



MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<ul style="list-style-type: none"> <li>• Students with disabilities will be identified, monitored and served utilizing the Special Education Policies and Procedures Manual.</li> <li>• Parents/guardians , faculty or any school personnel who believes the student may require special services may make a formal request for initial assessment using the STARS referral. Based on the referral the STARS team will review the student records and deny or provide parents/guardians with a special education assessment plan within 15 days.</li> <li>• Faculty will be trained in the identification of learning disabilities in order to make referrals. (Special education training will be provided as a part of PD, dealing with learning disabilities and strategies for inclusion of the special education population.</li> <li>• Students enrolling in AEE that have a special education designation will notify Special Education office of IEP and Counselor will notify special education office prior to scheduling a student whose enrollment has a red flag.</li> <li>• Parents with students in special education will be provided with A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards) and a three year assessment plan, which will be sent home and also be available in the Special Education Office during IEP’s.</li> <li>• Staff will be prepared to help parents fill out forms or explain campus procedures, as well as properly route the paperwork and information to the appropriate location.</li> </ul>
<p><b>Outcome 2</b></p>	<p><b>Intervention Programs</b></p>	<p>All students will have access to the core instruction through regular class participation, as well as a more intensive intervention based on student need. Intervention will be tiered to maximize support for the most needy students, while also ensuring support for all students.</p> <ol style="list-style-type: none"> <li>1. The first level of intervention will be to provide by classroom teachers. The teachers with Special education students will be provided a “Passport”,</li> </ol>



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		<p>which will identify necessary classroom accommodations such as: SDAIE Strategies, differentiated instruction, scaffolding or other instructional strategies that will provide support and allow access for all special needs students.</p> <ol style="list-style-type: none"> <li>2. The second level of intervention will be done by using the 7<sup>th</sup> period schedule to allow the students to participate in tutoring and academic support. The intervention class will allow students to work on basic math and English skills so that they are able to be successful in their core content class and on tests like the CST and CaHSEE.</li> <li>3. The third level of intervention will be the use of the Learning Center33rt33ttz (REF-2023.2) to provide extra help in small group settings for the students. This will allow the core teacher to send or refer a student to receive tutoring from an RSP teacher or instructional aide.</li> </ol>
<p><b>Outcomes 5, 17 and 18 LAUSD Board Policy</b></p>	<p><b>Discipline Foundations Plan and Behavior Support</b></p>	<p>The LAUSD Discipline Foundation Policy will be applied to all students, including students with special needs. Student discipline procedures in regards to expulsions and suspensions will follow district policy as well as federal, state and local requirements.</p> <p>Prevention:</p> <p>In order to establish, teach, monitor and reinforce positive behavior, students will learn the following expectations for all students including students with disabilities:</p> <ol style="list-style-type: none"> <li>1. Students will come to school prepared to learn and will keep interruptions or passes to a minimum.</li> <li>2. Students will complete assigned task to the best of ability.</li> <li>3. Students will be respectful of peers, adults and district property.</li> </ol> <p>These behaviors will be promoted and reinforced through creating a culture of recognizing positive behavior. In addition to understanding the behavioral expectations of the school, students will participate in an anti-bullying curriculum</p>



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		<p>called Rachel’s Challenge, during the fall of the Freshmen year. Any student who transfers to AEE will participate in it the first Fall semester enrolled.</p> <p>Intervention :</p> <p style="padding-left: 40px;">Students who fail to follow the basic expectations, will receive interventions to correct the behavior. The interventions will be based on PRIM strategies, which are designed to address poor behavior in the class before escalating to the dean, which may result in suspension and/or expulsion.</p> <p style="padding-left: 40px;">Special Education case load carrier will be responsible for discussing implementing and reviewing target interventions to create students Behavioral Support Plans. Student data in regards to behavior and skills utilized will be tracked and analyzed through the use of Welligent.</p>
<p><b>Necessary for Planning, will be provided</b></p>	<p><b>Description of Student Population</b></p>	<p>Carson High School had a student population of 333 Special Educations students during the 2010-11 school year.</p> <p>Disabilities included the following: Specific Learning Disabilities (SLD)-202, Mental Retardation (MR)- 36, Autism (AUT)-31, Other Health Impairments (OHI)- 22, DEA- 10, Hard of Hearing (HOH)- 17, Emotionally Disturbed (ED)- 6. 188 were placed in Special Day Program and 131 students were serviced in the resource program. Additionally in 2010-11 16 students had an active 504 plan.</p> <p>AEE will take a portion of students who wish to participate in the AEE program and curriculum. Special needs students will be accommodated through the general education classroom with accommodations that are appropriate for their needs.</p>
<p><b>Outcome 2</b></p>	<p><b>Special Education Program Description</b></p>	<p>Students will be placed in the least restrictive environment that will best serve the needs of the students. Placements will be based on the following categories from least restrictive to most restrictive.</p> <ol style="list-style-type: none"> <li>1. General Education with Consultation: This is the least restrictive environment where students are serviced in the general education classroom without</li> </ol>



