

**Los Angeles Unified School District  
PUBLIC SCHOOL CHOICE 2.0  
SERVICE PLAN FOR SPECIAL EDUCATION**

**APPENDIX D**

**Applicant Team Name: The Social Justice Humanitas Academy**

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>The Social Justice Humanitas Academy will have in place a search and serve process in order to identify and provide services to families and students with special needs. At the beginning of the school year we will distribute the <u>Are You Puzzled by you Child's Special Needs</u> brochure to parents. Upon enrollment parents will complete the District's Student Enrollment Form. If the parent answered "yes" to any question in section 10, we will complete the Special Services Follow-up Section of the form. We will review the students IEP in Welligent system, 504 or GATE, then we will promptly provide services as stated in the students IEP, 504 or GATE. If a student with and IEP transfers in from another school district in California, we will consult with parent and promptly provide comparable services pending a LAUSD, IEP review (with in 30 days). If a student transfers in with an IEP from another school district outside California, We will consult with parents, promptly provide comparable services until a new evaluation is completed to determine eligibility based on California eligibly criteria for special education.</p> <p>The Social Justice Humanitas Academy will be responsible for:</p> <ul style="list-style-type: none"> <li>• Distributing the proper materials such as                             <ul style="list-style-type: none"> <li>○ <u>Are You Puzzled by Your Child's Special Needs?</u> brochure to every student to take home at the beginning of each school year.</li> <li>○ Requests for Special Education Assessment Form</li> <li>○ Student Information Questionnaire for Parents and Guardians</li> <li>○ A parents Guide to special Education Services (Including Procedural Rights and Safeguards)</li> </ul> </li> <li>• Students with disabilities, requiring special services, enrolling in the school are identified and promptly provided the appropriate services.</li> <li>• Establishing a process in place, understood by all staff members, for referring students who may require special services.</li> </ul> <p>Students suspected of a disability cannot be assessed unless parent permission is obtained unless otherwise authorized under the law. Once parent permission is obtained, the school's Special Education Coordinator</p>

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		<p>will then identify any students in need of a pre-referral intervention plan, and work with the faculty to establish a Student Study Team for that student.</p> <p>The student’s need for special education can be screened from already available data (e.g., school tests, teacher observation, grades, etc.) regarding the student’s progress or lack of progress within the general program. The SJHA will have its own Student Study Team composed of the student requiring intervention services, that student's parent or guardian, the general education teacher, and the SPED or 504 Coordinator will be responsible for identifying the student’s needs and developing a plan to enable that student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques to enhance that student’s ability to be successful.</p> <p>If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student’s needs, they will recommend that SJHA refer that student for a formal special education assessment. Humanitas may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed via the Special Education Coordinator that special education and related services are provided at no cost to them.</p>

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<b>Outcome 2</b>	<b>Intervention Programs</b>	<p>The Social Justice Humanitas Academy ensures a safe school environment and makes effective use of programs aimed at identifying and monitoring the various needs of its student populace. Indicators used to identify needs for intervention include but are not limited to a student’s academic performance, social and emotional output, behavior, health, culture and family.</p> <p>The SJHA currently executes a successful method of curbing the need for intervention through effective, accessible, and well-planned curricula as well as built-in opportunities for extended learning. For example, internal programs such as the Advisory classes, peer mentorship, and the Academic Network create optimal environments in which students experience success and become aware of their contribution to it. It also creates an environment that allows peers, mentors, and teachers to identify needs as individualized attention is a key component to the program’s functionality. This student support process is well-defined, understood by the entire school community, and documented in order to establish norms and approaches to the specific need. For students with IEPs, the Resource Specialist will ensure that their academic, vocational, socio-emotional goals, among others, are woven into the curricula from the beginning of the school year. Furthermore, all general education teachers will receive the necessary information needed to implement accommodations accordingly.</p> <p>As needs for intervention are identified and assessed, the counselor, teachers, and parents document the progress in order to provide professional development to the support staff thus allowing them to reinforce actions and environments that cater to the students’ needs. Where viable, the results are incorporated into lessons and activities that carry universal significance as well as specific goals.</p> <p>The SJHA’s Advisory class is a pivotal source of opportunities for all students; it allows for enrichment and intervention. The Advisory classes will meet for approximately 1-hour a day at the end of the school day as part of the schedule and will be designed to meet individual student needs. Each student will be assigned a mentor or group of mentors that will oversee their academic progress and form study teams with them.</p>

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		<p>Incorporating an hour of intervention into the day for all students has proven extremely successful this academic year. Students with IEPs take this hour to work with their teachers, mentors, and Resource Specialist. The RSP teacher uses this time to provide pre- and re-teaching strategies that enable students to be active participants in their general education classes.</p> <p>The built-in intervention/prevention is very much based on the Response to Intervention model within the context of the Humanitas classroom. Indeed, it is Tier One of this approach that has been described above. Broken down specifically to its systemic parts, RTI employs a multi-level support system aimed at identifying areas of need, preventing academic and emotional fallout, and maximizing students’ potential for achievement, and reduction of behavior problems. Ultimately, it allows for educators to make the best instructional decisions in order to meet student needs. Moreover, a goal of RTI is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of needs.</p> <p>Please refer to: <a href="http://www.rti4success.org/images/stories/pdfs/rtiessentialcomponents_051310.pdf">http://www.rti4success.org/images/stories/pdfs/rtiessentialcomponents_051310.pdf</a> for an in-depth breakdown of implementation and its corresponding parts.</p> <p>The Social Justice Humanitas Academy has employed RTI with certain modifications based on its population of student. The Resource Program teachers have created tiers within tiers that have successfully moved students already identified with disabilities to secondary and primary level of intervention.</p>

