

**Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION**

Appendix E

Applicant Team Name: SRHS #7 School of Social Justice

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	Upon enrollment, students with Individualized Education Plans will be identified. Based on their last IEP, the student will be placed into the appropriate classroom setting. The special education teachers, the counselor, and school administrator will create the students' schedules. All general education teachers will be notified of the special education students in their classrooms, and their accommodations/modifications through individual passports created by the special education teachers. If a staff member suspects a disability, the referral form will be filled out and submitted through the school administrator or lead teacher. A Student Success Team will meet to discuss the student, and intervention will be implemented before the student is recommended for testing. The school clerk will have the available special education forms in case a parent would like to request their child to be tested. There will also be copies of the pamphlet "A Parent's Guide to the IEP" given to each parent or guardian at the School of Social Justice. The School of Social Justice will adhere to the LAUSD Special Education Policies and Procedures Manuel. The school will follow the Americans with Disabilities Act, IDEA (2004) in identifying and providing the appropriate services for each student.
Outcome 2	Intervention Programs	Special education students that scored basic or below will enroll in intervention classes for math and English. These classes review the foundations and teach the necessary skills needed for their A-G requirements. Progress will be monitored by pre and post tests, and each special education student will have an assessment binder where all their current IEP goals will be located. The binders will be housed in the learning center and will be monitored by the resource teacher. Students' progress on the goals will be monitored, and updates will be logged in Welligent and mailed home. In math, students will use the computer intervention program ALECK. And, for English, students will use the program Accelerated Reader to track their progress in reading. Special education students will have access to the learning center, and they can use Inspiration, a computer based graphic organizer. Students with disabilities in 9 th grade will also participate in an algebra intervention program, Voyager, Inside Algebra. This program is designed to use multiple modalities to teach and review the main concepts of algebra. At each annual IEP, the IEP team will determine the necessary interventions and the objectives of the intervention program, so the goals of the students will be met. Students will continue to be supported through intervention programs until they are working at grade level, so they can be exited from the intervention.

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<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>The School of Social Justice will use LAUSD’s program, Behavior intervention theory, in order to assist students with behavior plans necessary where other resource are not successful for their improvements.</p> <p>In the classroom, students will be respectful learners who are engaged with the lesson. School of Social Justice students will adhere to the dress code policies, and arrive prepared with all necessary school materials. In the hallways, students will use appropriate language and display proper behavior towards each other, school property and staff members. At lunch, students will positively represent the School of Social Justice with their character and actions. Students will understand the importance of proper behavior and mindset both in and out of school. Advisory, a 37 minute class period each day, will be used to define and teach these behavioral expectations. The behaviors will be monitored by all adults within the school, and positive behavior will be reinforced through assemblies. (Recognition/performance assemblies)</p> <p>Tier 1 The school will use data to identify students who are at-risk of dropping out. Interventions will be put into place to help these students make-up credits and complete their A-G requirements. In all classes, positive behavior will be recognized and reinforced. (Manzano Nine Essential Instructional Strategies)</p> <p>Tier 2 A monthly meeting will be held, and teachers will collaborate and discuss the behaviors of students in need of intervention. A common plan will be created, or the Behavior Support Plan will be discussed and followed. After each quarter, grades will be reviewed and academic support will be put into place through the Advisory period, and monitored by the academic counselor. Student Success Teams (SST) will be held for the at-risk student, or a Coordination of Services Team (COST) will meet to recognize why the student is struggling and create a plan to help support the student.</p> <p>Tier 3 The Behavior Support Plans (BSP) will be implemented by the special education teacher and general education teacher. The progress on the BSP will be communicated to the parents. If the Tier 2 interventions do not show signs of effectiveness for a particular student, a Functional Behavioral Assessment or Functional Analysis Assessment will be administered and a new plan will be created and followed.</p>