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		<p>accommodations or modifications to the curriculum and instruction. The service provider will communicate with the general education teacher and monitor student's progress according to the IEP.</p> <ol style="list-style-type: none"> <li>2. General Education with accommodations: The student is serviced in the general education classroom, but is allowed accommodations by the general education teacher based on the students IEP. Service provider is responsible for communication with general education teacher and monitoring students' progress.</li> <li>3. General Education with direct educational support in the general education class: The student will be serviced in the general education class, but will be provided with direct support by a special education teacher, support services or a paraprofessional to provide direct instruction or educational support to the student or group of students through the use of a co-teaching model.</li> <li>4. General Education with special education outside of the general education class: The student will receive special education support outside of the general education setting. The student will receive selected services or all services he/she needs that are not appropriate to the general education classroom. These include but are not limited to, time in the learning center, special schools, home instruction, and instruction in hospitals and institutions. The special education teacher/service provider is responsible for monitoring the student progress.</li> </ol>
<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<ul style="list-style-type: none"> <li>• IEP meeting dates are scheduled by the case carrier in conjunction with a dedicated clerk, referred to as the Modified Consent Decree (MCD) Clerk., who maintains the calendar, ensures parents and appropriate faculty receive notification of the IEP meeting, and arranges translator or sign language interpreter for meeting as needed.</li> <li>• All meetings will be scheduled based on the timeline as dictated in the Policy and Procedures Manual.</li> </ul>



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		<ul style="list-style-type: none"> <li>• All IEP meetings will be held in the Special Education learning center conference room, where there is a phone available in case of conference call.</li> <li>• Communication between team members occurs through Welligent, District IEP software, district email and office memo's.</li> <li>• Once the IEP is signed, appropriate staff will implement changes as needed. AEE counselor will make scheduling changes as necessary, Disabled Student Services will be notified to begin/end service. Behavioral Support Plans will be entered into the students file and shared with the teacher.</li> </ul>
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<p>A request for an initial assessment for special education services may be started by the parent or by the result of a referral to STARS.</p> <p>Once a referral is made, students will participate in the student success team meeting, where appropriate faculty (administrator, counselor, psychologist, academy/intervention coordinator, special education and general education teacher), parent and student will work together to ensure that all of the areas of suspected disability are met and to ensure the success of the student. This meeting will take place within 30 days of the request for an IEP. The success team will revisit the student plan within 3 months to assess student success. After 6 months, student will either be removed from student success team for successfully making adjustments or be tested and referred for an IEP.</p> <p>Lastly all state and LAUSD special Education Policies and Procedures will be adhered to.</p>
<b>Outcome 2</b>	<b>Instructional Plan for students using grade level standards</b>	<p>In order to ensure that all students have access and equity to the AEE curriculum, teachers will adhere to state standards in planning instruction. To ensure that the students are able to access the material appropriate to their learning level, teachers will be required to show evidence of backwards planning and</p>



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		<p>modifications to their lessons specific to IEP. Lastly, teachers will show evidence of utilizing strategies related to achievement of goals and objectives outlined in the IEP</p> <p>Examples of accommodations and modifications that will be used include Scaffolding instruction, which includes but is not limited to modeling outcomes, breaking down into smaller chunks and activating prior knowledge. In addition to scaffolding, teachers may employ the following accommodations and modifications including: reduced workload, extended class time, clarification of directions, peer assistance, and frequent checks for understanding. Students will be able to access the appropriate and grade level material by placing the students in small groups, utilizing the Learning Center to access material and providing summarized versions or visuals of the material.</p> <p>In addition to accommodations and modifications made by the classroom teachers, students will have access to RSP teachers and Special Education Instructional Assistants who collaboratively work with the classroom teacher to make adjustment to implement the IEP.</p>
<p><b>Outcome 7A, 7B</b></p>	<p><b>Instructional Plan for students using Alternate Standards</b></p>	<p>Special needs students will be mainstreamed in the general education classroom and in the least restrictive environment and will not utilize alternative standards. IEP will be modified to reflect accommodations necessary for students to access the California State Standards.</p> <ul style="list-style-type: none"> <li>• To facilitate the implementation of these standards, ATCA seniors participating in Exploratory teaching will provide one on one tutoring for students requiring additional help accessing the curriculum.</li> <li>• Students will be provided the following modifications. All instruction planning will use scaffolding instruction, graphic organizers and modified text. Students needing accommodations will receive a reduced workload, extended time and preferential seating.</li> <li>• Accommodations based on IEP to allow access to the standards</li> </ul>



