

**AUGUSTUS HAWKINS HIGH SCHOOL
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION**

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<p>Federal Requirement, LAUSD Publications and Forms Are Available.</p>	<p>Search and Serve</p>	<p>The school will use the following processes to ensure that all students with special needs are identified:</p> <ul style="list-style-type: none"> • The school will articulate closely with the feeder schools to ensure that all special education students are identified. • All IEPs will be on Welligent, and the records will be electronically transferred from the sending schools • The standard LAUSD student enrollment form will be used for all new students. This identifies students who have received special education services, who have a current IEP, or who have a Section 504 Plan. • Each special education student will be assigned a case carrier, a teacher designated to ensure that the services listed in the individual education plan (IEP) are provided. The case carrier also makes sure that IEP is kept up-to-date. • After enrollment, the special education office technician will work with the RSP and SDP case carriers to identify all students with special needs in the school. • Case carriers will send copies of students’ IEPs to all of their teachers. <p>All staff members will participate in staff development training on laws and requirements in special education. Teachers will:</p> <ul style="list-style-type: none"> • Be trained in the special education process as outlined in the LAUSD Special Education Policies and Procedures Manual. • Be trained in the Response to Instruction and Intervention (RTI²) framework. • Be introduced to the special education programs offered at the school. • Review student IEPs. • Discuss and be trained in strategies for integrating students with special needs in the classroom. • Be trained in differentiation and classroom modifications for the mainstreaming of special education students. • Collaborate with RSP and SDP teachers to implement successful differentiation and

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		<p>classroom modifications.</p> <p>A student study team (SST) will meet regularly to discuss students who may need special education services. As required by law, IEPs will be conducted within thirty calendar days of parent requests. Assessments will be conducted within sixty days.</p> <p>The school will prominently display information regarding procedures for providing services to students with special needs and the LAUSD Uniform Complaint Procedures in the main office, each small-school office, and the campus welcome center. These materials will include the following:</p> <ul style="list-style-type: none"> • <i>Are You Puzzled by Your Child’s Special Needs?</i> • <i>A Parent’s Guide to Special Education Services</i> • <i>Student Enrollment Form</i> • <i>Student Information Questionnaire for Parents and Guardians</i> • <i>Request for Special Education Assessment Form</i> • <i>LAUSD Uniform Complaint Procedures</i> <p>Information for teachers regarding the special education assessment process, the Response to Instruction and Intervention (RTI²) framework, and all relevant forms will be contained in the faculty handbook. A copy of the faculty handbook will be kept in the school office.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>Students with IEPs or 504 plans will receive individualized services provided and coordinated by RSP/SDP teachers and paraprofessionals in accordance with the needs identified in the plans.</p> <p>The school will use the Response to Instruction and Intervention (RTI²) model to identify and assist these students. This is a research-based intervention model to improve student achievement that includes the following:</p>

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		<ul style="list-style-type: none"> • Conduct an initial assessment of the student at the beginning of the year. • Identify students to receive tier-one, tier-two, or tier-three interventions. <p>Students identified to receive tier-one interventions will receive the following:</p> <ul style="list-style-type: none"> • Placement in the general education setting. • Teacher teams will analyze assessment data and focus on specific skills across the curriculum. <p>Students identified to receive tier-two interventions will receive the following:</p> <ul style="list-style-type: none"> • Placement in a general education setting with differentiated instruction and supplemental materials. • Grade-alike teacher teams will analyze assessment data and focus on specific skills across the curriculum. • Case carriers will review assessment results with parents and students, set learning goals, and create learning plans that will provide focused instruction on the students' specific areas of challenge. • After-school tutoring will be recommended. • Students will be monitored through a follow-up assessment every eight weeks. • Students who show adequate growth will continue to receive tier-two interventions until their mid-year assessments. • Students who do not show adequate growth will be identified for tier-three Interventions. <p>Students identified for tier-three intervention will receive the following:</p> <ul style="list-style-type: none"> • Placement in the general education setting with differentiated instruction and supplemental materials. • The case carrier will review assessment results with the student, set goals with the student, and create a learning plan that will provide focused instruction on the