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Necessary for Planning, will be provided	Description of Student Population	Students with disabilities will be identified upon enrollment using Welligent Reports, and their Individual Education Plans will be used to place them into the appropriate classes for services. Students who are classified as having Other Health Impairments, Specific Learning Disabilities, or Emotion Disturbance, for example, will be identified and shared with the staff. The School of Social Justice is committed to meet the needs of our population. We serve our students through an inclusion setting, in which special education teachers co-teach with general education teachers, to provide the best educational opportunities for all of our students. The School of Social Justice special education population makes up about 11% of the school.
Outcome 2	Special Education Program Description	Special education students will be placed in the Least Restrictive Environment based on their IEP. The continuum will start with the Resource Specialist Program. For these students, they will receive services in their math and English classes through a special education teacher or paraprofessional through collaboration and co-teaching in their classroom. The next step on the continuum will be students who require a Special Education Classroom based on their IEP. For these students, the Least Restrictive Environment will be a classroom co-taught by a special education teacher and general education teacher. In this setting, the special education teacher will have a separate roll book, but the students will be serviced along with general education students. Co-teaching, parallel teaching, station teaching and pull-out teaching will be implemented to help the special education students have access to the curriculum. All special education students will have access to a learning center, a classroom where their accommodations and modifications can be implemented, if not in the classroom. The Learning Center will have modifications such as calculators, manipulatives and a computer based graphic organizer program called Inspiration. The students will have access to computers for research and typing papers, and audio books with headphones and a CD player in a listening center. The room will also be used for re-teaching to a smaller group and testing. The final step in the continuum is for students with moderate to severe disabilities. These students will have a special education teacher who will teach Community Day School, and the students will be mainstreamed for elective classes. Each student will learn how to become an advocate for themselves, and the IEP meeting will be student-led. All students will understand their disability and learn about the accommodations they need inside of a classroom. Students will understand their Present Level of Performances, and use the binders in the Learning Center to chart their own progress to their goals. (Each student will have a binder with their IEP goals and intervention programs inside. Students and teachers will update the binders bi-monthly.)

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>The special education case carriers along with the school clerk for the School of Social Justice will schedule annual, amendment, 3-year, re-evaluation, initial and 30-day IEPs. These IEPs will be scheduled at least 3 months in advance (except for 30-day and amendment IEPs), and all participants (special education teacher, general education teacher, school nurse, psychologist, administrator, parent) will be notified at the three month mark and twice in the week approaching the IEP. The School of Social Justice has an office where all IEP meetings will be held and all the important paperwork and parent information will be held. The information brochures, <i>Student Information Questionnaire for Parents and Guardians</i> and <i>A Guide to Special Education Services</i> will be readily available in the main office. The school will have access to a translator for students whose parents cannot speak English, and the office will also have a phone which can be used for teleconferencing for parents who are not able to attend. After the IEP meeting, the special education teacher will update the student's "passport" which informs all teachers of the accommodations and modifications for the individual student. Progress will be monitored through observing achievement of the student's individual goals. After the IEP is held, a meeting with the general education teacher will take place. The special education teacher will inform the staff of important updates and changes to the student's accommodations. (Resources will be discussed or provided in this meeting. Special education teacher will share strategies to support students with disabilities in their classrooms.)</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>If a teacher or staff member suspects a student has a disability, they will notify the special education teacher who will give them a referral form. The teacher will indicate the areas of struggle for the student and the reason for the referral. Language acquisition and proficiency will be taken into consideration during the referral process. After the referral is submitted, a Student Success Team will be held. The team will consist of the student's general education teachers, a special education teacher, the parent or guardian, a school administration and any other person deemed necessary. After this meeting, an intervention will be put into place to help the student. (For example, counseling services may be provided.) All areas of the suspected disability will be addressed. The student's progress will be monitored, and if no improvement is made, another meeting will be held. In this next meeting, the parent will decide if he or she wishes to have their child tested for a possible learning disability. With the parent's request, the school psychologist will conduct the assessment and another meeting will be held to share the results. A hearing and vision test may also be required. If the student qualifies, an initial IEP meeting will be scheduled. Over-identification of referrals due to ethnicity will be monitored, especially referrals for behavior problems only.</p>

