design Goals: Educators design RTI goals and objectives based on sound education plans
- Collect Data: Practitioners systematically collect instructional, social and behavior data to support ongoing assessment of RTI progress
- Analyze Data: Teachers, administrators and parents quickly assess student progress using reports and charts to demonstrate the student's response to intervention
- Modify Instruction: Reports and charts help teachers modify instruction and helps educators to improve student outcomes.

Our special education teachers will ensure that IEPs, including education goals, assessment and monitoring accommodations, transition planning, and parental involvement, will be developed and implemented. IEP meetings will be set up with parents, and formal Notice of Meetings sent to parents. By year four, LTA will also hire an education diagnostician (ED) who will become the immediate supervisor of the special education team of teachers. In serving the needs of our students, LTA will comply and be guided by the Delaware Department of Education Guidelines and Statement of Assurances. *See our Staffing Organization Chart in ATTACHMENT 8 for the hiring of special education staff during each year of operation prior to application renewal.*

b. **Describe how the school will implement Response to Intervention procedures,...**

LTA will implement the Response to Intervention (RTI) process with conformity. All students will be educated at Tier 1 in the general education curriculum, with research-based instruction. Once a student is identified as having difficulty succeeding in the general curriculum, the student's team of teachers will review relevant data and implement

appropriate interventions. If the student improves, he or she will continue in the general education program with those supports in place.

If the student's performance data does not improve and the student is not meeting benchmarks, LTA's Instructional Support Team (IST) will review the data and design interventions for the student based upon the collection of data. This will move the student into Tier 2 of the RTI process, with a minimum of 90 minutes per week of targeted, research-based intervention instruction. Progress monitoring of student performance and achievement in targeted skill(s) will be done in six week cycles. If student performance increases and goals are met, the IST will decide if the student has made enough progress to transition back to Tier 1 and if any of the interventions should remain in place.

If the student does not make adequate progress in Tier 2, targeting Reading and Math skills, as reflected by the progress monitoring assessment data, the student will transition into Tier 3 services. In Tier 3, the student will receive a minimum of 120 minutes per week of targeted, research-based intervention instruction in Reading and Math. Student progress is monitored on a six-week cycle by the teacher and the IST. Instructional intensity at both levels of additional intervention instruction is addressed through duration, frequency and time of interventions, and group size. LTA's RTI Program will be provided Monday, Tuesday, Wednesday and Thursday in the general classroom for 30 minutes. Tier 2 will provide small group instruction. Tier 3 will provide smaller group instruction than found in Tier 2. See the DOE RTI Implementation Guide for Teachers:

www.doe.k12.de.us/site/...FileName=RTI_ImpGuide-2014.pdf.

Parents play an important role in their children's education and must be involved in the process of evaluation. Our conversation with parents will be ongoing regarding interventions, movement of students between tiers, and data-driven rationale for decisions.

LTA will develop and implement a Response to Intervention Model (RTI) for at risk students based on DDOE guidelines and regulations. Early intervention services in reading and mathematics will be provided for targeted students. An Instructional Support Team (IST) consisting of an administrator, lead teacher, a special education teacher, school psychologist, ED, reading and math specialist (after year 3) and school nurse, will every six weeks evaluate, monitor and make recommendations concerning student performance.

Based on Smarter Balanced assessments, students identified as needing additional interventions in reading and math will receive supplemental instructional support. Classroom teachers will progress monitor the academic progress of at risk students each marking period. Students making little to no progress, will be referred to the IST to discuss a course of action or further evaluation. An RTI referral form will be used for the collection of data and classroom observations:

1. **Tier 2:** *90 minutes of intervention targeting Reading & Math skills per week minimum*

2. **Tier 3:** 120 minutes of intervention targeting Reading & Math skills per week minimum

Under RTI teachers are responsible for not only providing curriculum instruction, but also using assessment data to implement interventions, reassessment, and progress monitoring and documentation. Using formative and summative assessments, classroom teachers will progress monitor the academic progress of at risk students each marking period. Students making little to no progress will be referred to the RTI team to discuss a course of action or further evaluation. An RTI referral form will be used for the collection of data and classroom observations. Teachers will collect data and maintain grades for students. Student progress will be reported following the school’s approved calendar and State assessment schedule. LTA will follow the DDOE recommendation for best practices around data collection and the four components for data analysis as outlines below. 1. Target skills or behaviors defined clearly by addressing: what it looks like, how often it happens, for how long, to what degree of intensity or proficiency. 2. Setting where the target behavior will be observed and recorded is described; if using multiple settings, creating codes to identify settings. 3. Data recording procedures and materials are developed to specify the “who, where, when and how” data is collected and managed. 4. Access to and availability of needed materials.

Students who are receiving special education services and not meeting IEP goals toward mastery will most likely be identified as Tier 3 receiving 150 minutes per week minimum in reading and math, or 180 minutes per week in reading and math. These students will have developed IEPs that will be implemented and monitored. As part of the IEP, accommodations -- that include the Common Core Standard, related services, positive behavioral support plans, and transition services will be planned for and implemented. Regular education students that have been receiving interventions without progress for 12 weeks at Tier 3 (24 weeks of intervention total) will be referred to the IST for initial evaluation for special education.

As LTA collects, analyzes and interprets their data, they will determine whether desired outcomes were achieved. Based on this determination, the school will revise, increase, decrease, or discontinue interventions when appropriate. Data may include, summative data such as Smarter Balanced results, results of universal screenings, progress monitoring, and other formative assessments as well as anecdotal information collected from parents and other team members. FAPE must meet a student’s unique educational need including: Mastery of academic subjects and basic skills; social, health, emotional, physical and vocational needs; functional and self-help skills. All students will be educated in their Least Restrictive Environment (LRE). LTA will hold fast to the following IDEA principles:

Principle of IDEA	Requirement
Zero Reject	Locate, identify, & provide services to all eligible students with disabilities
Protection in Evaluation	Conduct an assessment to determine if a student has an IDEA related disability and if he/she needs special education services

Free Appropriate Public Education	Develop and deliver an individualized education program of special education services that confers meaningful educational benefit.
Least Restrictive Environment	Educate students with disabilities with nondisabled students to the maximum extent appropriate.
Procedural Safeguards	Comply with the procedural requirements of the IDEA.
Parental Participation	Collaborate with parents in the development and delivery of their child’s special education program.