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<p><b>Outcomes 5, 17 and 18 LAUSD Board Policy</b></p>	<p><b>Discipline Foundations Plan and Behavior Support</b></p>	<p>The Social Justice Humanitas Academy currently practices a consistent school-wide positive behavior support and discipline plan. Our plan is consistent with the Culture of Discipline: Guiding Principles for the School Community and Culture of Discipline: Student Expectations. We teach rules, social-emotional skills: reinforce appropriate behavior; using effective classroom management and positive behavior support strategies by providing early interventions for misconduct and appropriate use of consequences. Student behavioral expectations employ a holistic approach. Thus, expectations range from respecting peers and adults to completing assignments as well as participation in the building a community of scholars to campus cleanliness.</p> <p>In the event of misconduct we have appropriate uses of consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. We use positive intervention as means of correction other than suspension, transfer or expulsion to resolve disciplinary issues. The SJHA believes that when students’ needs are the focal point of everything we do – unwanted behavioral issues decrease.</p> <p>Parents receive a copy of the school rules review the school rules with their children. Training will be available for parents. If misconduct occurs, the parent or caregiver will work with the school to as a partner to address the student needs. Each teacher will maintain a positive classroom and school. They will use effective classroom management strategies to create an environment conducive to learning and prevent misconduct. All special education students with the disabilities of emotionally disturbed or autistic will have a Behavior Support Plan as part of their IEP. They will have a full comprehensive IEP every three years. All students who are suspected of having a disability of emotional disturbance will have a comprehensive evaluation at the initial IEP as well as all three year IEPs. Before the initial IEP the Student study team will gather data, make recommendations for pre-referral interventions including documentation of behavior and accommodations, prior to an eligibility of emotionally disturbed. A team will collect data, make recommendations for support for student displaying difficulties with serious behavior problems. A Behavior</p>

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		<p>Intervention Case Manager will organize the collection or supervise Functional Analysis Assessment and then develop the proposed Behavior Intervention Plan and present it to the Individual Educational Team.</p> <p>The emphasis in all behavioral interventions and supports shall be on collaborative partnerships including general and special educators and families in order to develop appropriate plans and implement them consistently.</p> <p><b>Prevention:</b> The Social Justice Humanitas Academy’s expectations for respectful student behavior are:</p> <ul style="list-style-type: none"> <li>• Students treat all community members as they would expect to be treated. They will follow classroom and school procedures at all times.</li> <li>• Students take responsibility for their actions. They strive for academic success and exhibit appropriate behavior both in and out of the classroom.</li> <li>• Students conduct themselves in a safe manner. They refrain from intimidating, harming or threatening the safety of others at all times. Students do not discriminate against anyone, at any time, for any reason. Zero tolerance for bullying.</li> </ul> <p>To ensure that everyone is clear about what is expected from students, and so that students know that the rules are consistent from class to class, SJHA will use Positive Behavioral Intervention Supports (PBIS). A school-wide system of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. On-going monitoring will ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. We will use positive intervention and means of correction rather than suspension, transfer or expulsion to resolve disciplinary issues. Parents will receive a copy of the school rules and will review the rules at home. Recognition and a reward system will encourage student buy-in of our plan. Teachers maintain a positive</p>

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		<p>classroom by using effective classroom management strategies to create an environment conducive to learning.</p> <p><b>Intervention</b> The Social Justice Humanitas Academy will have the following structures supports that enable students to access the curriculum and the social environment of the school setting.</p> <ul style="list-style-type: none"> <li>• Tier 1: Students receive support and instruction in their Advisory classes. Their Advisor teaches class rules and expectations and social skills training. Includes social skills training; positive, proactive discipline; teaching school behavior expectations; active supervision and monitoring; positive reinforcement systems; firm, fair, and corrective discipline; peer supports. There is an emphasis on teamwork and collaboration. Assessment may include data collection resulting in group support systems.</li> <li>• Tier 2: Includes all supports at the Tier I level plus individualized social skills training; self-management programs; Behavior Support Plans (BSP); parent training and collaboration; adult mentors; increased academic support. Assessment may include individualized data collection, observations and interviews, functional behavioral assessment resulting in individual Behavior Support Plans with consistent implementation plans within collaborative teams.</li> <li>• Tier 3: Includes all supports at the Tier I and Tier II levels plus intensive social skills training; individualized support plans; parent training and collaboration; multi-agency collaboration (wrap-around) services. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP).</li> </ul>

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<p><b>Necessary for Planning, will be provided</b></p>	<p><b>Description of Student Population</b></p>	<p>The number of students at the Social Justice Humanitas Academy will be determined prior to the fall 2011 opening. While the disabilities and thus eligibilities have not yet been identified, the current population of students receiving special education services in Humanitas includes students with in the Specific Learning Disabilities (SLD), Emotional Disturbance, Hard of Hearing and Other Health Impairments among others.</p> <p>Most of our students qualify for an IEP under an SLD eligibility; they qualify because a severe discrepancy exists in one or more of the following academic areas:</p> <ul style="list-style-type: none"> <li>•Listening Comprehension</li> <li>•Written Expression</li> <li>•Basic Reading Skills</li> <li>•Math Calculation</li> <li>•Oral Expression</li> <li>•Math Reasoning</li> <li>•Reading Comprehension</li> </ul> <p>Moreover, this discrepancy is the result of a disorder in one or more of the following psychological processes:</p> <ul style="list-style-type: none"> <li>•Attention</li> <li>•Visual Processing</li> <li>•Auditory Processing</li> <li>•Sensory Motor Skills</li> <li>•Cognitive abilities including association, conceptualization, and expression.</li> </ul> <p>The SJHA will collaborate with the other pilot schools on the common campus to coordinate a shared special education services plan that will provide programs for all eligibilities. Students with IEPs in SJHA currently participate in a fully inclusive model; this includes students receiving services under the Resource and</p>