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		<p>Following District and Federal Special Education Laws the School of Social Justice will follow the legal guidelines and timelines. Once a parent makes a written request for special education assessment, a special education assessment plan is developed. Parent is provided the special education assessment plan within 15 calendar days of receipt of request. Once parent approves, signs and returns the assessment plan, assessments are conducted and reports are prepared. An IEP meeting will then be held within 50 days of receiving the signed assessment plan. IEP members will be notified no later than 10 calendar days prior to the scheduled date of the IEP meeting.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>As stated in LAUSD Bulletin 4827.1, <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i>, teachers will use a multi-tiered approach to instruction and intervention. Each tier of instruction is differentiated, culturally responsive and aligned to grade-level standards. All students will have access to grade-level curriculum (unless their IEP calls for a modified curriculum). This means having the same access to textbooks and materials in the general education classroom. All students will be enrolled in A-G requirements. Teachers will co-plan together using the backwards planning model. After deciding what the students need to learn, the teachers will plan the steps it will take for the students to become proficient in that material. During this planning time, accommodations for students will be planned. Some of these accommodations will include having access to books on audio tape, having access to a computer for word processing, incorporating strategies such as pre-writing, graphic organizers, group assignments, partner assignments, re-teaching and frequently stopping to check for understanding. Special education students will also have access to the Learning Center for re-teaching and testing in a small environment. While general education teachers are teaching the core curriculum, they can provide pre-written notes for students with disabilities and highlighters so the information is assessable.</p> <p>The learning center will include a Resource Teacher and teaching assistant(s). SSJ, in partial collaboration with the other small schools in SRHS #7 would like to partner up in order to fund for the following incorporate itinerant service providers such as a School Psychologist, and Speech and Language Teacher, Audiologist and Nurse as well as the collaborative services of the math and language arts coaches.</p>

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>For students with an Alternative Curriculum, the appropriate program will be implemented. Based on the students' abilities, the classroom environment will help students learn every day skills while also teaching age-appropriate lessons. Intervention programs and access to adapted technology will be provided. The Instructional Plan will follow the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The student will be receiving an alternative curriculum, and they are not on-track to complete a diploma. The students will focus on Community Based Instruction, and the classes will follow the course descriptions. These students will be tested with the CAPA, California Alternative Performance Assessment. The IEP team will determine the course of study based on the individual progress and capability of each student, while also considering their post-secondary goals. (This pertains to students with MR or extreme low capabilities)</p>
Outcome 13	Plan to provide Supports & Services	<p>Special education students will have access to the supports and services listed in their IEPs. For example, a student may have DIS Counseling, Speech Therapy, and RSP services in math and English. These service minutes will be logged by the providers and entered into Welligent. The minutes of service will be monitored by the case carrier and administrator. Any change in service will require an IEP amendment meeting. Students will also have access to the learning center, where they will help monitor their IEP goals.</p>

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Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>All students who are 14 years or older will have an Individual Transition Plan (ITP) included in their IEP. This plan will highlight the interests of the students and their education, career and independent living goals. Since the School of Social Justice serves 9th through 12th grade, all special education students will have an ITP in Welligent. Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" [] and "Summary of Performance" [see bulletin REF-4132.1 attached] on file in their records and the students and parents will be provided with a copy for future reference. The ITP will focus on helping students become successful after high school. At the School of Social Justice, students will have access to the District Office of Transition Services (DOTS). Through DOTS, special education students can take field trips to colleges, participate in work programs and enroll at local trade schools such as Abraham Friedman or Harbor Occupational Center. Special education students will also have access to the College Corner, where they will learn about upcoming scholarships and opportunities to visit local campuses. The College Corner also helps with applications, personal statements, FAFSA forms and graduation requirements. Workshops for parents and students will also be provided. Additionally, a workshop for parents of special education students will also be provided, so they understand how to access the Office of Disabilities on a college campus and register for services.</p>
Federal requirement	Access to Extra- Curricular/Non academic activities:	<p>Special Education students at the School of Social Justice will have equal opportunity to participate in any clubs, sports, or field trips the school offers. This includes but is not limited to, football, cheerleading, basketball, volleyball, soccer, tennis, swimming, water polo, softball, lacrosse, wrestling, chess club, track, cross country, hip hop club, KEY club and environmental club. The special education teacher will notify the sponsor of the club or sport of any necessary accommodations needed for any special education student.</p>