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		<p>student’s specific areas of challenge in the learning center.</p> <ul style="list-style-type: none"> • After-school tutoring will be recommended. • The case carrier will inform parents about the child’s identification for tier-three Intervention. The goals, strategies and recommendations will also be discussed. • Students will be monitored through a follow up assessment after eight weeks. • If the student shows adequate growth, the student will remain in tier-three Intervention until the mid-year assessment. • If the student does not show adequate growth, the student will be identified to receive additional intervention through the IEP process.
<p>Outcomes 5, 17, 18, and LAUSD Board policy.</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>All students will follow the expectations outlined in a concise code of conduct which emphasizes positive behaviors. A well-structured detention program will be used as the primary consequence if rules are violated. Suspension will be used only as a last resort. The elements of this program have been implemented with success at other high schools in Local District 7. A school uniform will be required.</p> <p>The first part of the plan is prevention. This includes a clear statement of behavior expectations, procedures for teaching those expectations, positive reinforcement for meeting the expectations, and consequences if students do not meet the expectations.</p> <p>Parents will be notified of behavior expectations via letters and orientation meetings. Code-of-conduct posters will be placed in classrooms and throughout the campus. Advisory teachers will emphasize the code of conduct. Students who model exemplary conduct will receive commendation certificates from the operations principal. The code of conduct will contain the following elements:</p> <p>Focus on Learning</p> <ul style="list-style-type: none"> • Attend school every day and be ready to learn at high levels.

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		<ul style="list-style-type: none"> • Dedicate two hours each night to homework and studying. • Read for pleasure in a book each day. • Show courtesy and respect to your teachers and fellow students. • Set high goals for yourself and think about your goals every day. <p>Show Courtesy and Respect for All</p> <ul style="list-style-type: none"> • Wear your uniform (white-collared shirt and khaki pants) every day. • Report to your classes on time. • Keep your cell phone turned off and put away during school hours. • Hats, markers, matches, and tobacco are not allowed. • Refrain from displays of physical affection. <p>Be Responsible for Your Actions</p> <ul style="list-style-type: none"> • Tardiness, profanity, or failure to follow school or classroom rules will cause twenty-five minutes of detention. • Failure to serve detention by the following school day will cause a phone call to your parent and fifty minutes of detention. • Serious offenses such as fighting, gambling, gang behavior, possession of drugs, or possession of a weapon will be grounds for suspension, citation, arrest, opportunity transfer, and/or expulsion. <p>The operations principal will be the primary administrator to implement this policy, along with the deans and campus aides. An office technician will provide clerical support.</p> <p>Behavior expectations for students receiving special education services will be the same as those for students in the regular program. The expectations will be communicated to parents and students during IEP meetings. The case carrier and the counselor will continually monitor student behavior to ensure that students are conducting themselves at</p>

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		<p>high levels.</p> <p>Behavior support plans will be implemented if students need additional assistance. This will include close monitoring by the case carrier, behavior counseling, interventions to assist in anger management, and other services as needed.</p> <p>Tier-one behavior supports will include the following:</p> <ul style="list-style-type: none"> • Increased contacts initiated by the case carrier with teachers and deans so there is a team approach to correcting the behavior problems. • Additional contacts with the parents regarding any behavior problems. <p>Tier-two behavior supports will include the following:</p> <ul style="list-style-type: none"> • Intervention meetings involving teachers, deans, the counselor, the case carrier, the parent, and the student. Behaviors of the student and services that are needed will be discussed at these meetings. • Referrals to special counseling for drug intervention, anger management, depression, self-esteem, or other issues faced by the student. <p>Tier-three behavior supports will include the following:</p> <ul style="list-style-type: none"> • Close monitoring of behavior in all classes on a daily basis. • Immediate rewards for positive behavior. • Increased parent contacts. • Additional counseling services.
<p>Required for Planning, Will Be Provided</p>	<p>Description of Student Population</p>	<p>The demographics of the sending schools indicate that the school will serve approximately twenty-five students in the resource specialist program and twenty students in the special day program. It is anticipated that a program to serve students with moderate-to-severe</p>