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		<p>Special Day Program models. They receive appropriate resources services, and accommodations in order to access standards-based curriculum.</p>
<p><b>Outcome 2</b></p>	<p><b>Special Education Program Description</b></p>	<p>The Social Justice Humanitas Academy complies with the federal mandate of the “least restrictive environment,” meaning that the school makes every attempt to educate students with disabilities along with their non-disabled peers. Through the lens of Social Justice, the education attained requires a complete commitment on behalf of the staff and community to meet the academic, social, and emotional needs of all kinds of minds. Intrinsic to our program, whether SDP or RSP, is the empowerment of students with special needs and at-risk youth by embedding in them the self-advocacy skills needed to navigate through any context (academic and otherwise) as well as ensuring them fair opportunities that places them on par with their non-disabled peers. We employ Lavoie’s theory that <i>“fairness does not mean that everyone gets the same – fairness actually means that everyone gets what he or she needs.”</i></p> <p>Every year, the products of empowerment and self-advocacy are evidenced by our above average percentage of students with special needs that attend the 3-day College University Tour in the 9<sup>th</sup> grade, the increasing number of recognitions awarded to them because of their intellectual achievements, their statuses as peer</p>

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		<p>mentors, and their knowledge and application of their rights as students with IEPs. Our students demonstrate a full investment into creating holistic individual worthy of undertaking any challenge and overcoming their limits on a daily basis.</p> <p>The SJHA includes all of its students as is appropriate according to each individual IEP, offering a comprehensive fully inclusive program. Each student’s IEP requires different kinds of modifications and accommodations for instruction and services, therefore the educational strategies of the IEP are built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP is delivered by personnel qualified to do so.</p> <p>Students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles.</p> <p>Our programs are as follows:</p> <p><u>Resource Specialist Program (RSP)</u> Creating an inclusive learning environment that holds high standards for student with disabilities, ELL, SEL, student of poverty and gifted students is both socially just and academically sound. The general education and Special Education teacher collaborate on teaching strategies to best support their students. There is a shared responsibility of monitoring and planning support and can occur during the Advisory Class and in the</p>

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		<p>Learning Center where they will receive support from the Resource Teacher and other specialists (i.e. School Psychologist, Speech and Language Teacher, and/or audiologist) as needed. Placement into this classroom for an elective will be based on individual needs and will be determined by the IEP team at an IEP meeting.</p> <p>Students receiving support in RSP are fully included in general education classes; students can receive extra help in collaboration classes as stated in their IEP.</p> <p>The only percentage outside of general education is a Learning Center class which is based on individual student need. The Learning Center is a classroom where targeted instruction and intervention are provided identified students.</p> <p>The purpose of the Learning Center is to explicitly:</p> <ul style="list-style-type: none"> <li>• Teach strategies for learning (access strategies);</li> <li>• Extend the learning in the general education classroom;</li> <li>• Provide targeted intervention;</li> <li>• Monitor progress of students</li> </ul> <p>Our Resource Program differs to other programs as students receiving support will have the same RSP teacher throughout their four years of high school. The RSP teacher ensures a strong foundation at the ninth grade by focusing on study habits as well as reading and math skills needed to be successful. In other words, he or she focuses on “how to be a student”. In the tenth grade, the focus shifts to strengthening those foundations and expectations while teaching self-advocacy skills. The 11<sup>th</sup> grade focus is independence, using surrounding resources, and college readiness. By the 12<sup>th</sup> grade students are independent with the occasional help from the RSP teacher. The foci are not exclusive to each grade. The student’s need ultimately determines what level of focus they get. Yet, since we have put this program into practice, we yielded excellent results. Throughout the grade levels, the RSP teacher is continuously working with all</p>

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		<p>general education teachers to ensure the implementation of accommodations and strategies.</p> <p><u>Special Day Program (SDP)</u>                      Students receiving support in SDP will take standards-based classes geared towards a completing their high school diploma. They are also fully included in general education classes will receive extra help in collaboration classes as stated in their IEP. A qualified special education teacher and special education assistants will support them. Similar to the Resource Program, SDP will have a single teacher that works with them throughout high school. The SDP program will run exactly like the Resource Program with a difference of higher focus and level of support in academic areas like English Language Arts and Mathematics. SDP teachers will work with general education teachers to accommodate instruction, approaches, and assessments as detailed in the IEP.</p> <p><b>The role of RSP and SDP teachers and the programs are subject but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Provide instruction and services to pupils based on an IEP;</li> <li>• Provide information and assistance to students and their parents;</li> <li>• Coordinate special education services with the general education teachers;</li> <li>• Monitor pupil progress on a regular basis and refer pupils who do not make appropriate progress to the IEP team;</li> <li>• Emphasis career and vocational development, and preparation for adult life.</li> </ul> <p><b>Services provided by SJHA special education staff will present various delivery options including:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Co-Teaching</li> <li>• Co-Planning and strategizing with general education staff</li> <li>• Individualized support</li> </ul>

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		<ul style="list-style-type: none"> <li>• Intervention Electives</li> <li>• Social skills support</li> <li>• Consistent observation and assessments of learning styles for multi-modal applications</li> </ul> <p>The range of service options identified above provides for a broad range of supports for students with disabilities interconnected with the general education curriculum. The programs offered by SJHA are a critical piece in improving the performance of students who typically struggle on standardized testing. The Humanitas Academy is committed to the inclusion process and provides each student with the least restrictive environment possible.</p> <p>Special education services have been interwoven into the instructional plan and are an integral part of it. Thus, the service model aims at meeting all needs of students as informed by the IEP as well as the case-by-case basis experience by all members of the school team (i.e. parents, staff, special education teachers, etc.). In combination with RTI strategies, student-centered curricula, and specifications detailed in the IEP, the service model will meet all needs of the students. Needs will determine how the Special Education teachers collaborate with general education teachers as well as the level and type of teamwork. Collaboration includes co-teaching, strategizing, pull-out and push-in models where necessary, pre- and re-teaching in the Learning Center, intervention and support classes (i.e. essentials in reading/math), etc. Moreover, needs are not limited to issues solely related to learning abilities as some students will require physical access or preferred seating in the classroom. The goal of SJHA is to provide optimal access to the curriculum while meeting every student need.</p>

