

Los Angeles Unified School District

Appendix E

Public School Choice 3.0  
Service Plan for Special Education

Applicant Team Name: Public Educators of South Gate

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<ul style="list-style-type: none"> <li>• Students with disabilities will be identified upon enrollment via the District’s <i>Student Enrollment Form (section 10)</i> that must be completed by parents at the time they are enrolling their child.</li> <li>• Staff will be made aware of the school’s Special Education procedures at a beginning of the year meeting and through a Teacher Resources Handbook.</li> <li>• Assessment process for students suspected of having a disability: SST, intervention with accommodations and modifications, follow-up SST, referral for assessment, inform parents, Special Education Assessment Plan, parents review and approve assessment plan, assess, IEP.</li> <li>• Main office will display and make available appropriate publications and forms in all pertinent languages.</li> <li>• Parent Support Information will be available in the main office and through the district’s Division of Special Education website.</li> </ul>
<p><b>Outcome 2</b></p>	<p><b>Intervention Programs</b></p>	<ul style="list-style-type: none"> <li>• DIBELS assessments, CST results, periodic assessments, CFAs, and other PLC selected measurements will be used to determine participation in intervention programs.</li> <li>• Grade-level PLCs will analyze data from DIBELS individual progress monitoring graphs, periodic assessments, CFAs, and other PLC selected measurements to inform instruction.</li> </ul> <p><i>*Refer to Section B-1 d. Addressing the Needs of All Students, for a detailed</i></p>

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		<i>description of a multi-tiered intervention program.</i>
<b>Outcomes 5, 17 and 18</b> <b>LAUSD Board Policy</b>	<b>Discipline Foundations</b> <b>Plan and Behavior</b> <b>Support</b>	<b>Prevention- Refer to Attachment 9.</b> <b>Intervention</b> <ul style="list-style-type: none"> <li>• Tier 1- Positive Behavior Team will plan and coordinate academic support. CHARACTER COUNTS, SECOND STEP, and SANE (4<sup>th</sup>/5<sup>th</sup> grade) programs will be used for violence prevention and to improve social-emotional skills.</li> <li>• Tier 2- To collect and analyze data, the Positive Behavior Team will monitor office referrals and red notes as well as create a spread sheet to determine areas of need. Additional instruction will be planned as needed.</li> <li>• Tier 3- Positive Behavior Team will meet as needed for special cases. If needed, the team will coordinate with support providers to conduct the assessment and implementation of Behavior Support Plans and Behavior Intervention Plans.</li> </ul>
<b>Necessary for Planning,</b> <b>will be provided</b>	<b>Description of Student</b> <b>Population</b>	<i>SR ES #9 is a new school whose boundaries have yet to be determined, thus the number of Students with Disabilities is unknown. The following figures are based on the five feeder schools.</i> <ul style="list-style-type: none"> <li>• The number of students is known: <ul style="list-style-type: none"> <li>Independence ES- 72</li> <li>Independence Magnet ES-4</li> <li>Liberty ES- 45</li> <li>Stanford ES- 45</li> <li>Stanford PC- 30</li> </ul> </li> <li>• The disabilities of students are identified: Autism (AUT), Developmentally Delayed (DD), Educable Mentally Disabled (EMD), Hard of Hearing (HOH), Mental Retardation (MR), Other Health Impairment (OHI),</li> </ul>