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		<p>learning handicaps (autism, severe physical handicaps, or mental retardation) will also be needed on the campus.</p> <p>Students in the RSP program will be fully mainstreamed into the regular program. RSP teachers will travel with the students to provide individual support within their regular classrooms. In some cases, students will receive additional support and resources in a learning center. The RSP case carrier will carefully monitor individual education plans to ensure that students receive necessary services. The case carrier will also work closely with teachers in the regular program to see that necessary services are provided. The RSP teacher will have a maximum case load of 28 students.</p> <p>Students in the special day program will attend classes taught by SDP teachers to receive core instruction in English language arts, mathematics, science, and social studies. They will be mainstreamed into the regular program for their non-core classes and their advisory class. The SDP case carrier will carefully monitor IEPs to ensure that all students receive necessary services. The maximum case load of the SDP teacher will be fourteen students. In some cases, this means that SDP teachers will have students on their case list from more than one school.</p> <p>A program for students with moderate-to-severe handicaps, such as autism, severe physical handicaps, or mental retardation, will also be implemented at the school as determined by the LAUSD Special Education Support Section. Students in this program will be integrated as much as possible into the regular program, including extracurricular activities. This will include attendance in advisory classes that include students in the regular program.</p> <p>Teachers in the regular program will receive training on inclusion strategies during their staff development days provided during the summer. The training will include strategies for co-teaching, differentiated instruction, and teacher collaboration. It will also include</p>

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		<p>strategies for improving content-area reading skills and writing skills. Trainers will emphasize that students with learning disabilities will not be singled out or identified within the general education classroom.</p> <p>Each teacher will receive the IEP of each student receiving special education services. The progress and academic achievement of all students will be discussed each Tuesday when teachers meet together in professional learning communities.</p>
<p>Outcomes 2, 3, and 4</p>	<p>Special Education Program Description</p>	<p>Students in the special education program will have access to grade-level, standards-based instruction within the general education environment. In addition to the supports provided by SDP and RSP teachers, the following services will also be provided:</p> <ul style="list-style-type: none"> • A learning center will be available for individual pull-out sessions with special education teachers. • Early and frequent monitoring of individual education plans will occur. • Teachers in the regular program who have special education students will receive the IEPs of those students. • Case carriers will maintain close contact with teachers in the general program to provide support. • The hiring processes for teachers will include a focus on collaboration and providing services to students with special needs. • Training will be provided to teachers on meeting the needs of students with learning disabilities and making necessary modifications and accommodations to ensure that all students learn at high levels. • Special education teachers and aides will participate in a campus-wide professional learning community for special education service providers. <p>The focus of these efforts will be to provide the most inclusion possible for all students in special education. At every opportunity they will be included in the regular program.</p>

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		<ul style="list-style-type: none"> • This is beneficial to the students with exceptional needs. • It is also beneficial to students in the regular program.
<p>Outcomes 8, 10, 13, 14, and 15</p>	<p>IEP process: Implementation and Monitoring</p>	<p>A campus-wide bridge coordinator, with the assistance of an office technician, will work with each of the small schools to coordinate operations and provide oversight of the special education program. This person will focus on ensuring that all IEPs are kept up-to-date, and that students are receiving the necessary services to which they are entitled. The bridge coordinator will ensure that the following tasks are completed:</p> <ul style="list-style-type: none"> • Maintaining a master calendar of all IEP meetings. • Ensuring that IEP meeting dates, times, and locations are communicated to the parents and all necessary staff members. • Ensuring that the goals sections of IEPs are updated and mailed to parents. <p>Each student’s case carrier will be responsible for:</p> <ul style="list-style-type: none"> • Conducting informal meetings with parents and students at the beginning of the year and throughout the year as needed. During these meetings there will be a review of goals, accommodations, and other supports needed for student success. • Requesting an annual IEP update meeting at least one month prior to the due date. • Completing the necessary updates and changes in Welligent after each IEP meeting. • Communicating IEP outcomes and goals to teachers after the IEP meeting. • Following up as necessary to ensure that all necessary services are provided. <p>IEP meetings will be conducted in an enclosed conference room to ensure confidentiality. Translation services will be requested by the case carrier and provided as necessary for IEP meetings.</p>

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<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>Identification and assessment of students who may need special education services will be accomplished as follows:</p> <ul style="list-style-type: none"> • If a student is experiencing learning problems that appear to be caused by a learning disability, the teacher will complete a written referral and submit it to the counselor. The counselor will review the referral and send it to the student study team (SST). • Necessary student records will be provided to the student study team, including subject marks, language status, CST scores, CAHSEE scores, social adjustment records, previous interventions, student work samples, and the cumulative file. • Language factors will also be considered in the referral. • Monitoring of referrals by ethnicity will be performed to ensure that referrals are appropriate. <p>Once the student is referred, the chairperson of the student study team will schedule an SST meeting. This will include the counselor, teachers, and other necessary school staff.</p> <ul style="list-style-type: none"> • During this meeting, the SST will develop an intervention plan for the student. • This plan will then be implemented. • The counselor will continue to monitor the student to ensure that necessary services are being provided to bring about success for the student. <p>If the student does not respond to the interventions outlined by the SST, the parent will be asked to decide whether the student should be assessed for special education.</p> <ul style="list-style-type: none"> • If the parent requests assessment, the school psychologist will conduct the necessary testing to determine the student’s special learning needs. • If the parent does not request an assessment, the interventions outlined by the SST will continue to be implemented. Monitoring of the student by the advisory teacher and the counselor will continue.