The overall plan to service at risk, special education, and 504 students would be RTI. RTI will provide the plan for providing appropriate services in the least restrictive environment. LTA will offer its RTI program daily during the lunch rotation block. Each student will rotate through this block for 30 minutes. LTA will use the *Delaware Guidelines for Inclusion of Students with Disabilities and English Language Learners – August 2013* edition to service the ELL student population. LTA will hire the appropriate Highly Qualified teachers who will follow the guidelines of this manual. LTA’s overall plan to serve students with special needs including our immigrant, migrant and refugee students, students identified as gifted, and students of academic failure or dropping out, and homeless students is listed below:

1. Modify the scope and sequence of our curriculum, our daily schedule, our staff deployment and training, and support strategies and resources to meet the diverse needs of our students. Our special education team will be responsible for carefully managing the caseloads of their students in compliance with federal, state, and local laws.
2. Increase continual equality for all students with disabilities or at risk of academic failure through compliance with federal, state, and local laws.
3. Increase the quality and quantity of services to all student with a targeted focus in serving at risk students by offering modifications and accommodations to promote their academic success. Extended School Year services (ESY) will be provided if a student’s IEP team determines, on an individual basis, in accordance with 300.340-300.350, that the services are necessary for the provision of FAPE to the child; under (34 CFR Part 300) in IDEA Regulations. LTA’s special needs students will participate in the ESY as needed. LTA’s special needs students may also warrant an Academic Support period as needed for high school credit.

c. Describe how the school will organize and use instructional support teams to

LTA will implement the IST process when data indicates that a student is not meeting performance expectations after the RTI process has been tried to address needs. The IST will meet biweekly to discuss all students who have been referred by their teachers as needing extra support. The IST will include regular education teachers, and administrators. Through the IST process, teachers will meet with the student, and/or his/her parent(s) and attempt to identify the obstacles to the student’s achievement. The IST team may also contact the student’s teachers in other subject areas to find if there are commonalities in learning and/or behavior from within other activities in the school. Using multiple data points, teachers will work with his/her fellow teachers and administrators to develop a school-based

intervention plan for addressing the student's needs. This could mean a preliminary adjustment in the score and sequence for that student and a tailoring of instruction so the content is covered with a focus on core standards that prepare the student for mandatory assessments. When necessary, the IST may also make use of services from the on-site academic specialists as well as the special education specialists (speech therapists, occupational therapist, and the school psychologist), the school nurse, and the school counselor. If these initial efforts are not successful in correcting the academic performance issues and the student continues to struggle in the core curriculum, the case will be moved up to the Level III of the Instructional Support Team process. A determination will be made, if the data lends itself to the student being referred for an educational evaluation to be administered by a certified school psychologist.

For a student who moves beyond the RTI process and is serviced via an Individual Education Plan, the IEP team will have a conversation to determine what placement constitutes the Least Restrictive Environment for that student.

LTA anticipates that 8 - 10% of its student population will require IEP and/or 504's. As the school expands grade levels, the special education and contracted professional specialist staff will grow in correlation to the special education population and identified needs of the students. By the end of year four LTA anticipates an enrollment of 50 special education students. During its first year of operation, LTA predicts that they will be eligible to 1.5 to 2 special education teachers. LTA will contract the services of a school psychologist half-time for the duration of its charter prior to renewal. Should LTA require the assistance of an occupational therapist, physical therapist or a speech/language pathologist they will seek the service of Therapy Services of Delaware, Inc. (TSDI). TSDI has been a leading provider of occupational therapy, physical therapy, and speech and language therapy, assistive technology specialists in Delaware, southern New Jersey and Maryland since 1984.

A transition plan is required for students enrolled in special education who have an Individualized Education Program (IEP). A transition plan is the section of the Individualized Education Program (IEP) that outlines transition goals and services for the student. The transition plan is based on a high school student's individual needs, strengths, skills, and interests. Transition planning is used to identify and develop goals which need to be accomplished during the current school year to assist the student in meeting his high school goals. The IEP Team (parents, ED, special education teacher, school counselor and psychologist) will prepare a document which addresses goals and objectives of the student for transition to high school: Special education staff provides assistance with counseling, identifying vocational interests, educational and vocational planning, goal setting, pre-vocational skills training, academic support, and linkages to specific programs and services due. Transition planning is used to identify and develop goals which need to be accomplished during the current school year to assist the student in meeting his post-high school goals. A student's IEP will be reviewed annually to reflect academic achievement and growth.

2. Students with Disabilities

Charter schools are responsible for hiring licensed, certified, and highly qualified...

A. Identification

a. Describe how the school will ensure compliance with Child Find...

LTA's CEO and Board of Directors will ensure that its School Leader and staff adhere to the 14 DE Admin. Code § 925.12.0 in its identification and compliance with its Child Find responsibilities. IDEA requires that local education agencies including charter schools must ensure that all children with disabilities are located, identified, and evaluated. Child find activities such as public announcements, screening, and testing activities will take place on an annual basis at LTA

What is our process?

- It begins with a review or screening of available information about the child.
- When screening indicates the possibility of an educational disability, the child is evaluated in relevant areas.
- When results indicate that a child is disabled and in need of special education services, an individualized plan (IEP) is developed in accordance with 14 DE Admin. Code § 925.12.0.

b. Describe the multi-tiers of evidenced-based academic and behavioral.....