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		<p>Orthopedic Impairment (OI), Speech Language Disorders (SLD), Speech and Language Impairment (SLI), Traumatic Brain Injury (TBI)</p> <ul style="list-style-type: none"> <li>The school will be organized so that children with disabilities are educated with children who are not disabled to the maximum extent appropriate. Based on individual needs, students will receive support either within or outside the general education program.</li> </ul>
<p><b>Outcome 2</b></p>	<p><b>Special Education Program Description</b></p>	<ul style="list-style-type: none"> <li>Least Restrictive Environment continuum of placement options- General Ed. classroom with accommodations and/or modifications, General Ed. classroom with co-planning, General Ed. classroom with DIS support, General Ed. classroom with co-teaching, General Ed. classroom with RSP pullout, General Ed. classroom with Special Ed. pullout, Learning Center, Special Day Class, Inclusion.</li> <li>Student participation and access to grade level standards and the core curriculum or alternate curriculum: Per individual IEPs, students will have the right to accommodations, modifications, co-planning, co-teaching, DIS support, Inclusion.</li> <li>Collaborative services: Co-planning- general ed. and special ed. teachers will assess student needs, academically and socially, and work together to plan and evaluate instruction. The general educator delivers the instruction; Co-teaching- general and special educators and related service providers will work coactively to jointly assess, plan for, teach, and evaluate in a regular classroom; DIS Support- specialized and targeted services provided in a pull-in or pullout basis.</li> <li><i>*Refer to Section B-1 d. Addressing the Needs of All Students, for a detailed description of a multi-tiered Intervention program.</i></li> <li>Learning Center will provide specialized and targeted services for specific skills and/or IEP goals or objectives of individual students.</li> <li>Supplemental aids and supports will be used as directed in individual IEP plans and in consultation with support providers.</li> <li>To the maximum extent appropriate, children with disabilities will be integrated with children who are not disabled in academic and non-</li> </ul>

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		academic settings.
<b>Outcomes 8, 10, 13, 14, 15</b>	<b>IEP Process: Implementation and Monitoring</b>	<ul style="list-style-type: none"> <li>• IEP Case Managers will monitor the Welligent system and update the school master calendar to manage meeting dates and notification requirements.</li> <li>• Case Managers will communicate with all appropriate service providers pre and post IEP meetings via Welligent, email, and written memos.</li> <li>• Case Managers will provide necessary copies of documents to all appropriate service providers, as well as monitor the Welligent Tracking Log, to ensure full implementation of the IEP.</li> <li>• A designated private space will be provided for IEP meetings and translators will be available if needed.</li> </ul>
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<ul style="list-style-type: none"> <li>• <i>*Refer to Section B-1 d. Addressing the Needs of All Students, for a detailed description of a multi-tiered Intervention program.</i></li> <li>• Referral Procedure: SST, intervention with accommodations and modifications, follow-up SST, refer for assessment, inform parents, Special Education Assessment Plan, parents review and approve assessment plan, assess, IEP.</li> <li>• Language Acquisition Team will address language issues and SST will address other exclusionary factors prior to assessment.</li> <li>• Testing and evaluation procedures will be administered by trained personnel who will use tests and materials that assess all areas related to the suspected disability.</li> <li>• Principal will monitor and address ethnicity or any other discrepancies in referrals.</li> </ul>
<b>Outcome 2</b>	<b>Instructional Plan for students using grade level standards</b>	<i>*Refer to section B. Instructional Plan for a detailed description.</i>

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<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	<p>No students from the feeder schools are currently using Alternate Standards but if it should happen...</p> <ul style="list-style-type: none"> <li>• The district’s Alternate Curriculum Guide, previous year’s CAPA scores (if available), and IEP goals and objectives will be used to assist in the design of individual instructional programs and support services that maximize independence.</li> <li>• Backwards Planning- a specific IEP objective or Alternate Standard will be selected, a rubric that exactly reflects what the student is expected to learn will be created, instruction will be planned and appropriate materials gathered, the objective shared with the student, and the lesson will be taught with any necessary accommodations or modifications.</li> <li>• IEP goals and objectives will provide the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and assessments are prepared to address Alternate Standards.</li> <li>• Accommodations and modifications will be based per individual IEPs and in concurrence with the alternate curriculum.</li> <li>• Flexible, level-based grouping and inclusion will be used in the instruction of multi-age groups.</li> <li>• IEP goals and objectives, progress monitoring, and the Welligent Tracking Log will provide the criteria by which groups are determined, content is outlined, instructional procedures are developed, and tests and assessments are prepared.</li> </ul>
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<ul style="list-style-type: none"> <li>• Case Managers will collaborate with the Principal to ensure support services are provided per IEPs. A spreadsheet of all students entitled for services will be created. The spreadsheet will list names, support providers, number of minutes, and any other pertinent information. Copies of the spreadsheet will be distributed to all support providers as well as General Ed. teachers.</li> <li>• The principal will check the Welligent Tracking Log biweekly to ensure students received their allocated minutes per individual IEPs. Case</li> </ul>

