

## TARGETED STRATEGY PLAN—MCD OUTCOME 13

### INTRODUCTION

The following amendments have been made to “Targeted Strategy Plan—MCD Outcome 13” previously approved by the Independent Monitor on March 26, 2008.

**REVISED STRATEGY: Continue accountability for performance evaluations to include accurate completion of Service Tracking System logs for targeted Resource Specialists and related service providers at District schools. Enforce accountability for usage of Welligent Service Tracking System logs by Resource Specialists and related services providers serving students with disabilities at Charter Schools.**

**COMPLETED** Strategy 13.1.1: *Review Welligent IEP form to determine the need for, and address through revisions, additional safeguards so that items on one page match the other pages.*

**REVISED** Strategy 13-1.2: *Based on Welligent Services Tracking user data, monitor and continue to target Resource Specialists, including those serving students at Charter, not regularly completing service tracking logs and provide additional supports for service tracking implementation in accordance with District policy.*

**DELETED** Strategy 13-1.3: *Articulate a clear policy on the use of flexible services and how such services shall be documented on service logs to demonstrate accountability for provision of the services and communicate the policy to Resource Specialist Teachers and related services providers.*

**REVISED** Strategy 13-1.4: *Provide service delivery data reports regarding Resource Specialist Teacher service tracking system usage to principals for them to monitor and enforce accountability for completion of service tracking in accordance with District policy.*

**REVISED** Strategy 13-1.5: *Monitor accurate completion of service logs including frequency and duration by Resource Specialists and related services providers and initiate progressive discipline procedures as necessary to enforce use as required by District policy.*

**REVISED** Strategy 13-1.6: *Publish in the “Welligent Connection” direction for Resource Specialist and related services providers to accurately address completion of Welligent service logs based on inaccuracies identified by the 2007-08 services study completed by Research and Evaluation (formerly Program Evaluation and Research Branch).*

**REVISED 13-2. Utilize personnel in the IEP Support Unit and the Special Education Support Units to provide support to Resources Specialists and other school personnel relative to documentation.**

**COMPLETED** Strategy 13-2.1: *Use the subject matter specialist to identify Welligent service tracker user issues and make recommendations for resolutions to facilitate effective use of the system and provide ongoing training as required for targeted schools.*

**REVISED** Strategy 13-2.2: *IEP Support Unit and Special Education Support Unit personnel will provide assistance regarding service tracking through training and monitoring of documentation of service.*

**REVISED Strategy 13-3: Collaborate with the County Office of Education's Human Resources personnel to negotiate with the Chancellor's Office of the California State University (CSU) and local private universities a system a collaborative partnerships with LAUSD for a program of study terminating in a master's degree in speech-language pathology and a Speech-Language Pathology license.**

**DELETED** Strategy 13-3.1: *Continue the conversation with the CSU Chancellor's Office for a program of study terminating in a master's degree in speech-language pathology and a Speech-Language Pathology license with defined District responsibilities and financial commitments and defined CSU responsibilities and financial commitments.*

**ADDED** Strategy 13-3.2: *Continue a scholarship program for students enrolled in Speech and Language Masters programs. Upon successful completion of their program scholarship recipients must commit to serving as a Speech-Language Provider in the District for a minimum of two school years.*

**ADDED** Strategy 13-3.3: *In collaboration with California State University Dominguez Hills, continue a cohort of LAUSD teachers who will participate in a 2 year program designed to complete the prerequisite courses for admission into a masters program for Speech and Language.*

**CONTINUED Strategy 13-4. Contact all California Speech-Language-Hearing Association (CSHA) and targeted ASHA members by letter to inform them of LAUSD job availabilities and benefits.**

**CONTINUED** Strategy 13-4.1: *Contact CSHA and targeted ASHA members with LAUSD informational materials regarding job opportunities and benefits.*

**ADDED** Strategy 13-4.2: *Conduct a telephone and email campaign of National Student Speech Hearing and Language Association (NSSHLA) members to make them aware of the District's scholarship program.*

**REVISED Strategy 13-5. Offer new-to-LAUSD and any currently employed speech and language teachers' placement on the Special Services Salary Schedule for an eight hour day to provide market entry level salaries and an increased service day in schools typically short of speech and language services.**

**REVISED** Strategy 13-5.1: *Include Special Services Salary Schedule offer in established recruitment special education initiative university presentations regarding speech and language teachers.*

**REVISED Strategy 13-6. Continue initiatives to support and expand effective speech and language services based on recommendations from the Panel of Experts.**

**REVISED** Strategy 13-6.1: *Maintain and monitor the pilot Response to Intervention (RTI) project for preschool children demonstrating speech and language concerns by continuing the use of Speech and Language Screening Clinics that result in the increased use of Communication Improvement Clinics without an IEP.*

**REVISED** Strategy 13-6.2: *Maintain and monitor the use of the Speech/Language Impairment (SLI) Certification IEP page for initial, comprehensive and three-year evaluation IEP meetings.*

**REVISED** Strategy 13-6.3: *Monitor the implementation of professional development presented during the 2007-2008 school year to Speech and Language Pathologists on (1)*

*ELL proficiency levels, (2) appropriate diagnostic tools for the student's primary language, (3) use of the Speech and Language Goal Bank, and (4) implementation of service completion criteria.*

**REVISED** Strategy 13-6.5: *Continue and refine research-based, systematic, intensity-based intervention approaches for speech and language service and delivery models that facilitate acquisition of speech and language skills that will prepare the student to successfully function in the instructional program.*