See Item 1 (b) above.

c. Describe the IEP team who will be determining eligibility including required roles.

See Item 1 (c) above.

B. Program Plan

a. Describe the school's plan for ensuring compliance with state and federal statutes...

LTA will comply with all state and federal statutes and regulations with regard to the education of students with disabilities, remaining at all times in compliance with the Delaware Regulations Administrative Code, Title 14 provisions, The individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. LTA is a public school and as such will provide a "Free Appropriate Public Education" or "FAPE" with special education and related services provided at public expense, under the public, supervision and direction, meeting the standards of the DOE, including the requirements of regulations included in an appropriate secondary school program. Services will be in conformity with an individualized education program (IEP) that meets the requirements of 14 DE Admin. Code 925.20 through 925.24.0. LTA will provide significant learning to our students with a disability and with academic needs and confer meaningful benefit to them gauged to their potential.

At LTA, our special education students will be educated, to the extent possible, with regular education peers, in an inclusion model. Special education students will be taught the Standard Education Curriculum with accommodation strategies to meet their unique learning and/or behavior needs in the Least Restrictive Environment. The same plan will be in place for other students who are at-risk of failure academically or otherwise. Student schedules will include

research and hands-on, PBL approaches which will provide the structure and flexibility necessary for an array of student needs. Teachers will work closely with those students who require additional support in terms of advocacy, educational planning and mapping, and college or career planning, ensuring that they are meeting their success plan benchmarks. For students who are at risk or are being served under an IEP or 504 Plan, teachers and/or related school personnel will provide all necessary accommodations and modifications to course and project work, assisting students in achieving performance expectations.

According to 14 DE Admin Code § 925.27.0, and federal law, special education students have a right to be educated with their same-age peers to the maximum extent possible according to the regulations on least restrictive environment (LRE). LTA will have high expectations for all students and those students will be prepared to participate in the state's accountability system. Delaware's standards-based system and the No Child Left Behind Act requires it.

Delaware and the federal government have laws in place which state (IDEA and NCLB) that all students have to be assessed and that all students have the right to quality instruction on the same curriculum. The Governing Board (BOD) of LTA will hold its administration and teaching staff accountable to these laws and standards. The BOD will make certain that it has on its board a Curriculum Committee chaired by an experienced and qualified education professional from the community and also comprised of a content area and special education teacher from the school itself. This committee will monitor and report to the BOD all assessment and curriculum activity of the school. The CEO, Project Leader and School Leader will be knowledgeable and will be kept abreast by the education diagnostician of IEP and 504 testing accommodations and arrangements. The CEO, in her monthly school report to the BOD, will include detailed information about LTA. LTA will hold monthly meetings of its Executive Team to learn of these and other school and community wide matters. The following steps will be taken by LTA's IEP Team: LTA's IEP Team will determine annually how a student with disabilities will participate in the state's testing in each subject scheduled for assessment by completing the *DCAS Students with Disabilities Form*. This information will be documented in a student's IEP and should be documented in a student's 504 Plan. The team may determine that a student should take his/her grade-level test with or without accommodations or may be eligible to participate in the DCAS Alt-1. Guidelines to assist IEP and 504 teams in making assessment decisions are available in the *"Accessibility Guidelines for Delaware System of Student Assessments (DeSSA) and Guidelines for Inclusion of Students with Disabilities and English Language Learners*

To ensure that the students received their testing accommodations, six weeks prior to the testing window opening the ED will review the accommodations documents on students' IEP or 504 plans as well as the Students with Disabilities Forms with the school's testing coordinator. The testing coordinator will present these documents to the School Leader to plan the test administration for those students; making arrangement for special space, alternative testing times, appropriate staffing and communications with the test administrators about testing accommodations. Four weeks prior to the DCAS administration, the testing coordinator will review the testing plans with the parents. Two weeks prior to the testing, the testing coordinator will meet with the IEP Team and notify them of final testing locations and to review

the overall testing plans for the student. One week prior to the DCAS administration, the ED will ensure that all accommodations are entered into the DCAS Accommodations database.

b. Describe how the school will provide a continuum of educational placements...

See also Item 2 B. Program Plan (c) above.

c. Describe how the school will ensure that students with disabilities have access...

27.1 Educational Placement Options. Following the development of a child's IEP, the team shall determine the child's educational placement in the least restrictive environment based on the child's individual needs and the services identified in the IEP. Educational placement options shall include, but not be limited to, the following:

Services in the General Classroom:

27.1.1 Inside Regular Education Class ≥ 80 percent of the day: Children with disabilities receiving special education and related services outside the regular classroom less than 21 percent of the day. This may include children with disabilities placed in: regular class with special education related service provided within regular classes; regular class with special education related services provided outside regular classes; or regular class with special education services provided in resource rooms.

Collaboration and consultation will occur weekly between the special education teacher and the content teacher. Both teachers will be expected to be present in the designated inclusion classroom to co-teach while also providing services with a focus on special education. LTA's special education teachers will meet weekly with the content area teachers working together to best meet the needs of students with disabilities as well as children who may be "at risk". LTA will operate the Response to Intervention Teams to promote data driven instruction, to individualize learning experiences and to effectively integrate resources which would positively impact the child's educational program.

LTA's Classroom Strategies for Using Inclusion in the Classroom:

1. Pre-teach difficult vocabulary before reading or teaching about a topic before giving material to students to read.
2. Encourage students to preview text before reading it (and provide instruction in how to do so).
3. Write assignments or important points on the board, and provide extension activities for gifted students who finish reading earlier than their peers.
4. Have different students read different amounts of the text, based on their abilities.
5. Address behaviors that impede learning through structured after school classwork completion sessions with the student tutoring group – National Honor Society.