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		<ul style="list-style-type: none"> <li>• All students will be taught utilizing the standards.</li> <li>• The RSP teacher and Special Education Instructional Assistants (TA's) collaboratively work with the classroom teacher to make adjustment to implement the IEP. RSP teachers will make recommendations for instruction based on student need and data.</li> </ul>
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<p>The IEP team with the support of the RSP teacher will determine what services a student requires related services to receive the most educational benefits from his or her instructional program. The IEP's determination will make sure to provide free and appropriate public education ,and will be coordinated by the special education coordinator/MCD clerk using the Welligent Tracking Log</p>
<b>Outcome 9 (for programs with students 14 and older)</b>	<b>Transition Planning Strategies</b>	<p>Students 14 years and older have a completed Individual Transition Plan, which will be provided by the District Office of Transition Service(DOTS), which is currently on staff through Carson's Heart Office. On site DOTS teacher and MCD clerk will ensure that:</p> <ul style="list-style-type: none"> <li>• All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday.</li> <li>• Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and "Summary of Performance" on file in their records and will be provided with a copy for future reference.</li> <li>• Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post-secondary outcomes.</li> <li>• All students with an IEP will take a test and develop an ITP (Individual Transition Plan) with activities aligned to Education/Training, Employment, and Daily Living Skills by their 14<sup>th</sup> birthday.</li> </ul>



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<p><b>Federal requirement</b></p>	<p><b>Access to Extra-Curricular/Non academic activities:</b></p>	<p>Students will have access to all clubs and CTE/ROP courses provided by AEE as well as team sports housed at Carson High as applicable. Student participation in extracurricular and nonacademic activities will be done on a case by case basis at the IEP meeting. Students requiring support and or services for participation in the activity will have it noted in their IEP on FAPE 1. Likewise, students who qualify for participation in a sport will receive support and accommodations that are listed on the IEP. In order to create awareness and garner participation ,RSP teachers will help develop and support self-advocacy skills so that students may participate in curriculum offered at AEE as well as try-out for clubs and teams.</p> <p>In addition to general education activities, students may participate in transition programs at Harbor College.</p>
<p><b>Federal requirement</b></p>	<p><b>Providing Extended School Year</b></p>	<p>AEE’s Extended School Year plan (ESY) will be based on the district reference guide REF 5276.1.</p> <ul style="list-style-type: none"> <li>• The IEP will make a determination if an ESY will collect data and evaluate if the ESY services are a necessary part of a student’s IEP to provide FAPE. ESY services are not automatically required for every student with disabilities every year.</li> <li>• Eligibility for ESY is documented in the IEP on FAPE 1 and FAPE 2 section 4.</li> <li>• ESY applications will be provided to the parent and collected to submit to the teacher prior to the due date in order to ensure continuation of services listed in the IEP. These services include: transportation, AA, and DIS services.</li> </ul>



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<p><b>Federal Court requirement</b></p>	<p><b>MCD Outcomes (to be woven among others)</b></p>	<p>1-2: All students will participate in statewide assessments, including the CAHSEE and CST (English, Math and any other appropriate test). Students with severe disabilities or requiring alternative curriculum will be assessed via a modified method.</p> <p>3: To improve graduation rates, we will make sure that students are aware of credits and graduation requirements. In addition, when appropriate students will receive extra support on CAHSEE as well as be provided intervention to improve classroom grades through the 7<sup>th</sup> period and extended school year to make up credits.</p> <p>4: Students who will finish high school with a certificate of completion will be handled similarly to improving graduation rates by keeping students informed on credits, providing intervention and extended school year to make up credits. Additionally, students will be eligible to stay in school until their 22<sup>nd</sup> birthday.</p> <p>5: In order to reduce suspensions, AEE will utilize PRIM strategies in the classroom as well as behavior modification plans. In addition, AEE will make every effort to increase communication between teachers and special education staff. In addition, the 504 plan will be used to determine what is appropriate for each child based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to compete when compared to the non-disabled. With the ultimate goal of providing students, with or without disabilities, with the knowledge and compensating skills they will need to be able to function in life after graduation.</p> <p>6: To ensure that all students are in the Least Restrictive Environment AEE staff will ensure good communication between all stakeholders during the year to make sure that the student is in the environment that is the conducive to their learning.</p>



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		<p>7A: Students with specific learning disabilities or impairments (SLD or SLI) or other health impairments will be mainstreamed in the general education population with support or one on one assistance (OHI) as needed and provided by special education funding.</p> <p>7B: Least Restrictive Environment, Students with mental disabilities (MD) or Orthopedic impairments will be mainstreamed in the general education population with support or one on one assistance as needed and provided by special education funding.</p> <p>8: Every reasonable effort will be made to ensure that students with disabilities will attend the school they would attend if they were not identified as disabled.</p> <p>9: Students with disabilities age 14 or older will be provided with compliant plans for transition into adult living as part of their IEP's. This will be accomplished by utilizing resources of the DOTS.</p> <p>10: To ensure the timely completion of evaluations, AEE will follow all state mandates. The MCD clerk and/or RSP teacher will ensure that all necessary evaluations are calendared and performed within 50 days.</p> <p>11: To ensure appropriate complaint response time, AEE will utilize a dedicated clerk to address complaints and if need be set up an IEP to amend and resolve issues as appropriate within 30 days.</p> <p>12: Informal dispute resolution procedures will be conducted within 20 working days.</p>