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<p>Outcomes 2, 3, and 4</p>	<p>Instructional Plan for Students Using Grade-Level Standards</p>	<p>All students will have access to grade-level materials, consisting of Williams-approved textbooks and supplemental materials.</p> <ul style="list-style-type: none"> • All students will receive supports for gaining access to grade-level materials. This will include modified speech and repetition, explicit modeling, frontloading of vocabulary, multi-sensory strategies, and cooperative learning activities. • Graphic organizers, frequent checking for understanding, pre-writing activities, and formative assessments will be used. • Students with special needs will be provided with supplemental reading materials that address the same topics and themes as the regular reading materials. <p>Teachers will engage in curriculum development that utilizes backwards planning.</p> <ul style="list-style-type: none"> • This starts with identification of essential content standards and the assessments that will measure mastery of the standards. • The teacher then plans the learning activities that will enable students to master the standards. • Teachers will discuss their planning and coordinate learning activities when they meet each Tuesday in their professional learning communities. <p>It is the mission of the school to ensure that every student achieves success. This will require accommodations and modifications to ensure that all students learn at high levels.</p> <ul style="list-style-type: none"> • Teachers in the regular program will be provided with the IEPs of their students to ensure they are aware of accommodations and modifications that are necessary. • Additional accommodations to assist students may include sitting at the front of the classroom, sitting near the teacher, and/or providing more time for the student to complete assignments and tests. Further accommodations may include the use of pictures, diagrams, and videos; the use of verbal exams; and the use of pull-out sessions by the special education teacher,

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		<p>Students will be assessed frequently throughout the school year. This will be done through LAUSD periodic assessments in the core subjects that are administered three times a year, the CAHSEE diagnostic tests administered to ninth and tenth graders, and weekly assessments constructed by teachers through use of the LAUSD Core K-12 website.</p> <ul style="list-style-type: none"> • Teachers will analyze the data from these assessments when they meet in their professional learning communities on Tuesdays. Data will be analyzed by grade level and class. Scores of individual students will also be examined. • Teachers will identify instructional strategies and plan together to create lessons that will be most effective in addressing learning needs. • The Response to Instruction and Intervention framework (RTI²) will be used to discuss strategies that will be most effective in raising student achievement. • For students who are receiving special education services, the case carrier will provide interventions in the classroom and pull-out sessions in the learning center.
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for Students Using Alternate Learning Standards</p>	<p>Alternate learning standards will be provided to students with handicaps classified as moderate to severe. These standards focus on providing students with learning activities to maximize their independence and prepare them for post-secondary work opportunities.</p> <ul style="list-style-type: none"> • These standards are taught and assessed in English language arts, mathematics, social studies, and science. • Students being taught with the alternate standards take the California Alternate Performance Assessment (CAPA). They typically receive the majority of their instruction in a highly individualized and self-contained classroom. • In some cases, parents may request that the child receive instruction within the general education classroom. <p>Teachers will engage in curriculum development that utilizes backwards planning.</p> <ul style="list-style-type: none"> • First, the content standards and the assessments are identified. • Next, the teacher plans the learning activities that will enable students to learn the