Part-time or Full-time Special Education Classes/Services:

27.1.2 Inside Regular Class ≤ 79 percent of the day and \geq than 40 percent of the day: Children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent of the day and no more than 60 percent of the day. This may include

children placed in: resource rooms with special education related service provided within the resource room; or resource rooms with part time instruction in a regular class.

LTA's Academic Support Room Strategies (Many activities will require the assistance of the special educator or a paraprofessional):

1. Pair or group students with various disabilities with other students who can compensate; assisted by a specialist and in some cases a responsible trained adult classroom aide; depending upon the significance or severity of the assignment.
2. Allow students extra time to complete classwork if possible.
3. Reduce the length of the assignment for students who cannot complete the entire task.
4. Allow some students to demonstrate their mastery through verbal responses rather than written ones.
5. Focus on one-to-one instruction with flash cards and computer activities.
6. Change the manner in which information is presented, paced, or sequenced.
7. Assist students in becoming independent in the "process" of learning through the use of compensatory strategies and study/organizational techniques.
8. Address behaviors that impede learning through structured feedback loops that are appropriately timed based on the needs of the student.

27.1.3 Inside Regular Class < 40 percent of the Day: Children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the day. This may include children placed in: self-contained special classrooms with part time instruction in a regular class; or self-contained special classrooms with full time education instruction on a regular school campus

LTA's Self-Contained Special Classroom Strategies (Most activities will require the direct assistance of the special educator or a contracted specialist teacher):

1. Allow students to study using auditory techniques if the reading and writing skills are weak due to their disabilities.
2. Allow students to dictate their responses (especially those students with visual disabilities).
3. Give students additional time to complete quizzes and exams.
4. Hold some students responsible for less material.
5. Provide easily readable notes or outlines to those students who have difficulty taking their own notes.
6. Reward and acknowledge tasks performed as often as possible.
7. Address behaviors that impede learning through structured feedback loops that are appropriately timed based on the needs of the student.
8. Spend time consulting with specialists daily, weekly or monthly – depending on the level of modifications needed in this setting.

Supplemental or Out of School Special Services: 27.1.6 Homebound and Hospital: Receives education programs in homebound hospital placement. Includes children with disabilities placed

in and receiving special education and related services in: hospital programs, or homebound programs. A homebound instructor will be hired to support the needs of students who require such services. The education diagnostician will coordinate these services according to the student(s) IEP. At LTA, homebound instruction could occur for multiple reasons. When a student is not able to attend school for an extended period, he or she will receive his or her education at home until it is determined that he or she are able to attend the regular educational program. This range of services is broad but will not be static for any individual student. As student progress is assessed, attention will be paid to the needed services, ensuring that services are provided in the least restrictive environment. Each time an IEP is developed for a student (e.g., as part of the initial evaluation, at annual reviews, and/or at other re-evaluations), general education with needed supplementary aids and services must be considered as an option.

Some students in an inclusion classroom will require an adapted classroom structure. This may entail inclusion strategies such as changing certain physical structures in the classroom (such as desks) to accommodate students with physical disabilities, adjusting the seating chart so that a student with auditory problems can lip-read more easily, or structuring the classroom time so that students with behavioral or learning disabilities feel more secure.

LTA will make the most important adaptation that can be made in a classroom structure; that is, to foster a feeling of inclusion and diversity as a positive ideal in our school. LTA will never condone put-downs or make discriminatory remarks. LTA will encourage students to work together in diverse groups, and allow each students to shine in his or her own way!

d. Describe how the school will provide multi-tiers of academic and behavioral

See item 1 (b) above At-Risk Students.

e. Explain how the school will ensure parent participation in the IEP process in.....

LTA will follow these steps to ensure that one or both of the parents of the students with a disability are present at each IEP Team meeting or are afforded the opportunity to participate. When a student is first placed into special education, the parent must attend the meeting and sign indicating their presence at the meeting and also sign and approve a Notice of Recommended Educational Placement (NOREP) prior to the student starting to receive special education services. If a case manager has problems contacting the parent to arrange the initial IEP meeting, the case manager should ask for the assistance of the School Counselor or Education Diagnostician in regards to the parent's attendance at this meeting. LTA will keep in mind that LTA have only 30 calendar days between the dates on the Initial Evaluation Report and when the first IEP is dated. LTA then have up to 10 days to implement the IEP. Once a student is in special education, LTA is required to invite the parent to the IEP meeting annually (once a year). LTA will create an IEP Invitation Meeting form for this purpose.

Parent that does not want to attend the IEP meeting:

In some cases: If the parents sign the invitation indicating they will not attend the IEP meeting, LTA can hold the IEP meeting in their absence. Their signature is not necessary on the annual IEP but they must be invited. If the parent does not return the invitation after the third

attempt, (make 3 attempts to contact the parent) LTA will send a letter certified with the Invitation form stating the IEP will be held without them unless they respond indicating that they want to attend. Using certified mail provides a record that the Invitation form was sent to the parent. Other methods that can be used to send the Invitation form home is to ask the ED to email the Invitation form or fax the Invitation form to parents, if that is requested. In most cases the process will start out by mailing the invitation form home using the U. S. mail from our school. LTA will not delay the due date of the IEP in order to have the parent present for a face to face meeting.

The Case Manager and ED will always keep a record of the attempts to arrange a mutually agreed on time and place. The ED will arrange for an interpreter for parents who are deafness or whose native language is other than English. At the IEP meeting and whenever requested, the case manager will give the parent a copy of the student's IEP at no cost to the parent.

Parents that want to attend but cannot before the due date of the IEP: If a parent wants to come in for the IEP but cannot come in prior to the due date, the meeting will be held prior to the due date and later review the document with the parents when they are available or mail it to them and then review over the phone.

f. Describe how the school will ensure that IEP accommodations are provided for....