**REVISED** Strategy 13-6.6: *Continue the use of Speech Language Pathology Assistants (SLPAs) at multiple school sites around the District to deliver compensatory services.*

**COMPLETED** Strategy 13-6.7: *Expand speech and language services to LAUSD schools through increased agency rates and supports for District providers.*

**COMPLETED** Strategy 13-6.8: *Articulate and implement procedures for new Assistant Principals, including the appropriate implementation of the SLI certification, so that the IEP meeting is convened when a student has achieved LAS goals to determine whether there is a continuing need for LAS services.*

**ADDED** Strategy 13-6.9: *Implement the use of the Communication Severity Scales in the assessment process by Speech and Language therapists to standardize, streamline and provide guidelines for IEP teams to consider for eligibility of students speech and language needs.*

**COMPLETED Strategy 13-7. Redesign the IEP to so that duplication of information is eliminated and Welligent edits are included for completion of required information.**

**COMPLETED** Strategy 13-7.1: *Review the IEP form for redundancy of information and develop a redesign to eliminate duplication of information and program edits in the Welligent system that will control for the completion of required information.*

These proposed amendments have been developed from (a) a review of data regarding the provision of related services and Resource Specialist services (b) a review of the impact of, or the continuing need for, the strategies approved by the Independent Monitor on November 13, 2006, (c) recommendations from the LAS Panel of Experts, and (d) and continued analysis of issues related to the delivery and tracking of special education services.

## **IMPLEMENTATION OF THE 2007-2008 TARGETED STRATEGY PLAN:**

### **RESOURCE SPECIALIST PROGRAM**

The *Targeted Strategy Plan—Outcome 13, 2007-2008* continued the work from the previous year in focusing on documentation of Resource Specialist services in the Welligent services tracking system. Several reporting and monitoring strategies were implemented to improve accountability for RST usage of the Welligent system and accurate documentation of services

Through the implementation of the 2007-2008 Targeted Strategy Plan activities, the majority of Resource Specialist Teachers (RST) implemented service tracking using the Welligent Service Tracking System. There are isolated situations where RSTs did not have regular access to the system and tracked services using a paper log which were maintained at the service sites. According to the *Study to Measure the Delivery of Services in Accordance with the Individualized Education Programs of Students with Disabilities, Year 5 2007-2008* all but 7% of the requested logs were fully electronic. Regular service delivery data reports to the Board of Education, Local District personnel, and school administrators facilitated this increase in consistent use of the system by the RSTs and will be ongoing in 2009-2010.

As documented in the *Study to Measure the Delivery of Services in Accordance with the Individualized Education Programs of Students with Disabilities, Year 5 2007-2008*, the IEPs for students with SLD eligibilities showed evidence that 93% of their required services were provided. Students who received these services in the Resource Specialist Program received 95% of the services indicated in their IEPs. This data demonstrated a strong improvement in the percentage of services for which there was evidence of service provision increasing from 65% in 2004-2005 to 95% in 2007-2008.

An issue that continued to be an area of concern in 2007-2008 is the accurate documentation of frequency and duration for RSP services. The above mentioned study indicated that 81% of the RSP services were provided with the frequency indicated on the IEP and 75% were provided with the correct duration. Further analysis of this mismatch indicates that teachers may be providing services with the appropriate frequency and duration but may not be accurately documenting their service delivery. When these providers document reasons for no service, as an example, the percentage of matches was much lower than when they documented complete or partially complete services.

The Targeted Strategy Plan for 2009-2010 will continue to focus on providing tools for school site and Local District administrators to monitor the use of the Service Tracking System for all Resource Specialist Teachers as well as providing ongoing training and support in the documentation of frequency and duration of services in alignment with the IEP. These tools include regular data reports to Local Districts and principals, ongoing training and technical support from the IEP Support Unit and Special Education Support Units, and District guidelines and directions outlined in reference guides and *Welligent Connection* with guidance regarding monitoring of frequency and duration of services.

School administrators now have access to Welligent Reports including the *RSP Monthly Attendance Form* that allow them to monitor service provision and documentation in the Welligent system by their school providers including the Resource Specialist teachers.

## **IMPLEMENTATION OF THE 2007-2008 TARGETED STRATEGY PLAN:**

### **LANGUAGE AND SPEECH**

#### **CSU-LAUDS AND Other Collaborative LAS Partnerships**

Speech and language pathologist (SLP) recruitment activities included email and United States mail campaigns to ASHA members, extensive advertisements, attendance at career fairs and conferences throughout the United States and Canada, outreach to NSSLHA chapters at universities, and presentations on university campuses. Twenty-five new speech and language pathologists were hired during the 2007-08 school year. This was twice as many as hired throughout the preceding school year. Thirteen speech and language pathologists either retired or resigned from the District during the same period of time. Between July 2008 and April 2009, sixteen new speech and language pathologists were hired. During the same time period, thirty-eight new per diems began providing speech and language services in the District.

Outreach to universities and the California State University (CSU) Chancellor's Office continued in the 2007-08 school year. Meetings were held with Zulmara Cline, PhD, Associate Director of Teacher Education and Public School Programs. Expansion of SLP programs was a major topic of discussion. According to Dr. Cline, the CSUs have taken a severe budget cut, giving little hope that such programs will be expanded in the near future. Additionally, Dr. Cline shared that there is a shortage of qualified faculty. For this reason, the Chancellor's Office is planning to put forth efforts to create a doctoral program in speech and language in hopes of increasing the pool

of qualified faculty available to universities wishing to create or expand the programs. However, District staff was told that the Chancellor's office was currently focusing its efforts on completing the creation a doctoral program for nurses. Dr. Cline's feeling is that once this effort is completed, the focus will turn toward creating the doctoral program in speech and language. The District has committed to being a partner in any legislative lobbying that might need to occur to support this effort.