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		<p>content and master the learning standards.</p> <p>Students will be assessed on an ongoing basis and adjustments will be made in the instructional program to ensure they are learning at maximum levels.</p> <ul style="list-style-type: none"> • The teacher will use manipulatives, pictures, songs, individual instruction, and instruction in small groups to assist students. • Special education instructional aides will assist in this process.
<p>Outcome 13</p>	<p>Plan to Provide Supports and services</p>	<p>The bridge coordinator and case carrier will work with the LAUSD Special Education Support Unit to provide on-site support services for students with special learning and other needs. These services will include:</p> <ul style="list-style-type: none"> • Speech and language supports. • Audiology services. • Adaptive physical education. • Occupational therapy. • Inclusion specialists to assist students with moderate to severe learning handicaps. <p>The bridge coordinator will coordinate necessary record keeping for support providers and itinerant special education teachers.</p> <ul style="list-style-type: none"> • The assignment of work stations and computers with access to Welligent will be coordinated by the bridge coordinator. • The case carrier will monitor Welligent to ensure that necessary services are provided.
<p>Outcome 9 (Programs with students 14 and Older)</p>	<p>Transition Planning Strategies</p>	<p>The case carrier will ensure that all students have an individual transition plan and that the steps in the plan are followed.</p> <ul style="list-style-type: none"> • All students will complete a transition assessment prior to their fourteenth birthday. • Students receiving a diploma, a certificate of completion, or who age out of the

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		<p>school will have a Senior Inventory and Summary of Performance on file.</p> <ul style="list-style-type: none"> • The transition plan will be made available to each student’s teachers. <p>Students and their parents will be also be invited to:</p> <ul style="list-style-type: none"> • Attend transition-focused talks and meetings throughout the school year. • Participate in college visits and receive information on supports at colleges to help individuals with exceptional needs. • Visit workplaces that accept and support individuals with learning disabilities. • Participate in internships.
Federal Requirement	Access to Extracurricular and Non-Academic Activities:	<p>Students in special education will have the same access to extracurricular activities and non-academic activities as students in the regular program.</p> <ul style="list-style-type: none"> • Case carriers will strongly encourage students to participate in extracurricular programs. • Case carriers will emphasize the importance of extracurricular activities to parents. • Case carriers will arrange for accommodations as needed so that students in special education may participate fully. • Case carriers will work closely with the counselor to ensure that students are scheduled into elective classes of their choice, and that students receive necessary support to be successful in those classes.
Federal Requirement	Providing an Extended School Year	<p>The Los Angeles Unified School District will provide an extended school year to assist students with disabilities.</p> <ul style="list-style-type: none"> • These services will be provided to all students who need them based upon the required services outlined in their IEPs. • Necessary transportation services will provided as needed. • Students will continue to participate in rigorous, standards-based learning activities. • Necessary accommodations and support services will be provided to the student.

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<p>Federal Court Requirement</p>	<p>MCD Outcomes (To Be Woven Among Others)</p>	<p>The Modified Consent Decree outcomes listed below will be fully integrated into the service plan for special education:</p> <ul style="list-style-type: none"> • 1: Participation in statewide assessments in English language arts • 2: Participation in statewide assessments in mathematics • 3: Graduation rates • 4: Completion rates • 5: Reduction of suspensions • 6: Least restrictive environment for all students in special education • 7A: Least restrictive environment for students with specific learning disabilities (SLD), speech language impairments (SLI), and other health impairments (OHI) • 7B: Least restrictive environment for students with mental retardation (MR) or other impairments (OI). • 8: Home school services • 9: Individual transition plans • 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 • 15: Timely completion of IEP translations • 16: Qualified special education teachers • 17: Behavior support plans for students with autism or emotional disturbance, as well as other students who need support • 18: Comprehensive Evaluation of African American students identified with emotional disturbance

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<p>All Outcomes</p>	<p>Professional Development</p>	<p>All teachers will receive training on the use of effective instructional strategies and providing necessary interventions to assist students with special needs.</p> <ul style="list-style-type: none"> • This training will take place during the summer and on Tuesdays when teachers meet in their professional learning communities. • Special education teachers will work together with teachers in the regular program to provide strong teamwork to help all students learn at high levels. <p>The following topics will be addressed during professional development activities:</p> <ul style="list-style-type: none"> • Using differentiated materials in the general education classroom. • Providing necessary interventions to students with special needs. • Implementing specially designed academic instruction in English (SDAIE). • The Response to Instruction and Intervention (RTI²) process • Analysis of data from periodic assessments to determine instructional needs • Using the LAUSD Core K-12 website to develop weekly standards-based assessments. • Improving content-area reading skills. • Checking for understanding in ways that involve all students. • Connecting classroom instruction to applications in real life. • Providing positive classroom behavior supports. • Creating interesting and motivating room environments. • Providing rigorous, standards-based classroom instruction. <p>The principal will observe in classrooms frequently and work closely with teachers to provide coaching and support the instructional process. Classroom observations and support will focus on the following:</p> <ul style="list-style-type: none"> • Does the teacher provide an interesting and motivating classroom learning environment? • Does the teacher provide effective discipline with positive behavior supports to