When it comes to truly assessing students, Delaware is as rigorous as almost any state in the country. Eighty-eight percent of students with disabilities in Delaware take the DCAS – the same standard assessment that all students take. However, in July 15, 2014, Governor Markell signed into law an act to amend Title 14 of the Delaware Code relating to the education of students with disabilities. LTA will honor this amendment as it pertains to assessing students on the Smarter Balanced test and strictly adhere to the criteria stated in the *“Accessibility Guidelines for Delaware System of Student Assessments (DeSSA) and Guidelines for Inclusion of Students with Disabilities and English Language Learners* as a guide.

The amended bill will allow for the most “severely cognitively disabled students” to be exempt from state mandated standardized testing. This bill would exempt students with an IQ of 50 or less, and they must be autistic, have multiple disabilities, or have a specific learning disability. At the writing of this application these students are be required to take the Alternate DCAS 1, which they currently take. LTA’s education diagnostician (ED) and IEP Team will carefully review each student’s IEP and will determine as to whether or not a student is eligible to take the DCAS – Alt1 on the basis of the criteria set by the *Participation Guidelines* found in the *Guidelines for Inclusion of Students with Disabilities and English Language Learners*. LTA’s education diagnostician and special education teachers will receive the DDOE sponsored DCAS Alternative Assessment training so that each teacher can administer and score the assessment of students who are eligible to take the DCAS – Alt1.

g. Describe how the school will ensure that IEP services, supports, and accommodations...
See Item B. (b) above.

h. For students with disabilities who are age 14 or older, or who are entering the....

LTA Transition Program Timeline for Special Ed Students from Middle School

Activity	Mar	April	May	June	July
The following steps will be implemented to transition students from middle school to LTA.					
LTA School Leader sends letter to middle school principals and parents.	X				
LTA Education Diagnostician (ED) sends letter to each middle school Special Ed. Staff member and parents.	X				
LTA School Counselor gives orientation and explains LTA’s program of study to all middle school students and parents.	X				
LTA ED sends email to each community and education specialists with schedule of all IEP meetings and who will be attending the IEP meetings, dates, and times.	X				
LTA ED sends letter to each parent with schedule of all IEP meetings dates, times, and who will be attending each meeting. LTA will cc to each child’s middle school case worker.	X				
LTA ED calls parents to remind him/her just before IEP meeting.		X			
IEP meetings held at LTA with all incoming 8 th graders who will receive special education services.		X			
LTA ED sends “email” thank you each middle school special education teacher.				X	
LTA all parent & all child open house					X
LTA all parent & all child open house					X

C. Monitoring and Accountability

a. Describe how the school will regularly evaluate and monitor the

b. Describe how the school will ensure that required participants, including parents....

See Item 2 B. Program Plan (e) above. LTA will also do the following to encourage participation of parent participation at IEP meetings.

- Host events and activities that bring parents and families into the school.
 - Special workshops offered through the Parent Education Center, Thursday Parent Night program, Parent Breakfast with Student Program, plays, musicals, and sporting events.
- Communicate with parents frequently, using a variety of methods.
 - Emails, flyers announcing activities germane to their student's disability
- Create a warm, respectful and welcoming school environment.
 - Acknowledge them by name and ignite general conversations; especially good reports about their student's progress.
- Be flexible in accommodating parents and families.
 - Hold evening IEP meetings if necessary or early morning; making sure everyone is notified well in advance.
- Provide a variety of resources for parents.
 - Parent Education Center.
- Support parents in helping their children at home.
 - Compass Learning Program, Peer mentoring and tutoring program.

LTA's IEP Team and School Counselor will keep community caseworkers, mentors and specialists of the student apprised of all activities involving the student's progress via emails, faxes and phone conversations.

c. Describe the strategies that will be used when parents do not respond.....

See Item 2 B. Program Plan (e) above. LTA's IEP Team will consult with the parent to determine the reason for lack of involvement. LTA will not relax in this matter until they have resolved the problem. Often IEP meetings can create high levels of anxiety for parents. Many parents often feel intimidated and feel overwhelmed in these meetings because they are not prepared, don't know what to ask for or how to ask for it. LTA will take each case individually and work with these parents. LTA's IEP's Team and School Counselor will be vigilant to the needs of all its parents. LTA will suggest resources for parents including community and state based parent advocates such as: Delaware Department of Services for Children, Youth and Their Families and the Parent Information Center of Delaware. The student's advisor will also play a significant role in communicating with the parent.

d. Describe how the school will ensure participation of general education in the IEP....

LTA's General education teachers and CTE teachers have a crucial part to play in a student's annual IEP review. By being prepared to participate in the IEP review process, LTA's general education and CTE teachers will influence the planning and design of an individualized educational program for a student. LTA's general and CTE teachers will be prepared to present the following at annual IEP meetings:

Review student turn-in rates, grades, and classroom strengths and weaknesses (academic and behavioral).

* Identify specific concerns you have about performance and behavior.

- * Be ready to discuss relevant goals for the upcoming year. Are the goals too hard or too easy? Has a short-term objective been met or is the student still struggling?
- * Review accommodations and modifications. Does the student still need the listed accommodations, or is there a different one which will be more effective?
- * Be able to recommend additional resources related to your class which might be useful such as websites or local tutorial services.
- * Means for students to request help or support from you after school and any permission forms required to make this happen.
- * Don't forget the positive comments!

The School Leader will be held accountable to ensure that all required stakeholders including general and CTE staff attend IEP meeting and are fully prepared to report and participate in such meeting as required by law. The Lead Teacher will monitor the responsibility of the teachers through observations, conversations and electronic communications regarding this matter. The IEP review meeting is an opportunity to contribute to the success of a special education student. By participating in these meetings, LTA's general and CTE teachers have the opportunity to identify student strengths and needs, focus on what the student needs to do to continue to progress academically and behaviorally, and gain further insights about the student and his/her family. They are part of creating a useful plan that will help their student's academic progress in the year ahead.

e. Describe the school's system of accountability to ensure compliance with IDEA...