On the advice of Dr. Cline, District staff became more strategic during the 2007-08 school year by working to strengthen and expand partnerships with local universities. This emphasis has proven to be fruitful and has resulted in the establishment of two new programs that began September 2008 and has resulted in the increase of the number of SLP new hires both on a short term and long term basis.

The first of these new programs resulted from a series of meetings held with California State Universities, Los Angeles and Long Beach, to plan a District-sponsored scholarship program for SLP students which began in September 2008. The second program is a collaborative effort with CSU Dominguez Hills developing a cohort program for future speech language pathologists. This program, which provides the prerequisite courses for the SLP graduate program, is designed for current LAUSD teachers who are interested in becoming speech and language pathologists. The premise is that these individuals have already invested years as a District employee, and, therefore, will remain once they become certified in speech and language. Upon completion of the prerequisite courses and acceptance into a graduate program, candidates demonstrating exceptional potential may be considered for a position under a CTC issued waiver. At any time during the masters program, these candidates will be considered for a waiver once they have demonstrated clinical ability and competency in assessment.

The District has taken an active role in the development of the SLP program at Chapman University by serving on the program's advisory committee. Additionally, the District has committed to providing clinical training sites for students from Chapman College as well as Loma Linda University.

A new strategy utilized in 2007-08 was to involve master clinicians in the recruitment process. These individuals were contacted and encouraged to recommend students with whom they were currently working. Human Resources staff then interviewed the recommended candidates at their clinical training sites. This effort resulted in the issuance of 5 early contracts for the 2008-09 school year and demonstrates the importance of hosting these students whenever and wherever possible.

#### **LAUSD Flyers to California Speech-Language-Hearing Association (CSHA) Members**

402 informational packets were sent via U.S. Mail in February 2008, and again in May 2008 to CSHA members with a follow up post card mailing in June, 2008. Twenty-four Speech and Language Pathologists were hired for the 2007-2008 academic year. None of these candidates applied as a result of the informational mail strategy.

#### **Special Services Salary Schedule**

In mid-February 2007, UTLA reached an agreement with LAUSD regarding the special services salary schedule proposal for speech pathologists, including an increased caseload of thirteen students. Current starting and final step salaries at traditional calendar schools are \$61,433- \$76,505 and \$70,468-\$87,756 at year-round schools. Human Resources (in collaboration with the Speech and Language Department) initiated recruitment activities for the 2007-2008 school year and the results are favorable. The District

hired a total of 25 new speech pathologists in the 2007-2008 school year, compared to only 13 hired (without the special services salary option) during the 2006-2007 school year.

### **LAS Panel of Experts Findings**

A panel of experts, selected in consultation with the Independent Monitor prepared a report in June 2007 with recommendations to the District. The District implemented strategies during the 2007-2008 school year based on these recommendations. These strategies provided new ways to address and resolve identified problems including:

- Familiarizing all SLP's with ELL proficiency levels and ELL portfolios so they can use this skill accordingly during the prevention and screening process;
- Monitoring SLP's making sure they are using appropriate diagnostic instruments and procedures in the student's primary language and English when assessing all ELL students;
- Targeting school sites that need assistance with pre-referral interventions, and those that need assistance with implementing completion of service when goals have been met helping to identify those students who warrant speech services;
- Using Speech and Language Pathologist Assistants (SLPA's) to assist with compensatory service and prevention;
- Developing new policies and procedures to implement Speech and Language Screening Clinics; and
- Expanding programs for pre-school students to receive speech and language intervention without having to be identified as SLI.

In response to the report, the District implemented targeted strategies to improve its ability to meet Outcome 13. These strategies included the following:

- Establishing speech and language screening clinics and communication improvement clinics for preschool children demonstrating speech and language weaknesses. Five preschool clinics have been established, beginning in March 2008. A total of 20 students were screened in the Spring 2008 semester. Four students required further assessment. Five students have been enrolled in speech or language response to intervention (RtI) programs to address mild weaknesses without the need for an IEP. The District continued the use of these screening clinics during the 2008-2009 school year in order to accurately identify and support the needs of preschool students with speech and language weaknesses.
- Providing professional development to all Speech and Language Pathologists on (1) ELL proficiency levels; (2) appropriate diagnostic tools for the student's primary language, (3) use of the Speech and Language Goal Bank, and (4) implementation of service completion criteria. Thorough professional development has been provided to all Speech and Language Pathologists on these topics during the 2007-2008 school year. Providers are being monitored on their implementation of this information through the Stull evaluation process during the 2008-2009 school year.
- Providing targeted schools professional development on effective pre-referral intervention strategies regarding language development. Training was provided during the 2007-2008 school year to all new assistant principals, to State Preschool and SRLDP teachers regarding language-based classrooms and specific strategies for building language-based prevention support for at risk students.
- Piloting research-based speech and language service delivery models that demonstrate expedient acquisition of language skills. Three pilot programs were initiated during the 2007-2008 school

year. Initial reports from school site administrators and providers collected in June 2008 indicates that the 3:1 Service Delivery Model, the Speech Improvement Classes and the LAS Collaborative Service Delivery Model at Special Education Centers have begun to expedite the acquisition of speech and language skills for students participating in this projects. These pilot programs continue during the 2008-2009 school year and data is being collected and analyzed as to their efficacy and growth.