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<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p>Every child who is assessed by the school and qualifying for special education services under the IDEA will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, the Social Justice Humanitas Academy will provide those services according to the student’s IEP, which will specify the instruction and services the student shall receive. Students at SJHA who have IEP’s will be served in the Least Restrictive Environment (LRE).</p> <p>Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team at SJHA will consist of the following individuals:</p> <ul style="list-style-type: none"> <li>• The parent or guardian of the student for whom the IEP was developed</li> <li>• The Special Education Coordinator</li> <li>• Administrative Designee</li> <li>• A General Education teacher who is familiar with the curriculum appropriate to that student</li> <li>• Special education professionals qualified to interpret assessment results</li> <li>• A District representative, as appropriate</li> </ul> <p>Others familiar with the student may be invited as needed. The Social Justice Humanitas Academy views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents’ schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone. A copy of the IEP will be given to the parent. Upon the parent or guardian’s written consent, the IEP will be implemented by SJHA. The IEP will include all required components and be written on the LAUSD SELPA forms. Some of the elements the IEP will consist of include:</p> <ul style="list-style-type: none"> <li>• The rationale for placement decisions</li> </ul>

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		<ul style="list-style-type: none"> <li>• The services the student will receive and the means for delivering those services</li> <li>• A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered</li> <li>• Annual goals and short-term objectives focusing on the student’s current level of performance</li> <li>• A description of how the student’s progress will be measured and monitored</li> <li>• Transition goals for work-related skills</li> </ul> <p>IEP meetings will be held according to the following schedule:</p> <ul style="list-style-type: none"> <li>• Yearly to review the student’s progress and make any necessary changes</li> <li>• Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress</li> <li>• After the student has received a formal assessment or reassessment</li> <li>• When a parent or teacher feels that the student has determined significant educational growth or a lack of anticipated progress</li> <li>• When an Individual Transition Plan is (ITP) required at the appropriate age</li> <li>• When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior</li> <li>• Prior to the expulsion of a student with an IEP, to determine if the student’s misconduct was a manifestation of his/her disability</li> </ul> <p>A Social Justice Humanitas Academy representative will be invited to attend any IEP meeting for a student matriculating into the Academy or where the IEP is considering placement at SJHA. The RSP and SDP teachers will be responsible for monitoring progress in accordance to the goals in the IEP. All meeting and documents are kept confidential.</p>

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<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<p>When a student is suspected of having disabilities a set of procedures must first take place. A multidisciplinary team will monitor, assess and evaluate the student after RTI has been implemented and thoroughly tested through multi-cycles and levels of intervention. If the student shows no growth and is non-responsive to the intervention’s targeted skill development, then the student will be evaluated by the Student Study Team. After observation, record and assessment reviews, a student may be recommended for special education evaluation.</p> <p>The referral plan to be implemented is as follows: Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing. Before a student can be assessed for eligibility for special education or reassessed while receiving special education and related services, an assessment plan must be developed and provided to the parents for their approval.</p>



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		<p>A special education assessment plan is to be developed and provided to the parents within 15 calendar days from the date of receipt of a written request for an initial special education assessment, within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services, prior to conducting a reassessment of a student receiving special education and related services, or when a change in a student’s eligibility for special education or related services is being considered. A special education assessment plan may be needed when a change in the student’s special education or related services is being considered.</p> <p>Prior to the referral for assessment, students will be evaluated to ensure that the cause for intervention is not language acquisition or any of the exclusionary factors such as lack of instruction in reading, including the essential components of reading instruction, lack of instruction in math. Essential components of reading instruction means explicit and systemic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies.</p> <p>All special education assessment plans should be developed using the District’s <i>Special Education Assessment Plan Form</i> in the Welligent IEP system. The assessment plan provided to the parents must be in the language of the home. Forms in all of the major languages are available.</p> <p>The special education assessment plan should be developed in cooperation with the student’s teacher(s), general and special education, and other appropriate staff, depending upon the student’s disability or suspected area of disability, such as: the school psychologist, related services personnel, the school nurse.</p> <p>The education specialist developing the special education assessment plan should use information from: the written request for a special education assessment, the <i>LAUSD Student Enrollment Form</i>, Section 10: Special Services, the parent, including the <i>Student Information Questionnaire</i>, school records, including teacher interviews and observations, student work samples, and other knowledge gathered through the process that</p>

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		<p>reviews the student’s achievement.</p> <p>The process for addressing “all areas of suspected disability are addressed” are:</p> <ul style="list-style-type: none"> <li>• Selecting and administering tests and other assessment materials that are not racially, culturally, or linguistically discriminatory.</li> <li>• Administering tests and other assessment materials in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer.</li> <li>• Selecting and administering tests and other assessment materials to assess an English Language Learner that measure the extent to which the student has a disability and needs special education, rather than measuring the student’s English language skills.</li> <li>• Selecting tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient.</li> <li>• Using a variety of assessment tools and strategies to gather relevant functional and developmental information about the student.</li> <li>• Using information provided by the parent/guardian.</li> <li>• Obtaining information about how the student is involved and progressing in the general curriculum.</li> <li>• The use of intelligence tests for African-American students is prohibited in California. Not only may they not be administered by school districts, but findings from intelligence tests administered elsewhere may not be considered or contained in the records of African-American students.</li> <li>• An initial IEP will be held for the student no more than 60 days from the date the assessment plan is signed.</li> </ul>