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		<p>ensure high standards of student conduct?</p> <ul style="list-style-type: none"> • Does the teacher provide standards based instruction that is well-planned, rigorous, and bell-to-bell? • Does the teacher relate the subject matter to real-like applications and provide activities to build thinking skills?
<p>Outcomes 6, 8, 16</p>	<p>Staffing and Operations</p>	<p>Recruitment of teachers will begin as soon as the principal is selected in March. Prospective teachers will participate in an interview process and be selected based upon their ability to provide rigorous, standards-based classroom instruction.</p> <ul style="list-style-type: none"> • It is anticipated that each small school will have one RSP teacher and one SDP teacher. • All teachers will be required to sign an elect-to-work agreement in which they agree to participate in professional learning communities and provide weekly lesson plans. • Teachers will be required to provide an additional sixty minutes of services to students each week such as tutoring, club sponsorship, campus supervision, or other support to students. <p>All teachers will receive clearance from the Human Resources Division and have the necessary mild-to-moderate or moderate-to-severe special education teaching credential.</p> <p>Teachers in the special day program will have maximum class sizes of fourteen-to-one. They will also have a maximum case load of fourteen students. Teachers in the resource specialist program will have a maximum case load of 28 students.</p> <p>The overall special education program will be supervised by a bridge coordinator who has responsibility for the entire site.</p> <ul style="list-style-type: none"> • Each small school will provide 25 percent of the necessary funding to pay for the

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		<p>bridge coordinator.</p> <ul style="list-style-type: none"> • The bridge coordinator will have the assistance of an office technician devoted to special education. • The bridge coordinator, working with the principal of each small school, will ensure that the special education program for the entire campus meets all LAUSD requirements and that students receive all necessary instructional and supplemental services. • The bridge coordinator will put a plan in place to ensure that specialized equipment necessary for the special education program is maintained and accounted for. <p>The bridge coordinator will work closely with the small-school principals and the LAUSD Special Education Support Unit to ensure that all necessary health protocols are followed.</p> <ul style="list-style-type: none"> • Health protocols will be noted by the case carrier and shared with the student’s teachers. • The bridge coordinator will work closely with the school nurse to ensure that health protocols are followed.
Allocation of Fiscal Resources	Fiscal	<p>The Los Angeles Unified School District is required to provide the basic fiscal resources needed for special education, including:</p> <ul style="list-style-type: none"> • Staffing resources. • Transportation. • Special equipment needs. <p>Funding for the bridge coordinator and the office technician will come from each small school. Each small school will contribute 25 percent of the funding to pay for the bridge coordinator and 25 percent of the funding to pay for the office technician.</p>
Outcome 14	Parent Participation	<p>High levels of parent participation are very important to ensure that students in the special education program achieve at high levels. The following procedures will be followed to</p>

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		<p>ensure there is close communication between parents and the school. Communications will be provided to parents in their preferred communication modes.</p> <ul style="list-style-type: none"> • Advisory-class teachers will call home whenever students are absent. • Case carriers will maintain close communication with parents to discuss learning needs. • Written communications will be sent home in English and Spanish to ensure that parents have full understanding of the notifications that are sent to them. • Automated telephone calls via ConnectEd will be made to all parents to provide them with information on school events. <p>A campus-wide parent center, operated by a parent resource liaison, will be open every day to ensure that parents feel welcome at the school.</p> <ul style="list-style-type: none"> • This center will provide with parents with information and support to help in the effort to ensure that students receive an excellent education. • Computers with Internet access will be available to help parents gain information that will help their students. • Information about colleges, financial aid, and career preparation will be available in the parent center. <p>The parent resource liaison will ensure that necessary resources are provided to ensure that parents of students with disabilities are an integral part of the school community.</p> <p>Translation services will be provided as needed for all meetings and special events.</p> <p>Parents who have complaints will receive assistance in communicating with the teacher, the bridge coordinator, the principal, and/or the local district principal leader to ensure that all concerns are fully resolved. All elements of the LAUSD Uniform Complaint Procedures will be followed.</p>

**AUGUSTUS HAWKINS HIGH SCHOOL
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION**

APPENDIX P

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Parents of special education students will be invited to participate on the School Governance Council.