- Instituting Speech and Language Pathologist Assistants to support the delivery of compensatory and intensive, research-based services. Four Speech Language Pathology Assistants were hired to begin the provision of compensatory service in September 2008. In the fall 2008, state mandated supervision training was provided to all Speech and Language Pathologists so that the SLPA providers could be assigned to school sites throughout the District that have accumulated compensatory time. The SLPA providers are assigned to new sites as they complete compensatory service at the initially assigned sites. In anticipation of the success of this pilot program, the District will recruit and hire six additional SLPA providers.
- Increased agency rates have proven successful in the recruitment of additional contracted speech and language contracted agencies for the provision of service in the school setting. The District will continue to seek contractors for this purpose. The District will also continue to recruit retired SLP personnel for the provision of services.

### **Survey of Speech and Language Pathologists Conducted by R.C. Schnetzer and Associates**

In February 2009 the District received a copy of a summary of a *Survey of Licensed Speech & Language Pathologists (SLP) in Los Angeles County – Fall 2008* under cover of a letter from R.C. Schnetzer and Associates addressed to Mr. Robert Myers, dated December 26, 2008. District staff has reviewed the survey report, including the section on discussion and recommendations. Many of the recommendations had been previously addressed. These included additional hours after school, minimizing travel time to maximize services, provision of nonpublic services for students not receiving school services, utilization of SLPAs to provide compensatory services, implementation of extensive recruitment efforts, and auditing the assignment and provision of services through the Welligent service tracking system. These strategies have significantly increased maximization of speech and language services to students.

District staff contacted the California Department of Education (CDE) consultant assigned to Los Angeles County for nonpublic agencies. She indicated that she often interacts with potential nonpublic agencies to assist with the CDE certification process by offering telephone, email, and web-links. Additionally, as part of the CDE nonpublic agency application packet, it clearly states that if a nonpublic agency is going to serve exclusively at public or nonpublic school sites, they are not required to have a fire or building inspection. The consultant stated that it would be inappropriate for the District to train to the CDE application process, as that is their role, and they would continue to assist, answer questions and provide specific web-links to ease the process. Public agencies such as CSUN would not be eligible to become a nonpublic agency as indicated in the California Education Code. In reference to the “365 day rule”, the consultant indicated that she is not aware of such a waiver ever being denied. A waiver can easily be requested by the nonpublic agency or the District.

The following represents the results of the District’s NPS Department’s effort to solicit new nonpublic agencies over the past two years. This gives an accounting of the number of agencies we contacted and how many new Master Contracts were issued.

## **NEW NONPUBLIC AGENCIES, 2007-08**

Abington Speech (Per Diem)  
Holding Hands  
Pristine Rehab (Per Diem)  
Ruth Horowitz  
Speech and Language Prof (Per Diem)  
Speech Network (Per Diem)  
Sunbelt (Per Diem)  
Sunshine Speech

## **NEW NONPUBLIC AGENCIES, 2008-09**

360 Degree Customer (Per Diem)  
Alpha Vista (Per Diem)  
Be Understood  
Career Staff (Per Diem)  
Child Success Center  
Dahut Speech Services  
Gary Stromberg & Associates (Per Diem)  
Global Communications (Per Diem)  
My Therapy (Per Diem)  
Terri Elbaum

District staff also reviewed the contact information for individual respondents to the survey included in the letter of December 26, 2008. Fifteen providers are located well outside the District boundaries. Seven are current District-contracted providers. Several were sent letters soliciting them to become District-contracted provider. Thirty-seven identified hourly rates significantly beyond the current District hourly rate.

District staff will continue to review the survey report for additional recommendations to increase speech and language services beyond what the District is currently engaged in implementing.

### **CONCLUSION**

The focus of the 2007-2008 Targeted Strategy Plan on Resource Specialists had a significant impact on the overall improvement in the percentage of students receiving services identified on their IEPs. A number of activities designed to increase monitoring and accountability for school site administrators, Local District personnel, and central office administrators were implemented including new monitoring and data reports. Use of these tools as well as an increased focus on accurate documentation of frequency and duration will be a continuing strategy for achievement of Outcome 13.

Several targeted strategies within this targeted strategy plan aim at increasing the speech and language providers through either long-range programs to produce qualified providers or shorter range efforts, such as recruitment and the use of SLPAs. The plan also aims at continued implementation of the recommendations provided by the LAS Panel of Experts.

Specifically, the District proposes that:

- The strategy for accountability for performance evaluations to include accurate completion of service tracking system logs for targeted Resource Specialists and related service providers continue with some revisions;
- The IEP Support Unit and Special Education Support Units provide support to Resources Specialists and other school personnel relative to implementation of the Welligent Service module and accurate documentation of frequency and duration of services;

- Collaboration with County Office of Education’s Human Resources personnel continue to negotiate with local universities for programs of study terminating in a master’s degree and a speech-language pathology license;
- Contacting all CSHA and targeted ASHA members by letter to inform them of LAUSD job availabilities and benefits;
- Offering speech and language pathologists placement on the Special Services Salary Schedule for an eight hour day to provide market entry level salaries and an increased service day in schools typically short of speech and language services;
- Continuing initiatives to support and expand effective speech and language services based on recommendations from the Panel of Experts; and
- Continuing plans for the elimination of duplication of information, including Welligent for completion of information, to reduce redundancy within the IEP.