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<b>Outcome 2</b>	<b>Instructional Plan for students using grade level standards</b>	<p>We in the Social Justice Humanitas Academy maintain that student-centered teaching, a pedagogy that is culturally responsive and sensitive to the learning styles of our students, is not just a matter of good education, but a matter of social justice. It is not enough to give students equity and access to the classroom, they must also be given equitable access to the ideas and concepts being taught in that class. We are committed to addressing the diverse learning needs of all our students with the goals of increasing our students’ social capital and sense of humanity.</p> <p>Every learner has a fundamental right to understand what success feels like, and the fulfillment of this promise is dependent upon a high level of personalization and a wide range of learning opportunities that allow all learners to master challenging A-G, standards-based curriculum. This requires that teachers know their students well enough to understand their specific talents and interests; know student caregivers well enough to appreciate their students’ background; and know how to analyze data well enough to understand the impact of instructional practice on student learning. High aspirations for all students must be backed up by strong support systems that are informed by deep levels of personalization and responsiveness to individual learner needs and capacities. The curriculum is integrated horizontally across the grade levels to ensure students are supported as they go from class to class, making connections and adding to their knowledge base as they go. The curriculum is also coordinated vertically to ensure the successes, talents, and knowledge of our students will be built upon as they matriculate through our academy. The Humanitas interdisciplinary curriculum accelerates the development of background knowledge, helps students see social, historical patterns, and allows them to see the content’s relevance to their own lives. Our student’s success and understanding is achieved not by happenstance, but by design.</p> <p>The embodiment of our philosophy foreshadows the instructional plan as it informs every aspect of our Academy from professional development to special education and beyond. Nevertheless, the specifics of our program are as follows:</p>

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		<ul style="list-style-type: none"> <li>• The Academy is a four-year interdisciplinary program that provides students with the rigorous coursework needed to complete the A-G requirements.</li> <li>• We implement Understanding by Design (lessons that emphasize six facets of understanding: explain, interpret, apply, shift perspective, empathize, and self-assess)</li> <li>• We employ the Humanitas thematic, an interdisciplinary mode help students develop deep understanding of important ideas and concepts. Teachers make content relevant and interesting by designing meaningful and authentic curriculum.                         <ul style="list-style-type: none"> <li>○ By interdisciplinary, we practice the incorporation of the Social Sciences, Arts, and English as a holistic means to understanding grade-level standards-based concepts. For the students in special education, this allows multiple forms of expressions in regards to universal themes across class contexts. In other words, their style of learning and expression is respected and used to demonstrate knowledge of content while building the necessary skills that transfer within classes and outside of school. For example, if a student is able to make a point artistically as opposed to an area of need like writing, his output is fair game in an English class. The Resource and SDP teachers would then individualized instruction to help the student transfer his understanding in written form while banking on his or her artistic strengths.</li> </ul> </li> <li>• We use community-based partnerships and authentic learning. By infusing community projects in our curricular development we create connections between classroom learning and real world applications. Students will have an opportunity to explore careers in visual and integrated arts, the humanities, social sciences, applied mathematics, and civic leadership.</li> <li>• Inquiry Driven: All learners, regardless of their educational backgrounds or special learning needs, have a right to access rigorous and engaging curriculum. The Social Justice Humanitas Academy instruction gives students the skills necessary to transfer learning, communicate persuasively, and apply higher order thinking skills to demanding tasks.</li> <li>• College-Readiness is a main facet of our plan. All students are enrolled in the required A-G</li> </ul>

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		<p>requirements. All of our classes assign inquiry, project-based, writing-focused approach to learning will prepare students for the rigor of college.</p> <ul style="list-style-type: none"> <li>• <b>Linked Learning:</b> Integration of multimedia projects across grade levels provides structures, sequenced approach to mastering technological proficiencies, essential to 21<sup>st</sup> century skills. Student centered production will improve the process of language acquisition and application for ELL students.               <ul style="list-style-type: none"> <li>○ For example, the ninth grade recently taught the concept of persuasion. Students used electronic sources to research a topic from a biology class in order to write a persuasive essay in English. The students were then asked to apply their persuasive skills in the Spanish class by creating a commercial persuading the viewer to visit a Spanish-speaking country. This required text and video editing, aesthetic and linguistic motifs of persuasion, and oral presentations.                   <ul style="list-style-type: none"> <li>• The Advisory classes will provide personalization and advocacy for student success. Accountability for student learning is a shared responsibility between parent, advisor, teachers and student. They create learning plans, that define personal and academic goals, create and maintain a formative portfolio to measure growth, look at data to modify goals, and use on-going formative assessments to adapt instruction and personalize learning.</li> <li>• The Social Justice Humanitas Academy will always use grade level materials that will be accommodated and/or modified for access by the student with needs.</li> <li>• To meet the needs of our diverse learners, SJHA will deliver powerful core instruction through innovative differentiation, co-teaching, new technology and SDAIE strategies (including reading, writing, listening and speaking across curriculum to improve literacy and expressive communication skills).</li> <li>• Flexible grouping is essential in the differentiated classroom. Students should work with a variety of peers, sometimes with like-readiness, sometimes with mixed-</li> </ul> </li> </ul> </li> </ul>

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		<p>readiness, sometimes with similar interests, sometimes with different interests, sometimes with peers who learn as they do, sometimes randomly, and often with the class as a whole.</p> <ul style="list-style-type: none"> <li>• Accommodations that will be implemented are to: provide a model of end product; provide written and verbal direction with visuals if possible; break long assignments into small sequential steps, monitoring each step; highlight to alert student attention to key points within the written direction of the assignment; number and sequence steps in a task; provide outlines, study guides, copies of overhead notes; explain learning expectations to the student before beginning a lesson; allow the student to use tape recorders, computers, calculators and dictation to obtain and retain assignment success, allow oral administration of test. These accommodations help students access grade-level content in core curriculum.</li> </ul> <p>The use of data, grouping, instructional procedures and assessments to provide access to content include:</p> <ul style="list-style-type: none"> <li>• Multiple ways of assessing student competency.</li> <li>• Authentic assessments to understand what our students know and can do.</li> <li>• Notebook portfolios are key to improving learning and teaching. They provide markers of student growth.</li> <li>• The on-going use of formative assessments allows teachers to monitor and focus on individual students. The intensive focus on assessing learning leads to continuous improvement, increased achievement, and increased accountability. (The type of data collection for informative assessment might include student journals and self-assessments, peer reviews, teacher observations, student-led conferences, diagnostic probes and diagnostic teaching, work samples, and product analysis based on rubrics.)</li> <li>• Teachers consistently look at data to modify goals, and use on-going formative assessments to adapt instruction.</li> </ul>

