

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

LEARNING CENTER/BEHAVIOR OBSERVATION CHECKLIST-Elementary

Check the left hand side for evidence of the items and the right hand columns for implementation of the items.

School:				Date:			
Number of Learning Centers:		Observer:					
ELEMENTS	1 = OBSERVED IN USE	2 =DID NOT OBSERVE IN USE	3 = NA	1	2	3	Commendations, Recommendations, Follow-up
<i>Environment (check all that are evident)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Room is standard size or larger (seats 15 to 20 students) <input type="checkbox"/> Multiple teaching stations <input type="checkbox"/> Updated technology is available <input type="checkbox"/> Listening station <input type="checkbox"/> Writing station 							
<i>Instruction (check all that are evident)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Flexible student groups are determined by data <input type="checkbox"/> Instruction using evidence-based intervention materials is provided (<i>Touchmath, Basic Skill Builders, Fluency Formula Kit, etc.</i>) <input type="checkbox"/> Extension of core curriculum using supplemental materials that are standards-based is provided <input type="checkbox"/> Learning strategies are explicitly taught <input type="checkbox"/> System for monitoring student progress daily, weekly, and monthly is in place <input type="checkbox"/> System for monitoring student attendance (sign-in process) is in place 							
<i>Materials (check all that are available)</i> <p>Provided by the school</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Open Court</i> Teacher's Guides for each level <input type="checkbox"/> <i>Open Court</i> Intervention Guides and Materials <input type="checkbox"/> <i>Open Court</i> Leveled Readers <p>Provided by the Division of Special Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Literacy Manipulative Kit</i> <input type="checkbox"/> <i>Fluency Formula Kit</i> <input type="checkbox"/> <i>Momentum Library</i> <input type="checkbox"/> <i>Grade 2 Manipulative Kit</i> <input type="checkbox"/> <i>Text Talk</i> <input type="checkbox"/> <i>Touchmath</i> <input type="checkbox"/> <i>Basic Skills Builders</i> <input type="checkbox"/> Additional materials (identify) 							
STRUCTURES	1 = OBSERVED IN USE	2 =DID NOT OBSERVE IN USE	3 = NA	1	2	3	Commendations, Recommendations, Follow-up
<i>Learning Center (check all that apply)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Learning Center is established and meets guidelines established by the District <input type="checkbox"/> Students are scheduled in the Learning Center <input type="checkbox"/> Reasonable number of students and teachers are scheduled into the Learning Center <input type="checkbox"/> Learning Center is available for flexible use as needed or determined by collaborative teachers <input type="checkbox"/> Content of IEP reflects range of services and students receive services outlined <input type="checkbox"/> Role of paraprofessional is clearly defined <p>Prereferral Intervention (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Success Team is established and implemented <input type="checkbox"/> Positively stated rules of conduct are posted throughout the school <input type="checkbox"/> Systematic method for providing structured and documented prereferral intervention is in place 							

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LEARNING CENTER/ALTERNATIVES TO SUSPENSION OBSERVATION CHECKLIST-Middle School

Check the left hand side for evidence of the items and the right hand columns for implementation of the items.

School:		Date:					
Number of Learning Centers:		Observer:					
ELEMENTS	1 = OBSERVED IN USE	2 = DID NOT OBSERVE IN USE	3 = NA	1	2	3	Commendations, Recommendations, Follow-up
<i>Environment (check all that are evident)</i> <input type="checkbox"/> Room is standard size or larger (seats 15 to 20 students) <input type="checkbox"/> Multiple teaching stations <input type="checkbox"/> Updated technology is available <input type="checkbox"/> Listening and writing stations are present (with school adopted textbook audio or CDs)							
<i>Instruction (check all that are evident)</i> <input type="checkbox"/> Direct instruction in learning strategies is provided (<i>Skills for School Success, Makes Sense Strategies, etc.</i>) <input type="checkbox"/> Extension of core curriculum using standards-based supplemental materials is provided (<i>Algebra Ready, Step Up to Writing, etc.</i>) <input type="checkbox"/> Short periods of intensive, prescriptive, intervention are provided (<i>Practicing Basic Skills Math, Language Arts, 6 Minute Solution, etc.</i>) <input type="checkbox"/> System for monitoring student progress weekly and monthly is in place (regular analysis of grades, student assignment calendar or planner, etc.) <input type="checkbox"/> Student attendance procedure is in place							
<i>Instruction-Behavior (check all that are evident)</i> <input type="checkbox"/> Conflict resolution skills are taught in homeroom, advisory, and/or in-school suspension room <input type="checkbox"/> <i>Second Step</i> is used as a base program <input type="checkbox"/> Disciplinary actions include an instructional component, i.e., reflection forms, assignment of mentor, etc.							
<i>Materials (check all that are available)</i> <input type="checkbox"/> Core curriculum Teacher's Editions, Instructional Guides, and school textbooks (all subjects) <input type="checkbox"/> Materials to teach access strategies are available and used <ul style="list-style-type: none"> o <i>Algebra Ready</i> o <i>Makes Sense Strategies</i> o Instructional Guides-English/Language Arts, Mathematics, Science, Social Studies o <i>Skills for School Success</i> <input type="checkbox"/> Materials to provide targeted intervention are available and used <ul style="list-style-type: none"> o <i>Practicing Basic Language and Math Skills</i> o <i>6 Minute Solution</i> o <i>Reading Excellence Word Attack Rate Development Strategy (REWARDS)</i> o Student incentives o Others (identify) 							
STRUCTURES	1 = OBSERVED IN USE	2 = DID NOT OBSERVE IN USE	3 = NA	1	2	3	Commendations, Recommendations, Follow-up
<i>Learning Center (check all that are evidenced, including through data and records)</i> <input type="checkbox"/> Learning Center is established and meets guidelines established by the District <input type="checkbox"/> Electives are scheduled in the Learning Center <input type="checkbox"/> Teacher/Student ratio is reasonable and matches the intended instruction <input type="checkbox"/> Learning Center is available for flexible use determined by collaborative teachers <input type="checkbox"/> Content of IEP reflects range of services and student receives services outlined <input type="checkbox"/> Role of paraprofessional is clearly defined <input type="checkbox"/> System for determining which students are programmed into the Learning Center is in place							
<i>Behavioral structures (check all that are evidenced, including through data and records)</i> <input type="checkbox"/> Positively stated rules are posted throughout the school <input type="checkbox"/> Discipline Review Team (DRT) or Coordination of Services Team (COST) is in place <input type="checkbox"/> Adoption and implementation of alternatives to suspension are indicated (check one) <ul style="list-style-type: none"> <input type="checkbox"/> In-school suspension room, <input type="checkbox"/> Mentoring program, <input type="checkbox"/> Peer Mediation Program <input type="checkbox"/> Debriefing strategies are used for office referrals, linking behavior to instruction							