The District believes that the targeted strategies included in Targeted Strategy Plan—Outcome 13 are calculated to increase achievement of Outcome 13 during the next year.

Approved June 18, 2009

13-1	<p><b>REVISED STRATEGY:</b> Continue accountability for performance evaluations to include accurate completion of Service Tracking System logs for targeted Resource Specialists and related service providers at District schools. Enforce accountability for usage of Welligent Service Tracking System logs by Resource Specialists and related services providers serving students with disabilities at Charter Schools.</p> <p><b>RESOURCE ALLOCATON:</b> No additional cost.</p>
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**COMPLETED 13-1.1:** *Review Welligent IEP form to determine the need for, and address through revisions, additional safeguards so that items on one page match the other pages.*

**REVISED 13-1.2:** *Based on Welligent Services Tracking System user data, monitor and continue to target Resource Specialists and related services providers, including those serving students at Charter Schools, not regularly completing service tracking logs and provide additional supports for service tracking implementation in accordance with District policy.*

**Accountable Personnel:**

**Administrator, Student Information Systems Branch, Planning, Assessment and Research**

- Develop and publish band level (Bands 1, 2, and 3) reports of service tracking for resource specialists and include RST usage for Outcome 13 on MCD Progress Reports.
- Identify Band 1-2 Resource Specialists who need additional support and training to accurately and completely document services in Welligent.

**Associate Superintendent, Division of Special Education**

- Directly notify by letter Local District Superintendents, and school administrators of the status of RST usage at their schools with notification of their obligation to enforce usage and accuracy and that school and teacher names regarding failure of RSTs to use the Welligent service tracking system will be provided to the Independent Monitor, Superintendent, and Board of Education members.
- Submit names of schools and RST names failing to implement Welligent service tracking system requirements.
- Directly notify by letter the Charter School Division Executive Director the status of RST and related services provider service tracking system usage at Charter schools with notification of Charter School Division's obligation to enforce usage and accuracy and that school names regarding failure of RSTs and related services staff to use the Welligent service tracking system will be provided to the Independent Monitor, Superintendent, and Board of Education members,
- Submit names of Charter schools whose RST and related services staff fail to implement Welligent service tracking system requirements.

**Executive Director, Charter School Division**

- Directly notify by letter to Charter School Administrators the status of RST and related services provider service tracking usage with notification of Charter school’s responsibility to implement Welligent service tracking system requirements.
- Enforce Charter School Welligent Service Tracking system usage by RSTs and related services staff serving students at Charter Schools.

**Initiation Timeline:** December 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
October 1, 2009	Report to the Independent Monitor, Superintendent, and Board of Education the names and schools, including charter schools, of service providers who fail to enter data into the Welligent Service Tracking System.
December 2009	Reports regarding RST usage of Welligent service tracking system provided to Local District staff and principals through administrator reports.
December 2009	Reports regarding Welligent Service Tracking usage of RSTs and related services staff serving students at Charter Schools usage provided to Charter School Division Executive Director through administrator reports.
December 2009	Report to the Independent Monitor, Superintendent, and Board of Education the names and schools, including charter schools, of service providers who fail to enter data into the Welligent Service Tracking System.
December 2009-February 2010	Using Welligent service tracking system usage data, RSTs targeted for additional training and supports.
December 2009-February 2010	Using Welligent service tracking system usage data, RSTs and related services staff serving students at Charter schools targeted for additional training and supports.
December 2009	Issue letters to principals regarding administrative obligation to ensure implementation of District policy regarding Welligent service tracking system for RSTs and reports of RST usage for enforcement.
December 2009	Issue letters to Charter School Division Executive Director to provide to Charter School administrators regarding administrative obligation to ensure implementation and enforcement of District policy regarding RST and related services provider usage of the Welligent services tracking system.
February 2010	Report to the Independent Monitor, Superintendent, and Board of

<b>Intervals</b>	<b>Indicators</b>
	Education the names and schools, including charter schools, of service providers who fail to enter data into the Welligent Service Tracking System.
March 2010	Issue letters to principals regarding administrative obligation to ensure implementation of District policy regarding Welligent services tracking system for RSTs and reports of RST usage for enforcement.
March 2010	Issue letters to Charter School Division Executive Director to provide to Charter School administrators regarding administrative obligation to ensure implementation and enforcement of District policy regarding RST and related services provider usage of the Welligent services tracking system for students served at Charter schools.
April 2010	Report to the Independent Monitor, Superintendent, and Board of Education the names and schools, including charter schools, of service providers who fail to enter data into the Welligent Service Tracking System.
June 2010	Report to the Independent Monitor, Superintendent, and Board of Education the names and schools, including charter schools, of service providers who fail to enter data into the Welligent Service Tracking System.

**COMPLETED 13-1.3:** *Articulate a clear policy on the use of flexible services and how such services shall be documented on service logs to demonstrate accountability for provision of the services and communicate the policy to Resource Specialist Teachers and related services providers.*

**REVISED 13-1.4:** *Provide service delivery data reports regarding Resource Specialist Teacher service tracking system usage to principals for them to monitor and enforce accountability for completion of service tracking in accordance with District policy.*

**ACCOUNTABLE PERSONNEL:**

**Administrator, Student Information Systems Branch, Planning, Assessment and Research**

- Include RST usage for Outcome 13 on MCD Progress Reports.