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		<p>As mentioned in the program description, special education services have been interwoven into the instructional plan. Thus, the service model aims at meeting all needs of students as detailed by the agreement established by the IEP team. Furthermore, individual experiences by all participants of the IEP team like the parents, staff, and special education teachers will determine needs and the necessary actions to be taken to meet them.</p> <p>In combination with RTI strategies, student-centered curricula, and specifications written into the IEP, the service model will successfully meet the needs of the students as it has been done presently in our small learning community. Specific needs will establish the intensity and frequency of Special Education services as stated in the IEP. Special education teachers will collaborate with general education teachers based on these agreed-upon conclusions. Collaboration includes co-teaching, strategizing, pull-out and push-in models where necessary, pre- and re-teaching in the Learning Center, intervention and support classes (i.e. essentials in reading/math), etc. The type of collaboration will be determined by the needs of the student. Moreover, needs are not limited to issues solely related to learning abilities as some students will require physical access or preferred seating in the classroom. The goal of SJHA is to provide optimal access to the curriculum while meeting every student need. Most importantly, the need will drive the service.</p>

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<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	<p>The Social Justice Humanitas Academy does not have students being serviced through alternate standards at this time. We do not have special education classes that employ an alternate curriculum. We will work closely with the other schools on campus to ensure that all needs are met, including student eligible for an alternate curriculum.</p>
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<p>The Social Justice Humanitas Academy follows all plan and procedures in place in order to show evidence of how we provide services to our students with disabilities. In order to maintain accountability of Special Education Resource Specialist Services and Related Services, our Resource Specialist Teacher and Related Service Providers will accurately complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the Student's Individual Educational Plan Free and Appropriate Public Education (FAPE) Service Plan, of time and frequency of services. At the end of each month the Resource specialist Teacher Will complete, print, and sign the Welligent tracking monthly report, which will be reviewed and signed by our school principal.</p> <p>Our school maintains appropriate special educational records at our school site, and or at the appropriate related services office (i.e. occupational Therapy, Speech and Language, and Audiology), or at our local district office as mandated by Federal law.</p>



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		<p>The Welligent System is linked to our ISIS school program. We maintain a master IEP monthly calendar in order to provide a check and balance of all services required and provided. All special education records are confidential, however our students records will be accessible and will be provided specifically to the parent of the child upon request.</p> <p>Students with adaptive physical education services, language and speech services, deaf and hard of hearing, least restrictive consultant, adapted technology, visually impaired, audio logical resource unit, and transition services will be provided those services on campus in the manner stated and described in their IEP. Their case carrier and the designated administrator will monitor those services. The services will be provided in the method describe in LAUSD’s Special Education Policy and Procedures manual Part III, Section VIII.</p>
<p><b>Outcome 9 (for programs with students 14 and older)</b></p>	<p><b>Transition Planning Strategies</b></p>	<p>All of our special education students who are 14 years and older, will have an Individual Transition Plan (ITP) included in their IEP. The SJHA’s pathways will allow student to explore these fields of interest and build their skills for their future college and professional success. In order to ensure that all students see the value of learning beyond school, the SJHA offers students and opportunity to explore the career pathways of media studies (which encompasses aesthetic inquiry, processes of production, and sociological inquiry). In the classroom, students will address, concept, problem or issue they are likely to encounter beyond the classroom. In their junior and senior years students will complete service learning projects and internships to extend the range of their participation in the community. Involvement in these projects will enhance student's awareness of social issues and career opportunities.</p> <p>The ITP, as written into the IEP ensures that:</p> <ul style="list-style-type: none"> <li>• A timeline of dates will be kept and transition instructions will be presented to students, parents, and staff so that students will have a successful transition for post-</li> </ul>

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		<p style="text-align: center;">secondary goals.</p> <ul style="list-style-type: none"> <li>• The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. Additionally, student will begin taking field trips to local colleges, universities, and trade schools beginning in the 9<sup>th</sup> grade. They will also attend career fairs to familiarize themselves with possible career pathways.</li> <li>• Students will have completed a “Senior Inventory” and “Summary of Performance” and they will obtain a copy for future reference. They will have completed an exit IEP.</li> </ul> <p>With support of LAUSD’s transition services, special education teachers will teach students how to visit the career and college office to research post- secondary training and education. Students in an alternate setting will work with transition services, special educators, and support providers such as the local regional center to plan for a post secondary training and education.</p> <p>All of our students with disabilities who graduate with a diploma will have a Summary of Performance (SOP) on file in their records and will be provided with a copy to use as future reference. The SOP will provide students with a summary of their academic achievement and their functional performance that includes recommendations on how to assist them in meeting their postsecondary goals. The SOP will also assist students in the transition from high school to higher education, training, and/or employment. The SOP will also help establish student's eligibility for reasonable accommodations and supports in postsecondary settings.</p> <p>The Advisory classes play an important role in post-secondary transitions. IT will provide the student with support and counseling of academic and social issue relevant to the student’s life and future. Some of the transitional skills taught include:</p> <ul style="list-style-type: none"> <li>• Community-Building</li> </ul>

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		<ul style="list-style-type: none"> <li>• Interdependence Practice</li> <li>• Conflict-Resolution</li> <li>• Maximizing available resources</li> <li>• Understanding Different Learning Styles</li> <li>• Adolescent development issues</li> <li>• College Preparation</li> </ul> <p>In terms of external transition services, we will develop a detailed inventory of all resources in the community (e.g. youth recreation/socialization, adult mentoring programs for youth, behavioral health resources, family support programs, clinics, banks, and child safety). Student will be able to access these resources as clients, volunteers, interns, etc. These external services, in conjunction with our program, will allow us to implement opportunities for a successful transition into post-secondary life.</p>
<b>Federal requirement</b>	<b>Access to Extra-Curricular/Non academic activities:</b>	<p>Students needing supports will be able to participate in extra curricular and non-academic activities through the following plan: access to all events. SJHA’s commitment to equity and access for all students will guarantee that all students will be included in sports activities, clubs, field trips, workshops and collaborative arts and community based projects as part of the school community. Responsibility for the academic success and emotional well-being of all students is shared among teachers, staff, parents, colleges, businesses, social services, cultural institutions, and health care providers. Collaborative relationships with the community will enable the SJHA and the other small schools located at Valley High School #5 to expand and enrich the curriculum and extracurricular opportunities for all students.</p> <p>As mentioned before, many students with special needs occupy positions of importance within the academy. We have student with special needs serving as mentors and committee members. Moreover, students have been given positions as photographers and video editors in order to document the SJHA happenings for a</p>