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		Managers will also monitor the system and regularly print Welligent Tracking Log reports for the General Ed. teachers.
<b>Outcome 9</b> <b>(for programs with students 14 and older)</b>	<b>Transition Planning Strategies</b>	<i>Not applicable.</i>
<b>Federal requirement</b>	<b>Access to Extra-Curricular/Non academic activities:</b>	<b>Access to Extra-Curricular/Non-academic activities:</b> <ul style="list-style-type: none"> <li>• Students with disabilities will have equal access to all activities.</li> <li>• Accommodations will be provided on an individual basis per IEPs.</li> <li>• <i>Not applicable.</i></li> <li>• Science clubs, technology clubs, Radio Play club, leadership council.</li> <li>• Academic intervention programs, before and after school programs (Woodcraft Rangers), talent shows, student exhibits, literacy nights, math &amp; science nights, and community based programs.</li> </ul>
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	<b><i>LAUSD policies and procedures will be used to determine eligibility for Extended School Year.</i></b> <ul style="list-style-type: none"> <li>• The IEP team will utilize the Division of Special Education’s Reference Guide- Guidelines for the Individualized Education Program (IEP) Team When Students with Disabilities are Being Considered for Extended School Year (ESY) Programs and Services (REF-5276.1).</li> <li>• The principal and Case Managers will monitor the implementation of ESY programs and services.</li> <li>• IEPs and assessment data will be used to design instructional programs that include the required elements of the elementary ESY programs.</li> <li>• The district’s Division of Special Education will be consulted in planning for personnel and resources to provide ESY services.</li> </ul>

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<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	Woven among others.
<b>All</b>	<b>Professional Development</b>	<i>*Refer to section B. Instructional Plan for a detailed description.</i>
<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	<ul style="list-style-type: none"> <li>• Highly qualified, fully credentialed special education teachers as well as general ed. teachers with clear credentials will be available to students with IEPs.</li> <li>• The principal will monitor the district's BTS report on credential verification and expiration dates for all teachers. California's Commission on Teacher Credentialing website will also be used for the same purpose.</li> <li>• Service ratios will be developed that do not exceed district case load maximums.</li> <li>• A qualified Special Education Office Technician/Clerk will be hired to meet special education, Section 504, Hughes Bill, and MCD compliance and operational needs.</li> <li>• Case managers will coordinate with support providers in the maintenance of specialized equipment.</li> <li>• District health protocols will be followed and the school nurse will be consulted as needed.</li> </ul>
	<b>Fiscal</b>	<b>Charters</b>  <i>Not applicable.</i>

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<b>Outcome 14</b>	<b>Parent Participation</b>	<ul style="list-style-type: none"> <li>• Enrollment form questions as well as an in person or phone call follow-up will be used to determine parents' preferred language and communication mode.</li> <li>• Parents will be informed of their child's identification, evaluation, placement, instruction, and re-evaluation in a timely manner, will have translators available if needed, and will be welcomed in the classroom to ensure they are a partner in their child's education.</li> <li>• Parents of students with disabilities will have equal access and information for participating in the school community and for leadership opportunities within advisory groups. They will also regularly be provided with the district's Division of Special Education calendar of meetings and special events and any information regarding SELPA or other trainings.</li> <li>• Case managers and the Principal will be available to respond to parents' concerns or complaints. A form will also be designed to assist in maintaining written records. If necessary, parents will be given the contact information to the district's Complaint Response Unit/ Parent Resource Network.</li> </ul>