**Associate Superintendent, Division of Special Education**

- Monitor data for targeted Resources Specialists to determine if improvements have occurred and for follow-up with supervisors if they have not.

**Administrator, School Site**

- Monitor data for targeted Resources Specialists to determine if improvements have occurred and for follow-up if they have not.

**Initiation Timeline:** November 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
November 2009	Reports regarding RST usage of Welligent tracking system provided to Local District staff and principals
January 2010	Schools identified for additional targeting.

**REVISED 13-1.5:** *Monitor accurate completion of service logs including frequency and duration by Resource Specialists and related services providers and initiate progressive discipline procedures as necessary to enforce use as required by District policy.*

**ACCOUNTABLE PERSONNEL:**

**Associate Superintendent, Division of Special Education**

- Apply progressive discipline enforcement for targeted individual related services providers failing to provide and document services consistent with the requirements of the IEP in the Welligent services tracking system.

**Local District Superintendents**

- Conduct monthly reviews of service delivery data in comparison to IEP required services for Resource Specialists to determine where targeted intervention is necessary.
- Support Local District Directors and principals in application of progressive discipline enforcement for targeted individual Resource Specialists failing to provide and document services consistent with the requirements of the IEP in the Welligent services tracking system.

**Principals**

- Conduct monthly reviews of service delivery data in comparison to IEP required services for Resource Specialists to determine where targeted intervention is necessary.
- Apply progressive discipline enforcement for targeted individual Resource Specialists failing to provide and document services consistent with the requirements of the IEP in the Welligent services tracking system.

**Initiation Timeline:** November 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
November 2009	Reports regarding RST usage of Welligent tracking system provided to Local District staff and principals
January 2010	Schools identified for additional targeting.

**REVISED 13-1.6: Publish in the “Welligent Connection” direction for Resource Specialist and related services providers to accurately address completion of Welligent service logs based on inaccuracies identified by the 2007-08 services study completed by Research and Evaluation (formerly Program Evaluation and Research Branch).**

**ACCOUNTABLE PERSONNEL:**

**Associate Superintendent, Division of Special Education**

- Provide accurate information and direction for completing Welligent service logs based on inaccuracies identified by the most recent services study conducted by Research and Planning to IEP Support Section staff to develop *Welligent Connection*.

**Director, Student Information Systems Branch**

- Publish a *Welligent Connection* that addresses accurate completion of Welligent service logs for use by school administrators, Resource Specialists, and related services providers to improve accuracy of service log recording.
- **Initiation Timeline:** January 2010
- **Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
January 2010	Accurate information for completing Welligent service logs based on inaccuracies noted in the most recent services study provided to Student Information Systems Branch Staff .
January 2010	<i>Welligent Connection</i> published to address accurate completion of Welligent service logs.

<b>13-2</b>	<p><b>REVISED 13-2. Utilize personnel in the IEP Support Unit and the Special Education Support Units to provide support to Resources Specialists and other school personnel relative to documentation.</b></p> <p><b>RESOURCE ALLOCATON: No Additional Cost.</b></p>
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**COMPLETED 13-2.1:** *Use the subject matter specialist in the Student Information Systems Branch to provide support to Resource Specialists and other school personnel relative to implementation of the Welligent Service module.*

**REVISED 13-2.2:** *IEP Support Unit and Special Education Support Unit personnel will provide assistance regarding service tracking through training and monitoring of documentation of service.*

**ACCOUNTABLE PERSONNEL:**

**Director, Student Information Systems Branch**

- Coordinate professional development for service tracking for Resource Specialists.
- Present information regarding the use of Welligent service-tracking software to administrative organizations and school personnel.
- Prepare special reports concerning student data for senior management.

**Initiation Timeline:** September 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
September 2009	Training regarding Welligent Service Tracking System announced for 2009-2010.
September 2009-June 2010	Targeted professional development training provided.
September 2009 -March 2010	Monthly review of Welligent service tracking module data for determination of necessary actions and training follow-up.

<b>13-3</b>	<p><b>REVISED STRATEGY:</b> Collaborate with the County Office of Education’s Human Resources personnel to negotiate with the Chancellor’s Office of the California State University (CSU) and local private universities a system a collaborative partnerships with LAUSD for a program of study terminating in a master’s degree in speech-language pathology and a Speech-Language Pathology license.</p> <p><b>RESOURCE ALLOCATON:</b> No additional cost this year. Future costs to be determined.</p>
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**DELETED 13-3.1:** *Continue the conversation with the CSU Chancellor’s Office for a program of study terminating in a master’s degree in speech-language pathology and a Speech-Language Pathology license with defined District responsibilities and financial commitments and defined CSU responsibilities and financial commitments.*

**ADDED 13-3.2:** *Continue a scholarship program for students enrolled in Speech and Language Masters programs. Upon successful completion of their program scholarship recipients must commit to serving as a Speech-Language Provider in the District for a minimum of two school years.*

**Accountable Personnel:**

Associate Superintendent

- Identify and allocate resources for the program

Chief Human Resources Officer

- Advertise scholarship program through printed and electronic media as well as through campus presentations
- Disburse scholarship funds

Coordinator, Speech Language Programs

- Conduct interviews of interested students
- Select scholarship recipients
- In conjunction with University staff, monitor students’ progress

Initiation Timeline: September 2009

Progress Monitoring:

Intervals	Indicators
November 2009	Status report of number of students enrolled in scholarship program for the 2009-10 school year completed.
June 2010	Status report on progress of 2009-10 scholarship recipients and progress toward selection of the 2010-11 scholarship recipients completed.