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Federal requirement	Providing Extended School Year	<p>Extended School Year will be offered to special education students when the IEP team decides it is necessary to prevent loss of instruction over the break. In LAUSD guidelines, Extended School Year is not for credit recovery, but it is to prevent regression, and the ESY can be 17 days long. For these students taking ESY, the special education teacher will adapt an appropriate program, and teach the class. The focus during ESY will be meeting goals and making educational progress.</p> <p>All students who are eligible for special education and related services must be considered for ESY services. However, federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student’s IEP. If the team believes ESY is a necessary part of the student’s FAPE, the school must develop an IEP for the student that includes ESY services. If the IEP team decides a student is not eligible for ESY, the student may be referred to the general education intersession program, which is during “A” track intersession.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>Disagreements about Special Education Services might arise based on questions about the type of assessments or the program and services available for students. The School of Social Justice will attempt to resolve disagreements with the content of the IEP team and at the school site level.</p> <p>If a disagreement cannot be resolved, the parent can choose between three dispute resolution processes: Informal Dispute Resolution, Mediation, or Due Process Proceedings.</p> <p>All students at the School of Social Justice participating in the A-G requirements will be required to participate in Statewide Assessments in English Language Arts and Mathematics.</p> <p>Students with disabilities must participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> • CST: California Standards Test, the assessment in which most students, including students with disabilities, would participate. Students with IEPs can take the CST with accommodations and modification which are outlined in Section K of their IEP. • CMA: California Modified Assessment, is in a modified test format, is aligned with grade-level content standards, and covers the same content as the CST. The number of choices for each question is reduced from 4 to 3, and the passages are shorter. In order to qualify to take the CMA, a student must have tested Below Basic or Far Below Basic

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		<p>in the previous year.</p> <ul style="list-style-type: none"> • CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the English section of the CST and math section of the CMA. A student cannot take the same content area test in the CST and CMA. • CAPA: California Alternate Performance Assessment is an alternate assessment for students who are on the alternate curriculum. The CAPA is linked to grade-level content standards, but it does not reflect all of the standards. This alternate assessment will be used for students with significant cognitive disabilities. <p>As a student prepares to receive their diploma, certificate of completion or is nearing the age of 22, a Summary of Performance (SOP) will be completed. The SOP will help provide accommodations for students necessary in the post-secondary setting. The form is available on the LAUSD website, and Form A or B must be completed for the student’s final IEP.</p> <p>SECTION 504 of the Rehabilitation Act of 1973 (Section 504) is a Federal civil rights statute for students who have a mental or physical disability which substantially limits one or more of the student’s major life activities under Section 504. The School of Social Justice will accommodate a Section 504 plan, and the students will a 504 plan will have the same access to school as their nondisabled peers. A student who is receiving Section 504 services is not necessarily eligible for special education services. However, if a parent or faculty member suspects a disability, the school will follow the procedure as earlier outlined in this plan. If it a team concludes a student is not eligible for special education services, but suspects the student has a disability, they can refer the student to the Section 504 evaluation process.</p> <p>In the student’s IEP, any type and level of health service will be identified and documented. The District Nursing Services will identify the appropriate placement of people to provide the services. Students who need health support will receive a Present Level of Performance each year from the school nurse. The nurse will report on the health and progress of the student. For all other students, the nurse submits a Present Level of Performance on Initial or Three Year IEPs. The Present Level of Performance will include a brief health history of the student, a description of the health issue, and it will describe the impact of this health issue on the student’s ability throughout the school day. The nurse will also report</p>