LTA's School Leader will be held accountable to the educational reform of the No Child Left Behind (NCLB) Act of 2001 proposed to improve educational outcomes for students with disabilities under the supervision of the CEO and governed by the Board. The Title 1 School wide Program (SWP), originally introduced in 1978 and reauthorized as part of NCLB, required schools to improve academics for all students. This legislation also called for national, state, and local agencies to coordinate vocational and job development services.

Another piece of legislation included in NCLB, the Comprehensive School Reform Program (CSR), provided financial incentives to schools that use research-based methods to improve all students' academic achievement through curriculum, technology, and staff development. While SWP and CSR focused on school wide change, the Individuals with Disabilities Act of 2004 concentrates on an individual student's Individualized Education Plan and holds schools accountable for the academic performance and inclusion of district and state assessments of students with disabilities.

During staff development, prior to school opening, administrators and staff alike will be trained and apprised of the laws involving IDEA.

D. Staffing and Professional Development

a. Describe how the school will employ qualified special education staff, including,...

The School Leader will be assisted by the President and Project Leader to recruit and hire teachers who are highly qualified with a state of Delaware teaching certificate in Special Education. The leadership team will advertise all instructional staff vacancies. LTA will advertise on its website, college placement offices, Teach for America, Delaware Charter School

Network, National Charter School Alliance, Education World, local and national newspapers, web based Careers Indeed Jobs and multiple other advertising venues. Qualified candidates will be required to submit an online application, letter of interest, resume, and two letters of recommendations. Current staff members applying for a position need not complete the entire application procedures. LTA will advise candidates, who are school employees, to submit a letter of interest to the school leader stating the position in which they are interested and their reason for applying. Applications will be screened by the school leader, president, project manager, lead teacher, if already hired. A current special education teacher may also be asked to help screen applications.

The first step in the screen processing will involve a Background and Experience of Candidates review. LTA will seek candidates with broad experience, certification and willingness to obtain certification in more than one area. LTA will recruit dually-certified teachers in each content area to facilitate the inclusion model at the school. These teachers will serve as lead teachers and provide professional development and instructional models on teaching special education students in the regular classroom.

The second step will Reference Checks of Applicants. This will take place prior of scheduling of an initial interview. The Office Manager/Human Resources Coordinator will perform this detail. Candidates must have at least one positive reference from a school administrator (or cooperating teacher of an inexperienced applicant) who has direct knowledge of the candidate. Applicants who pass the screening process will be notified via telephone of an interview. The interview team shall interview not less than five candidates for each vacancy unless there are fewer than five qualified candidates.

The following qualifications for special education teachers will be sought:

- Required qualifications: valid Delaware Special Education Credentials
- Desired qualifications: strong academic instruction and classroom management skills, ability to collaborate with general education colleagues in an inclusion classroom setting -- implementing effective practices for diverse learners, knowledge of assessment tools appropriate for students with special needs, knowledge of instructional tools and programs designed for students with disabilities, knowledge of the IEP process, 504 assessment, Behavior Support Plans, basic computer skills, and effective communication skills with families.

LTA anticipates that 8 - 10% of its student population will require IEP and/or 504's. As the school expands grade levels, the special education and contracted professional specialist staff will grow in correlation to the special education population and identified needs of the students. By the end of year four LTA anticipates an enrollment of 50 special education students. During its first year of operation, LTA predicts that LTA will be eligible to 1.5 to 2 special education teachers.

LTA will contract the services of a school psychologist half- time for the duration of its charter prior to renewal. Should LTA require the assistance of an occupational therapist, physical

therapist or a speech/language pathologist they will seek the service of Therapy Services of Delaware, Inc. (TSDI). TSDI has been a leading provider of occupational therapy, physical therapy, and speech and language therapy, assistive technology specialists in Delaware, southern New Jersey and Maryland since 1984.

b. Describe how the school will ensure that all staff (including but not limited to....

Our Calendar includes training beginning in the summer of July 2016 for staff induction and development and throughout the school year. Please see Section 1.5 Staffing for Professional Development. Topics include:

RTI	The IST Process Instructional Support Team	IDEA and its mandates
504 Eligibility	ADA American with Disabilities Act	Curriculum modifications
Curriculum accommodations	Common testing adaptations/accommodations	Academic Support Room strategies and classroom adaptations

LTA is committed to ensure that our special education teachers are adequately trained and will properly implement state and federal laws related to the identification, evaluation, and education of students with disabilities. School audits will be held annually by the school leader and education diagnostician by gathering qualitative data from a convenient sample of stakeholders. The administrative team will review 10% of all IEP’s across three years, visit classrooms and case conferences, and conduct announced and unannounced observations.

3. English Language Learners. Charter schools are responsible for the identification of English language learners...,

a. Explain how the school will identify English language learner students in need of...

LTA will provide language and academic support services to students who are limited in their ability to speak, read, and write in English. LTA will adhere to DE Title 14 Education 900 -- 920 Educational Programs for English Language Learners (ELLs). Students are in regular educational classes with the support of the ELL tutor contracted by LTA. Teachers will also support and help a student by differentiating instruction in the classrooms.

- *Screening for ELL Services – Home Language Survey*

English Language Learners (ELLs) will be identified through a Home Language Survey and the *WIDA ACCESS Placement Test (W-APT)™* more aptly known as a screening tool that is administered shortly after registration at LTA. ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This entry test determines eligibility and English Language Proficiency Levels (ELP) for each new ELL student. At LTA, ELL students will be provided services in an inclusion/push-in model. This program is an immersion in English, with tutor support. LTA will contract with a translation company to translate

documents and provide tutor support for our ELL students. LTA will offer a variety of instructional strategies that includes direct language instructional in listening, speaking, read and writing, small group teaching, and regular classroom assistance.