**ADDED 13-3.3:** *In collaboration with California State University Dominguez Hills, continue a cohort of LAUSD teachers who will participate in a 2 year program designed to complete the prerequisite courses for admission into a masters program for Speech and Language.*

**Accountable Personnel:**

Chief Human Resources Officer

- Advertise program to all LAUSD teachers
- Conduct informational meetings for interested participants
- Secure a District site for cohort classes
- Provide support to CSUDH staff as needed

Coordinator, Speech and Language Programs

- Collaborate with CSUDH staff to solicit instructors from pool of qualified District SLPs
- Provide input to the development class schedule
- Collaborate with CSUDH staff to determine students' readiness to serve on and SLP waiver upon completion of pre-requisite classes

Initiation Timeline: September 2009

Progress Monitoring:

Intervals	Indicators
November 2009	Status report on the continued implementation of the program and the number of LAUSD staff members enrolled in program completed.
June 2010	Status report on completion of Year 2 of the cohort program and progress toward the creation of a cohort for Year 3 completed.

<b>13-4</b>	<b>CONTINUED Contact California Speech-Language-Hearing Association (CSHA) and targeted ASHA members by letter to inform them of LAUSD job availabilities and benefits.</b> <b>RESOURCE ALLOCATON: No additional cost</b>
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**CONTINUED 13-4.1: Contact CSHA and targeted ASHA members with LAUSD informational materials regarding job opportunities and benefits.**

**ACCOUNTABLE PERSONNEL:**

**Chief Officer, Human Resources**

- Order CSHA and ASHA mailing labels.
- Develop final informational letter and materials for mailing.
- Complete mailing and log follow-up responses and actions.
- Track data regarding number of packets mailed and responses received.

**Initiation Timeline:** November 2009

**Progress Monitoring:**

Intervals	Indicators
January 2010	CSHA and ASHA mailing labels received. Informational packets developed. Mailing completed.
January 2010-May 2010	Data tracked and reported to Division of Special Education monthly.

**ADDED 13-4.2: Conduct a telephone and email campaign of National Student Speech Hearing and Language Association (NSSHLA) members to make them aware of the District's scholarship program.**

**Accountable Personnel:**

**Chief Human Resources Officer**

- Obtain or purchase list of NSSHLA members
- Assign staff to conduct phone and email campaign

**Initiation Timeline:** February 2010

Intervals	Indicators
February 2010	NSSHLA contacted regarding the purchase of member list. If list is available for purchase, phone and email contacts initiated.
June 2010	Status report on number of NSSHLA members contacted and results of contacts completed.

<b>13-5</b>	<p><b>REVISED Strategy:</b> Offer new-to-LAUSD and any currently employed speech and language teachers' placement on the Special Services Salary Schedule for an eight hour day to provide market entry level salaries and an increased service day in schools typically short of speech and language services.</p> <p><b>RESOURCE ALLOCATION:</b> Cost neutral (increased salary offset by greater caseload)</p>
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**REVISED: 13-5.1:** *Include Special Services Salary Schedule offer in established recruitment special education initiative university presentations regarding speech and language teachers.*

**ACCOUNTABLE PERSONNEL:**

**Chief Officer, Human Resources**

- Include and explain voluntary Special Services Salary Schedule assignment for newly recruited speech and language teachers in special education initiative university presentations.
- Include “marketable salaries” issue for speech and language teachers in marketing campaign for LAUSD speech and language teacher recruitment, including California special education recruitment fairs.
- Include and explain Special Services Salary Schedule offer in special education initiative university presentations.
- Include voluntary assignment to Special Services Salary Schedule offer in Priority Staffing Project employment offers to fully qualified speech and language teachers as applicable.
- Include and explain voluntary assignment to Special Services Salary Schedule as it relates to Priority School Staffing for newly recruited speech and language teachers.
- Maintain bi-monthly data regarding speech and language pathologists voluntarily assigned to Special Services Salary Schedule.

**Initiation Timeline:** September 2009

**Progress Monitoring:**

Intervals	Indicators
October 2009	Special Services Salary Schedule assignment data for speech and language teachers

<b>13-6</b>	<p><b>REVISED STRATEGY:</b> Continue initiatives to support and expand effective speech and language services based on recommendations from the Panel of Experts.</p> <p><b>RESOURCE ALLOCATION:</b> \$475,000</p>
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**REVISED 13-6.1:** *Maintain and monitor the pilot Response to Intervention (RTI) project for preschool children demonstrating speech and language concerns by continuing the use of Speech and Language Screening Clinics that result in the increased use of Communication Improvement Clinics without an IEP.*

**ACCOUNTABLE PERSONNEL**

*Associate Superintendent, Division of Special Education*

- By Spring semester 2010, increase Speech and Language Screening Clinics from 5 to 8 throughout the District.
- Oversee Speech and Language Screening Clinics and enrollment of preschool students with Speech and Language concerns in Communication Improvement Clinics without an IEP.
- Monitor clinic assessment procedures for students screened and referred for LAS assessment.
- Monitor data to evaluate the effectiveness of prevention and support utilizing RTI for preschool students.