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		<p>comprehensive video project at the end of the year. Many students with special needs that attend the University Discovery Tour help with the planning for the following year. During after school hours, students will have a wealth of extracurricular activities to choose from: athletics, tutoring, initiated student activities, internships, leadership activities, mentoring activities, community art projects, etc. These are a just few examples of their all-access participation and we will continue to expand what we offer to our students.</p> <p>Accommodations are provided at all level of extra-curricular and non-academic activities. Students will receive support in the elective classes through the accommodations detailed in their IEPs. The case carrier will ensure that services and assistance in monitoring progress on assignments is adequate and will provide extra time or accommodations to complete the assignment. Daily check-ins with the teachers and the Advisor will ensure that the students needs are being met in the general education elective classes. Electives will be offered to our students will include all classes available to the general education population. Students will participate in all arts, media, photography, and multi-media classes in addition to the PE and language electives.</p>
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	<p>Extended School Year Services will be determined on an individual basis by an Individual Education Team at a student's IEP, to assist a student in maintaining the skills at risk of regression and are in need of special education and related serviced in excess of the regular school year. If the IEP team determines that the student is not eligible for ESY, the student may be referred to the general education summer school program. Our summer school program will be open to all students including students with disabilities.</p>

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<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	<p>The following components are interwoven into our special education plan, and all teachers are aware of the MCD outcomes:</p> <ul style="list-style-type: none"> <li>• Statewide Assessments (ELA)</li> <li>• Statewide Assessments (Math)</li> <li>• Graduation Rate</li> <li>• Completion Rate</li> <li>• Reduction of Suspension</li> <li>• LRE                             <ul style="list-style-type: none"> <li>A. LRE: SLD, SLI, OHI</li> <li>B. LRE: MD, OI</li> </ul> </li> <li>• Home School</li> <li>• Individual Transition Plan</li> <li>• Timely Completion of Evaluations</li> <li>• Complaint Response Time</li> <li>• Informal Dispute Resolution</li> <li>• Delivery of Special Education Services</li> <li>• Parent Participation at IEP Meetings</li> <li>• Timely Completion of IEP translations</li> <li>• Qualified Special Education Teachers</li> <li>• Behavioral Support Plans for students with Autism or Emotional Disturbance</li> <li>• Comprehensive Evaluation of African American Students Identified with Emotional Disturbance</li> </ul>

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<b>All</b>	<b>Professional Development</b>	<p>Professional development occurs weekly for lesson planning, assessing, and data review. The pilot school model will give our teachers and administrators the autonomy to engage in a professional development program where teachers constantly develop and reflect on their teaching practice. Teachers will address their individual goals as well as receive professional development to help meet the school-wide goals. Special Education teachers will focus on 3 questions: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? Constant monitoring and assessing our students' progress and our teaching practice will be ongoing.</p> <p>The Social Justice Humanitas Academy will implement an extensive professional development plan for their general education and special education teachers that will include: Co-teaching in the inclusive classroom, differentiating for the inclusive classroom, co-planning using the Solutions Systems software, understanding the special needs of parents, implementing RTI through co-teaching, teaching specific reading strategies to students with mild to moderate disabilities, paraprofessionals' role in inclusive setting, Positive Behavior Support (PBS), and Applied Behavior Analysis (ABA). Moreover, the special education teachers will replicate sessions of Hector Lavoie's FAT City in order to internalize an understanding of an LD student to the general education teachers.</p> <p>The SJHA works in very closely with researchers in the field of co-teaching and RTI. Expert researchers such as Wendy Murawski, are in constant communication with the department and will be able to provide professional developments on the most recent approaches to special education. More, the Resource teacher in SJHA is a member of the Council for Exceptional Children thus providing even more resources for professional development in the most current manifestation.</p> <p>Special Ed and General Ed teachers will meet once a week to plan curriculum, collaboration, and daily accommodations/modification. On-going collaboration and planning between teaching teams will provide the differentiated instruction and interventions to meet the needs of the students. Special Education teachers</p>

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		<p>will also consult with Advisory teachers to provide input on student progress.</p>
<p><b>Outcomes 6, 8, 16</b></p>	<p><b>Staffing/Operations</b></p>	<p>Due to the size of our population (approx. 440 students total), we will use our staffing autonomy to keep efficient student to teacher ratios to provide the best circumstances for personalization and optimal learning culture to meet the needs of all students. Staffing autonomy will allow us to use creative definitions of staff roles, and the ability to create a unified school community by expanding the school staff and engaging more adults in instruction. Teachers will be recruited by contacting local university or state college special education programs to contact alumni who are appropriately credentialed to serve our student population. We will post on the LAUSD employment board and also contact principals and coordinators at other school sites for recommendations.</p> <p>NOTE: We will hire teachers who support our mission and vision and use the Election to Work agreement to ensure that our staff only includes those committed to these goals. Credential verification and monitoring will be handled by the school administrator who can verify credentials from the Commission on Teacher Credentialing.</p>