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		<p>13: To ensure that all eligible students are receiving the proper delivery of Special Education services AEE will use district performance outcome standards to measure the delivery of special education services in accordance with the students IEP, as well as determine its compliance with the law.</p> <p>14: To ensure increased parent participation in the IEP process, AEE will ensure that open communication is occurring between the school and the parent. In addition AEE will ensure that parent participation in IEP is in accordance with the law.</p> <p>15: AEE will ensure that IEP are translated into the primary language within 30-60 days of the IEP. District provides seven primary language translations.</p> <p>16: AEE hiring process will ensure that qualified special education teachers will be hired.</p> <p>17: AEE's IEP team will create Behavioral Support Plans for students with Autism or Emotional Disturbance to ensure that appropriate strategies are implemented to address behaviors that impedes learning</p> <p>18: African American students identified with Emotional Disturbance in accordance to IDEA requirements will receive comprehensive evaluation to determine supports and behavior modifications appropriate to their disabilities.</p>
<b>All</b>	<b>Professional Development</b>	<p>Educating the general education teacher of learning disabilities and appropriate accommodations is an essential part of developing successful members of the community. AEE will create opportunities within the professional development plan to share best practices and learning strategies for the students. In addition the PRIM strategies will give the classroom teachers the tools necessary to meet the</p>



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		<p>needs of the students. For example the AEE will address learning disabilities and how to ensure differentiated application of knowledge and skills in a tiered structure to meet the needs of both general and special education students within the classroom.</p>
<p><b>Outcomes 6, 8, 16</b></p>	<p><b>Staffing/Operations</b></p>	<p>Staffing:</p> <ul style="list-style-type: none"> <li>• A job description will be supplied to recruit special education staff that is highly qualified to deal with students with learning disabilities, run and support IEP's, adhere to state and federal mandates and to provide services for the special education population that best meet the needs of the students.</li> <li>• AEE principal will verify and monitor that all necessary special education credential are possessed by all staff. Additionally they will ensure that the service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. Special education service ratio will be capped at 18:1, with an RSP caseload of 28 students.</li> <li>• AEE will have a dedicated MCD clerk to ensure compliance of all special education requirements.</li> <li>• To ensure the smooth operation of the special education department the following operations plan will be in place:               <ol style="list-style-type: none"> <li>1. All special education equipment will be inventoried, stored and maintained in a common, centralized place.</li> <li>2. When equipment is being used by a special education student, it will be checked out and returned to the centralized location after it is used.</li> <li>3. The special education office will be responsible for making sure equipment is maintained and replaced as needed.</li> </ol> </li> </ul> <p style="text-align: center;">A plan will be created to ensure that students will be provided with a safe and healthy environment. Specifically the plan will address student health and nutrition by providing access to lunch and nutrition, as well as access to</p>



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		<p>a school nurse and psychologist. In order to ensure that students feel safe on campus, AEE will utilize PRIM strategies and the anti-bullying strategies outlined in the Rachel's Challenge.</p>
	<p><b>Fiscal</b></p>	<p>All special education funding will be based on district ratios and funding mandates.</p>
<p><b>Outcome 14</b></p>	<p><b>Parent Participation</b></p>	<p>AEE believes that parent participation is an essential component of student success. To ensure that parents are involved in every stage of their child's education, AEE will implement the following:</p> <ol style="list-style-type: none"> <li>1. At the beginning of the year there will be a special education parent meeting to inform the parents of protocol and orientation for requesting and participating in the IEP, lodging complaints or expressing concerns about their student's education. Meeting goals include: <ul style="list-style-type: none"> <li>• Emphasize the importance of parent involvement (parents are the best advocated for their child because they know their child and their needs)</li> <li>• Survey parents to assess best meeting times and home language, the needs are, and lastly how well the child is meeting the goals of the IEP.</li> </ul> </li> <li>2. To ensure that parents are a part of all components of the IEP, parents will be sent notification of meetings in their home language and sent home for parent signatures.</li> <li>3. Follow up calls are made home prior to the meeting date prior to confirm attendance.</li> <li>4. In additions parents will be sent a school news letter that will discuss the different opportunities they have to become involved in education or receive training.</li> <li>5. Lastly, caseload teachers and general education teachers will be expected to maintain communication with parents as appropriate.</li> </ol>



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