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
January 2010	Data collection and analysis to evaluate the effectiveness of prevention and support utilizing RTI for preschool students. Data to be collected on the number of preschool youngsters screened in the clinics, the percentage the required further assessment and the percentage of students support via RtI programs.
June 2010	Data collection and analysis to evaluate the effectiveness of prevention and support utilizing RTI for preschool students completed. Data to be collected on the number of preschool youngsters screened in the clinics, the percentage the required further assessment and the percentage of students support via RtI programs.

**REVISED 13-6.2: *Maintain and monitor the use of the Speech/Language Impairment (SLI) Certification IEP page for initial, comprehensive and three-year evaluation IEP meetings.***

**ACCOUNTABLE PERSONNEL**

**Associate Superintendent, Division of Special Education**

- Monitor Welligent data to determine if IEP teams are utilizing the SLI certification page for accurate identification of students for LAS services in accordance with California Education Code criteria.

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
October 2009	Initial Planning Sheets for Stull evaluation of Speech and Language employees to include objectives for use of appropriate prevention services as required by SLI Certification completed.

**REVISED 13-6.3: *Monitor the implementation of professional development presented during the 2007-2008 school year to Speech and Language Pathologists on (1) ELL proficiency levels, (2) appropriate diagnostic tools for the student’s primary language, (3) use of the Speech and Language Goal Bank, and (4) implementation of service completion criteria.***

**ACCOUNTABLE PERSONNEL**

**Associate Superintendent, Division of Special Education**

- Utilize the Stull evaluation process to include monitoring of implementation of providers’ use of skills learned in professional developments from 2007-2008 school year in the following areas: ELL Proficiency levels, appropriate use of diagnostic tools and procedures for screening and assessment of ELL students, use of appropriate speech and language goals based on grade level standards and the implementation of service completion criteria.
- Monitor LAS referral data to determine the effectiveness professional development activities.

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
October 2009	Speech and Language therapists’ initial planning sheets for Stull evaluation to include the use of skills learned in professional development which focused on English Language Learners, assessment of these students, standards based goals and service completion criteria completed.
June 2010	Final Stull evaluations for Speech and Language therapists with a focus on successfully implementing skills learned regarding the assessment of, appropriate goals and service completion for students who are English Language Learners completed.

**REVISED 13-6.5:** *Continue and refine research-based, systematic, intensity-based intervention approaches for speech and language service and delivery models that facilitate acquisition of speech and language skills that will prepare the student to successfully function in the instructional program.*

**ACCOUNTABLE PERSONNEL**

*Associate Superintendent, Division of Special Education*

- Continue implementation of the 3:1 Service Delivery Model to improve carryover of speech and language skills within the general/special education classrooms including collaboration with parents, regular and special education teachers.
- Continue implementation of the Speech Improvement Class to address mild speech delays for students without an IEP.
- Increase the number of Special Education Centers that will implement the LAS Collaborative Service Model for students with moderate to severe disabilities.
- Continue program at all 7 District ICAP (Intensive Collaborative Autism Project) schools sites for Parent Training utilizing the Hanen More Than Words Program to guide parents in how to enhance the communication skills of their children on the Autistic Spectrum during daily routines.
- Monitor implementation of these speech and language intervention programs.

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
March 2010	Data from service providers regarding the number of students and/or families participating in the 3:1 service delivery model, the speech improvement class, the Hanen Parent Training Program and the LAS Collaborative Service Model collected.
June 2010	Data on the success of each program based on administrator, parent and/or therapist questionnaires collected.

**REVISED 13-6.6:** *Continue the use of Speech Language Pathology Assistants (SLPAs) at multiple school sites around the District to deliver compensatory services.*

**ACCOUNTABLE PERSONNEL**

*Associate Superintendent, Division of Special Education*

- Provide state mandated professional development for all Speech Language Therapists on the ethical use and supervision of SLPAs.
- Collect data on the efficacy of SLPAs to provide compensatory services.

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
October 2009	Newly hired SLPAs trained on District policies and procedures and Welligent documentation of services.

<b>Intervals</b>	<b>Indicators</b>
December 2009	Data on the number of students accessing compensatory services from SLPAs and the number of sessions provided collected.
February 2010	Recruitment efforts to hire additional SLPAs to increase provision of compensatory services in a timely manner continued.
June 2010	Data on the number of students accessing compensatory services from SLPAs and the number of sessions provided collected.

**COMPLETED Strategy 13-6.7:** *Expand speech and language services to LAUSD schools through increased agency rates and supports for District providers.*

**COMPLETED Strategy 13-6.8:** *Articulate and implement procedures for new Assistant Principals, including the appropriate implementation of the SLI certification, so that the IEP meeting is convened when a student has achieved LAS goals to determine whether there is a continuing need for LAS services.*

**ADDED Strategy 13-6.9:** *Implement the use of the Communication Severity Scales in the assessment process by Speech and Language therapists to standardize, streamline and provide guidelines for IEP teams to consider for eligibility of students speech and language needs.*

**ACCOUNTABLE PERSONNEL**

**Associate Superintendent, Division of Special Education**

- Collect data on the implementation by all Speech and Language program providers of the Communication Severity Scales for Speech and Language assessments.

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
June 2010	Data on percentage of Speech and Language providers utilizing the Communication Severity Scales for the formal assessment process completed.

<b>13-7</b>	<b>COMPLETED Redesign the IEP to so that duplication of information is eliminated and Welligent edits are included for completion of required information.</b>
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**COMPLETED 13-7.1:** Review the IEP form for redundancy of information and develop a redesign to eliminate duplication of information and program edits in the Welligent system that will control for the completion of required information.