- *Initial Diagnostic Test for English Language Proficiency*

LTA will use two different type of ACCESS tests with our English Language Learners. *The W-APT ACCESS* test is an entry test that will help determine whether or not a new ELL student needs English as a Second Language Services. *The annual ACCESS for ELLs*® is an annual assessment test given in the Spring that will determine English Language Proficiency progress of our students. The results of this test will be shared with parents and teachers at the beginning of each school year.

- *Parent Notification*

Each ELL student will receive a parent letter report that explains their test results in Speaking, listening, reading, & writing levels. To view an example of the Parent/Guardian Report [Parent/Guardian Report](#).

<https://www.wida.us/assessment/ACCESS/ScoreReports/translations.aspx>

b. Explain how the school will schedule the contact hours for instruction based upon....

LTA will schedule contact hours during the regular school day with a highly qualified certified ELL teacher on staff or a contracted ELL teacher to provide instruction at the learner's proficiency level. Instruction will likely occur during a skinny block.

c. Describe the program model(s) the school will use to deliver the English...

English language Learners (ELLs) in our school will receive language support services by a group of trained ELL staff members that focuses in helping students develop their language and academic skills. To do this, contracted ELL tutors will teach direct language instruction in reading, listening, speaking and writing. Students will also be shadowed/supported in the classroom to ensure that they keeping up with their classes and understanding what's taught in class. During a student's first days of schools, tutors will ensure that ELLs become familiarized with daily routines and safety precautions in the building so that each student feels safe and welcomed in their new school environment. To ensure communication among parents, students and schools interpreters will be available and provided when necessary to assist our school and its families. LTA will also offer classes to ELL parents during year two of its school opening in its Parent Education Center. Prior to this time, LTA will refer ELL parents to students home school district parent education centers.

ELL Curriculum

At LTA English Language Learners will receive the necessary survival and academic English language skills they need to function in the regular classroom. To accomplish this, LTA will use the *Longman Keys to Learning* series curriculum offered by Pearson Longman publisher aligns to the Common Core State Standards for English learners and struggling readers. This series provides explicit, intensive, and focused instruction that maximizes ELL student's academic language proficiency and reading comprehension, giving all learners a real chance for academic success (KTL). This program:

- Accelerates academic vocabulary acquisition
- Develops transferable cross-curricular academic skills
- Provides an easy-to-use roadmap to academic success

The Longman Keystone series is aligned to the WIDA ELL standards mandated by the state of Delaware Department of Education. Additional Resources for ELL students and parents:

[¡Colorín Colorado!](http://www.colorincolorado.org) Free web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners (ELL's). (www.colorincolorado.org/educators).

[Federal Regulations & No Child Left Behind](#) -- Facts on the Assessments & federal regulations about English Language Learners.

[Online Dictionary](#) -- Free dictionary, text translation to over 50 languages & thesaurus.

[Parent Information Center DE](#) -- The purpose of this organization is to give families and caregivers of children with disabilities or special needs easy access to information, training, and resources so as to improve their children's developmental and educational outcomes.

d. Describe the minimum English proficiency level scores required for enrollment...

Students are tested when they first arrive at LTA and again at the end of the school year to assess their English proficiency growth and needs. An annual test is administered, called the ***Annual ACCESS for ELLs***, to help determine the student's needs and improvements each year. *The Annual ACCESS for ELLs* assessment will be coordinated through the School Leader and teachers administering the assessment will attend the DDOE live training and state webinars.

LTA's ELL students will receive services until they are able to show through a language assessment that they have reached English proficiency as set by the English assessment used by the State of Delaware. Once a student scores a five or above in the overall score of the ACCESS test he/she will no longer be classified or need to receive ELL services. Students in 1st must obtain a 5.6 or above to exit ESL services.

e. Describe the school's plan for addressing parent involvement for English...

LTA Parent Education Center (PEC) will provide parents and caregivers with resources and support as they work in partnership with LTA to meet their child's learning needs. Our goal is to help families understand the important role they play as part of the educational team. Our PEC will be a place where parents can: find resources to help you increase your child's reading skills, find resources to help you increase your child's math skills, find resources to enrich your home life, receive English Language Learner support, participate in parent education classes and workshops, learn how to best navigate the BSD education system, borrow books from the lending library, connect with great community-based resources, access computer and fax services, have their concerns heard and be valued as a parent or caregiver and much more, all at no cost to the parent.

LTA's parents will be referred to their local school district Parent Resource Center prior to the opening of its PEC. LTA will also offer an evening advisory service workshop for the development, enrichment and improvement of its ELL students and parents. Our world language department staff will hold an annual "World Day" event; which will allow ELL students and parents to participate and share about their culture among one another. Students and parents will get a chance to discuss/share cultural differences and meet other ELL high school students from other local high schools.

f. Describe how the school will ensure that English language learner students...

See response in Item (c) above.

g. Describe how the school will ensure that all English language learners,

See the response in Item (d) above.

h. Describe how the school will ensure that English language learners, including...

LTA's education diagnostician and special education teachers will work hand in hand with the ELL instructor to provide services for students who are dually identified. The special education teacher will work in the classroom with students and also during academic support blocks. LTA will participate in the guidelines found in the *Guidelines for Inclusion of Students with Disabilities and English Language Learners*.

4. Gifted Students. Explain how the school will identify and meet the needs of gifted ...

a. The specific research-based instructional programs, practices, strategies,...

LTA will address the needs of all its students; including its exceptional gifted and talented youth according to Delaware Title 14, Chapter 31 – Exceptional Children, Subchapter IV. Gifted or Talented children -- § 3126 Rules and Regulations.

LTA teachers will be trained to monitor the behaviors that can be observed and indicate when a child's critical thinking, learning and test scores are advanced. Examples include: abstract thinking, strong memory, a capacity to focus and concentrate on tasks of interest, intellectual curiosity and a strong motivation to learn. On the other hand, there are situations when formal testing is appropriate, such as when very high levels of giftedness or a learning difficulty is suspected, or if such testing is required for entry to specific programs. LTA will use The University of Connecticut Neag Center for Gifted Education and Talent Development research as a practical system for identifying gifted and talented students.