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		<p>on the student’s ability to independently care for themselves. If there is a serious health need, the supports and accommodations will also be provided, with the level and frequency of support stated.</p> <p>The School of Social Justice will monitor the progress of special education students toward graduation. The school will follow the Modified Consent Decree, and create a procedure for charting student data, so an intervention plan can be created when students show potential signs of dropping out. For students with disabilities, their grades, disciplinary records and attendance will be closely monitored, as these are the three major areas which determine success or failure. Each quarter, the School of Social Justice will identify the special education students at risk of dropping out, and individualized interventions will be designed. Each year, special education students will receive reports about their progress toward graduation.</p> <p>For the below items, make reference to the individual sections to reference back to the items in question.</p> <p>3: Graduation Rate 4: Completion Rate 5: Reduction of Suspension 6: Least Restrictive Environment 7A: Least Restrictive Environment, SLD, SLI, OHI 7B: Least Restrictive Environment, MD, OI 8: Home School: any student living around the SHRS may be able to enroll in our school 9: Individual Transition Plan 10: Timely Completion of Evaluations 11: Complaint Response Time 12: Informal Dispute Resolution 13: Delivery of Special Education Services 14: Parent Participation at IEP Meetings</p>

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		<p>15: Timely Completion of IEP translations</p> <p>16: Qualified Special Education Teachers</p> <p>17: Behavioral Support Plans for students with Autism or Emotional Disturbance</p> <p>18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance</p>
All	Professional Development	<p>Professional Development opportunities will be provided for all teachers. General education and special education teachers will attend professional developments about co-teaching. The special education teachers will lead school-wide professional developments about accommodations and modifications in the classroom. This is to ensure all teachers understand the best ways to meet the needs of all of our students and how to tier instruction. Special education teachers will be expected to have the Woodcock Johnson III assessment training completed. Any additional requirements for professional development will be communicated to the staff and enrolled through the Learning Zone or conferences.</p>

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Outcomes 6, 8, 16	Staffing/Operations	School of Social Justice will use their autonomy to use their budget to recruit the most highly qualified teachers to service special education students. Special education teachers will be highly qualified in the subject area they are teaching. The school will develop service ratios which provide the best accommodations for all students and follow the federal mandates. The School of Social Justice clerk will attend trainings for the management of Welligent. If Assistive Technology is needed, the school will request an evaluation from the local provider. Appropriate staff will be hired to assist students with health protocols.
	Fiscal	The special education population at Huntington Park High School currently represents 11% of the population. At the School of Social Justice, our special education population will reflect this percentage. Funding will be provided through the school’s budget and federal guidelines.

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Outcome 14	Parent Participation	<p>Parents of special education students will to attend quarterly meetings about the progress of their students. In this meeting, the special education teacher will review ways to support the special education child at home with homework and studying. Some specific content will be review with parents, and they will also have access to seeing their child’s progress toward their goals. The special education teacher and the parent need to communicate more than just once a year at the Annual or Three Year IEP meeting. Parents are also welcomed to attend school to see how their child is adjusting to the inclusion classroom.</p> <p>At the beginning of the school year, parents will complete a survey which will inform teachers and office staff about their preferred communication about the identification, evaluation, placement, instruction and re-evaluation of their child for special education services. Before an IEP meeting, parents will be contacted and asked for their input and questions. Any changes in student behavior will also be noted before the IEP meeting, so at the meeting, the best placement and services can be determined.</p> <p>Special education students will be encouraged to become a part of school activities and take leadership roles within advisory groups. Students and parents will be informed about the possibilities.</p> <p>If a parent has a concern about the services being provided to their student, a conference will be held with a team of teachers, and an amendment meeting will be schedule, if necessary.</p>