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LEARNING CENTER/ALTERNATIVES TO SUSPENSION OBSERVATION CHECKLIST-High School

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School:						Date:		
Number of Learning Centers:				Observer:				
ELEMENTS	1 = OBSERVED IN USE 2 = DID NOT OBSERVE IN USE 3 = NA			1	2	3	Commendations, Recommendations, Follow-up	
<i>Environment (check all that are evident)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Room is standard size or larger (seats 15 to 20 students) <input type="checkbox"/> Multiple teaching stations <input type="checkbox"/> Updated technology is available <input type="checkbox"/> Listening and writing stations 								
<i>Instruction (check all that are evident)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction in learning strategies is provided (<i>Advanced Skills for School Success, Makes Sense Strategies, etc.</i>) <input type="checkbox"/> Extension of standards-based instruction is provided (<i>Algebra Rescue, etc.</i>) <input type="checkbox"/> Short periods of intensive, prescriptive, intervention are provided (<i>Practicing Basic Skills Algebra, 6 Minute Solution, etc.</i>) <input type="checkbox"/> System for monitoring student progress is in place (regular analysis of grades, student assignment calendar or planner, etc.) <input type="checkbox"/> Student attendance procedure is in place <input type="checkbox"/> Transition activities are provided (<i>Career Locker, Transitions Curriculum</i>) 								
<i>Instruction-Behavior (check all that are evident)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Conflict resolution skills are taught in homeroom, advisory, and/or in school suspension room <input type="checkbox"/> Disciplinary actions include an instructional component, i.e., reflection forms, assignment of mentor, etc. 								
<i>Materials (check all that are available)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Core curriculum Teacher's Editions and Instructional Guides (all subjects) <input type="checkbox"/> Access materials are available and used <ul style="list-style-type: none"> o <i>Algebra Rescue</i> o <i>Makes Sense Strategies</i> o Instructional Guides-English Language Arts, Mathematics, Science o School adopted textbooks (with audio or CD) o <i>Advanced Skills for School Success</i> <input type="checkbox"/> Intervention materials are available and used <ul style="list-style-type: none"> o <i>Practicing Basic Algebra Skills</i> o <i>6 Minute Solution</i> o Student incentives o Others (identify) 								
STRUCTURES	1 = OBSERVED IN USE 2 = DID NOT OBSERVE IN USE 3 = NA			1	2	3	Commendations, Recommendations, Follow-up	
<i>Learning Center (check all that are evidenced, including through data and records)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Learning Center is established and meets guidelines established by the District <input type="checkbox"/> Electives are scheduled in the Learning Center <input type="checkbox"/> Teacher/student ratio is reasonable and matches intended instruction <input type="checkbox"/> Learning Center is available for flexible use determined by collaborative teachers <input type="checkbox"/> Content of the IEP reflects range of services and student receives services outlined <input type="checkbox"/> Role of paraprofessional is well defined <input type="checkbox"/> System for determining which students are programmed into the Learning Center is in place 								
<i>Behavioral structures (check all that are evidenced, including through data and records)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Positively stated rules are posted throughout the school <input type="checkbox"/> Discipline Review Team (DRT) or Coordination of Services Team (COST) is in place <input type="checkbox"/> Adoption and implementation of alternatives to suspension are indicated (check one) <ul style="list-style-type: none"> <input type="checkbox"/> In-school suspension room, <input type="checkbox"/> Mentoring program, <input type="checkbox"/> Peer Mediation Program <input type="checkbox"/> Debriefing strategies are used for office referrals, linking behavior to instruction 								