LTA High school students may be referred by their parent, counselor or teacher. Once identified they are guided to enroll in a variety of advanced placement courses. The College Board's Advanced Placement (AP) Program enables students to pursue college-level studies while still in high school. Based on their performance on rigorous AP Exams, students can earn credit, advanced placement, or both, for college. Our guidance counselor will seek opportunities at Del Tech, Wilmington University, and University of Delaware as well as on-line opportunities whereas students can enroll in dual-credit courses. This will allow student to simultaneously earn both high school credit and college credit. All dual-credit, advanced placement, and honors courses are weighted. Our gifted and talented students will have the opportunity to earn between 9 - 12 college credits in the Early College Program at Wilmington University. LTA's talented youth will be highly involved in STEM engineering research, robotic designs and competitions, through the Delaware CTE TSA organization. The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health while in high school. LTA will encourage its gifted and

talented youth to participate in enrichment activities and opportunities such as: Science Olympiad, Math League, Student Council, Chess Club and the University of Delaware Governor's School for the Gifted.

b. How the school will provide qualified staffing for gifted students; and

During its hiring process, LTA will seek effective teachers for all learning and aptitude levels of our students. LTA will search and screen for teachers who enjoy working with challenging and innovative students. These teachers will be able to recognize and program for unusual levels of ability, differences in learning style and mode of expression, and student interest. These teachers seek out advanced materials and unusual opportunities for their students, are experts in their teaching specialization, and possess a broad repertoire of teaching skills and techniques. LTA will also hire a special educator who has graduate degrees and/or special certifications and qualifications to service the gifted and manage the student's program within the guidelines of Delaware Title 14 – Chapter 31.

c. How the school will assess and monitor the progress and success of gifted students.

LTA will follow the student's IEP and use the grading system specified in that document to measure progress. LTA will subscribe to The Journal for the Education of the Gifted (JEG). JEG is committed to the analysis and communication of knowledge and research related to the field of gifted education. JEG is the official publication of The Association for the Gifted. Our teachers will participate in The National Association for Gifted Children one-hour webinars, presented by experts and practitioners in the field, to learn about relevant topics in gifted education.

Teachers will work with gifted students individually and in small, flexible groups to challenge them. While all students work through the same rigorous projects, 'project challenges' are required for those students who are gifted and talented and who are receiving a weighted grade for the course. 'Project challenges' allow students to extend their learning by exploring an interesting complexity of the problem, conducting additional research, or answering a "What if" question that changes the parameters of the project design. Students participating in internships, job shadowing and community service programs with partnered companies will also have an opportunity for project challenges with increasing exposure to concepts and projects in these companies. LTA will structure the grading and credit weighting to reflect the intensified work situation experienced by the students.

5. Homeless Students. Explain how the school will identify and meet the needs of...

LTA will educate its faculty and staff to the definition of homeless as described below in Title 14 Education Delaware Administrative Code – 901 Education of Homeless Children and Youth. Homeless Children and Youths" as defined by the provisions of the 42 U.S.C. §11434a (2), means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 U.S.C. §11302(a)(1)); and includes:

Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are Awaiting foster care placement.

Children and youths who have a primary nighttime residence that is in a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of 42 U.S.C. §11302(a)(2)(C)).

Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and Migratory children (as such term is defined in section 6399 of Title 20, the Elementary and Secondary Education Act of 1965) who qualify as homeless because the children are living in circumstances described above.

LTA will follow the requirements of the McKinney Vento law to its fullest extent including making discrete arrangements for: Transportation, clothing, school supplies, special counseling, tutoring services, enrichment activities and all comparable and coordinated services that pertains to the enrichment and enhancement of the student's education experience at LTA.

During in-service all faculty and staff will attend the training on how to identify and learn how the needs are met of homeless students. The Homeless Liaison (school counselor) will also coordinate training for school staff on homelessness and the McKinney-Vento Act. This will ensure that all school staff understand the federal law and homeless policies and procedures, and have the knowledge, skills, and disposition to provide a positive and nurturing environment for children, including those who are homeless.

Procedures to Ensure Compliance

LTA's guidance office secretary/school registrar will coordinate the registration of new students including the registration of homeless/unaccompanied youth in the school's enrollment process. Parents and unaccompanied youth will complete a residency questionnaire during the enrollment process. Surveys that may indicate homelessness will be sent to the homeless liaison for a final determination of homelessness.

An "**Unaccompanied Youth**" as defined by the provisions of 42 U.S.C. §11434a (6) includes a youth not in the company of a parent or guardian. If a youth registers an unaccompanied youth, the homeless liaison will notify The Delaware Department of Services for Children, Youth and their Families -- Division of Family Services (DFS). DFS investigates child abuse, neglect and dependency, offers treatment services, foster care, adoption, independent living and child care licensing services.

LTA staff interventionist will routinely investigate all local shelters, motels, transitional living programs, and campgrounds frequently used by families and youth who are homeless, and provide these addresses to the school's registrar; particularly the addresses of applicants being screened. The identification process will begin with a phone call followed by paperwork discretely provided to youth for family referral services. The homeless liaison will meet with students who are homeless once a month to determine the youth continued status and need for services.

LTA will purchase posters in English and Spanish from the National Center for Homeless Education (NCHC). Other services such as training for our educators will also be sought. The poster, geared towards parents, explains who qualifies as homeless under the McKinney-Vento Homeless Assistance Act and lists the educational rights of children and youth experiencing homelessness. These posters will be placed in our school offices, library and cafeteria to generate public awareness. LTA's website will clearly explain the McKinney-Vento Act and the school's process of registration and services provided under the law.