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		<p>We will hire special education staff based on the requirements of LAUSD policy. SJHA will comply with the California Education Code’s ratios of 28 to 1 for Resource teachers (on IEP caseloads) so that the needs of students are addressed and the mandated service norms are honored (<b>EC Section 56362</b>). Special Day teacher to student caseload ratios will be 18:1 as is the currently norm set up by the district. Speech service ratios are 55-1. We intend to share that service with the other Valley High School #5 schools. Aides will be hired according to a 10 – 1 and will be provided by the district. The clerical support required to appropriately monitor and service student needs will be provided by the SECAC carrier and an office clerk.</p> <p>The Social Justice Humanitas Academy expects that the number of special education students will warrant full-time providers for specialized services; the school expects to work with the District or SELPA to contract with independent providers to provide special education compliance review, assessment and Designated Instruction and Service as specified in California Education Code and IDEA.</p> <p>Due to the size of the school, SJHA will employ a Resource Specialist as Special Education Coordinator. This person will be responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP. The Special Education Coordinator and/or any other appropriate school personnel will attend staff development, in-services, and/or training sponsored by LAUSD in compliance with IDEA regulations, California Education Code and LAUSD’s SELPA guidelines. LAUSD does not arrange contracts for the pilot school to ensure that the Pilot school procures independent providers of special education. This is a responsibility of Humanitas.</p> <p>The Special Education Coordinator will:</p> <ol style="list-style-type: none"> <li>1. Ensure that all aspects of the IEP are followed.</li> <li>2. Oversee compliance with special education law/services.</li> <li>3. Arrange for a teacher of the child to attend the team meetings.</li> </ol>



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		<ol style="list-style-type: none"> <li>4. Communicate with parents about progress made toward attaining the goals stated on the child’s IEP, and inform them of due process procedures and rights.</li> <li>5. Complete the required paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress and appropriate provision of any/all test modifications as stipulated in the IEP.</li> <li>6. Oversee all aspects of professional development in the special education department.</li> <li>7. Supervise all special education assistants and trainees.</li> <li>8. Communicate with general education teachers and the SLC to schedule collaboration classes.</li> <li>9. Oversee provision of special education services.</li> <li>10. Ensure special education staff maintains proper paperwork and communicates progress to the parents made toward attaining goals on the child’s IEP.</li> <li>11. Arrange for all pertinent staff and family members to attend IEP meetings.</li> <li>12. Maintain a central file with all special education evaluation material and IEP’s in accordance with FERPA and IDEA guidelines.</li> </ol> <p>The Special Education Coordinator will ensure all the aforementioned duties are met. However, the responsibilities mentioned in duties 1-5 and 8-11 are expected to be executed by individual case carrying RSP and SDC teachers while overseen by the Coordinator. The SJHA plans on having two Resource teachers (one as coordinator) and a Special Day Class teacher on staff.</p> <p>The Social Justice Humanitas Academy will use pilot school autonomy over governance to allow those closest to the students to determine the school’s daily operation, hiring, budget, curriculum and assessment. SJHA will embed school governance with a community of student-centered educators and community members working together for student success. We will be governed by a distributive leadership model staff to create the least restrictive learning environment.</p>

**Los Angeles Unified School District  
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**APPENDIX D**

**Applicant Team Name: The Social Justice Humanitas Academy**

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
	<b>Fiscal</b>	N/A
<b>Outcome 14</b>	<b>Parent Participation</b>	<p>The Social Justice Humanitas Academy is acutely aware of the importance of engaging parents and family members as co-educators in the pursuit of academic achievement of our students. Considering unprecedented demands placed on our youth today, it is essential we broaden our instructional opportunities and support by expanding beyond the traditional physical school site, as well as beyond the traditional, albeit limiting, school day. Consequently, it is essential to develop strong relationships between families and school in order to enable this support and communication system to flourish. Additionally, and of equal importance, is our ability to provide for our parents authentic yet practical tools and opportunities to better assist them in this partnership.</p> <p>In order to establish a sound network of communication, our school year begins with the selection and assignment of parent grade level representatives whose primary responsibility is to act as liaisons between school and home. Specifically, parent grade level representatives assist in the facilitation of:</p> <ul style="list-style-type: none"> <li>• Establishing a comprehensive parental communication tree</li> <li>• Real-time distribution of key school information and updates</li> </ul>

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**APPENDIX D**

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
		<ul style="list-style-type: none"> <li>• Periodic collection and presentation of parent survey data and feedback</li> <li>• Establishing a connection to school addressing potential parental questions or concerns</li> </ul> <p>Parents also have the ability to participate in the education process of their students by volunteering their services and time throughout the school year at numerous Humanitas events such as our:</p> <ul style="list-style-type: none"> <li>• Beginning of the year orientation for parents and community partners</li> <li>• Student-led conferences</li> <li>• End of the year banquets and ceremonies</li> <li>• Ongoing fundraising activities</li> <li>• Field trips and University Discovery Tours</li> <li>• ACE Leadership training</li> </ul> <p>As college preparedness is a key component of the Social Justice Humanitas Academy, and considering the complexity of the process coupled with many of our parents’ limited collegiate experience, we select parent representatives who, after participating in the University of California Los Angeles’ EAOP Parent Ambassador program, serve as Certified College Advisors whose main responsibility is to educate the Social Justice Humanitas Academy community of teachers, parents, and students through ongoing workshops regarding:</p> <ul style="list-style-type: none"> <li>• College preparedness and readiness</li> <li>• The college application process</li> <li>• Financial aid opportunities and procedures</li> </ul> <p>A parent council will have an active voice in the governance of the school. The council will be formed of interested parents who will engage in activities to support the students, support their own learning and, connect with other parents. Parent education classes will be offered by our community partners and all</p>

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		<p>parents will have an opportunity to attend. Meetings will be held regularly.</p> <p>Parents of children with special needs will have access to the all of the aforementioned. In relation to an established dialogue concerning specifics in the IEP, parents will be informed though letters, phone announcements, email blasts and fliers. Parents will receive information and training from the special education department regarding special education services in the parent center. The case carrier will call parents/ guardians to inform them of upcoming IEPs. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. We will have bilingual staff members, community partners, and upper level students help ensure that all parents have equal access to school events, regardless of the language they speak. On site translation and consistently bilingual school/home communications will welcome parents to participate and be involved the SJHA community as they help facilitate their child’s learning.</p>