

LOS ANGELES UNIFIED SCHOOL DISTRICT
Public School Choice 3.0
Service Plan for Special Education

Applicant Team Name: **South East High School Complex**

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District Publications, and forms are available for use	Search and Serve	<p>South East High School will adhere to Federal, State, and District requirements. All staff will be trained in Special Education Law compliance and the Modified Consent Decree Outcomes (MCD). Additionally, staff is notified of special procedures and expectations during buy-backs days and through out the school year at the Faculty Meetings.</p> <p>South East High School will use LAUSD’s Student Enrollment form to identify students with special needs. When a student with an Individualized Education Plan (IEP) from within LAUSD transfers or matriculates his or her IEP will be available to staff electronically on Welligent. When a student transfers to South East High School from outside of LAUSD, staff is trained to survey parents and request the current IEP information from the previous school and/or school district. A thirty day IEP will be scheduled to record review all pertinent IEP information.</p> <p>The procedure for the identification and assessment of students with disabilities begins with a written Request for Special Education Assessment form by a general education teacher, special education, counselor, parent, or Language Appraisal Team (LAT). After the referral has been made, the special education secretary will schedule an Assessment Review Team (ART) meeting. Within 15 days of receipt of the written request for special education evaluation, the parents will receive either an assessment plan for their consent or a written notice that the request for assessment was not appropriate at the present time. Upon approval of the Assessment Plan by the parent, a Special Education Assessment will be conducted. The results of the Assessment will be summarized and explained in a Specialist Report. This report will be made available to parents prior to the IEP meeting which will be held within 60 days of the initial receipt of the signed Assessment Plan. If translation is requested, the translated documents will be available to the parents prior to the IEP meeting. The IEP team will review the Assessment, student portfolio, and other substantiating documentation to determine eligibility for Special Education services. If the IEP team recommends Special Education support, an IEP will be implemented immediately upon the parents’ consent to the IEP team’s offer of a free and appropriate public education. The student will be assigned a case carrier who will create a passport to disseminate pertinent information such as instructional and testing accommodations and modifications, and positive behavior support plans, if applicable, to service and instruction providers.</p>

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		<p>South east High School is committed to providing families of students with disabilities the information, assistance, and resources they need to become meaningful partners in the education of their children. In an effort to increase parent participation, support, and awareness in the IEP process and special education issues, "Compliant Response Unit/Parent Resources" Poster, and IEP agenda guidelines, "Parent Training Calendar", and Monthly Presentation Calendar will be posted conspicuously. Additionally, publications including "Are You Puzzled by Your Child's Special Needs?", "The IEP and You: a guide for parents with information about the Individualized Education Program (IEP) Meeting," and "The ITP and You: a Guide for Students with Disabilities Age 14 and Above and Their Families with Information about the Individualized Transition Plan (ITP)".</p>
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Outcome 2	Intervention Programs	<p>South East High School’s curriculum is based on the idea that all students can learn, along with a commitment to college readiness for all and to the findings of the latest educational research. While we maintain a rigorous standard for all, supported by research-based instructional strategies, we also recognize the essential role of differentiation for student needs. Therefore, South East High School will adopt a tiered Response to Instruction and Intervention (RTI²). This approach is designed to meet the academic, behavioral and emotional/social needs of all students enrolled at South East High School.</p> <p>Recognizing that effective use of instructional time is the strongest predictor of student achievement, Teachers at South East High School will provide rigorous, standards based instruction aimed at closing the achievement gap through excellent first teaching practices. Classroom instruction is differentiated within the general setting using SDAIE strategies, IEP accommodations, after school tutoring, advisory, and proven strategies and practices including:</p> <ul style="list-style-type: none"> • Writing across the curriculum: Continued commitment to writing across the curriculum using Jane Schaffer's writing program has led to a steady increase in English/Language Arts proficiency rates and increased pass rates on the CAHSEE over the past several years. In addition, frequent, nonfiction writing opportunities support the written language development of students with special needs. • Identifying Similarities and Differences: Having students compare, classify, create metaphors, and analogies ensures a student-centered classroom and a level of higher-order thinking key to gaining a deep grasp of concepts and becoming a critical thinker. This strategy has been found to be particularly effective in leading special needs students to higher-order thinking; thus, we feel this strategy is a perfect fit for the needs of our student population. • Summarizing and Note-Taking: This strategy, especially “rule-based” summarizing, will be particularly emphasized in 9th grade, to ensure that as students transition to the rigor of high

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		<p>school, they are also introduced to the skills to help them succeed. Students with special needs benefit from explicit instruction to learn how to distill and synthesize information.</p> <ul style="list-style-type: none">• Reinforcing Effort and Providing Recognition: Based on Dweck’s mindset research and Marzano’s reinforcing effort and providing recognition further compels us to commit to this approach school-wide. The powerful effects of reinforcing effort and establishing a growth mindset in students are increasingly well-documented, and a powerful antidote to what is often perceived as a student motivation problem. Since many special education students have little experience with academic success prior to entering high school, it is essential that we arm all students with the belief that they control their own destiny and that they can succeed academically.• Non-Linguistic Representations: This strategy stimulates students’ brain activity while promoting elaborative thinking. Additionally, non-linguistic representation allows English Language Learners and students with language and/or speech disabilities another way of approaching meaning and reinforcing their linguistic understanding.• Cooperative Learning: While Marzano’s research supports the effective use of cooperative learning with research indicating a 27-point percentile gain. This approach prepares students for success in 21st century careers which value cooperation within and between groups. <p>Ongoing assessment, both formative and summative, and data analysis will be used to measure academic growth and determine if students’ academic needs are being met. Students who do not demonstrate adequate growth through good first teaching practices, score low on standardized tests, self-refer, are frequently absent, and/or identified through the IEP process will receive strategic intervention at Tier 2.</p> <p>Counselors will monitor academic progress in English Language Arts classes and Math classes, to determine if a student requires and intervention class as an elective in order to successfully meet A-G requirements. Additionally students with disabilities and their non-disabled peers who have not, have multiple opportunities to prepare for the exam through CAHSEE Bootcamp classes. All students have</p>
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	<p>access to and encouraged to attend CST preparation classes.</p> <p>Tier 2 interventions are designed for students who need strategic interventions and extended time with practice to successfully access the core curriculum. Interventions may include pre-teaching to provide students a jump-start on skills soon to be instructed, re-teaching content that has already been taught, but not yet fully mastered, front-loading or early teaching of content vocabulary, especially for English Learners and Standard English Learners that will be taught in upcoming core instruction (Tier 1). To ensure that appropriate strategic interventions are utilized, students' progress will be monitored. Data collected will be used to determine if continued intervention is warranted or if student has made sufficient gains to discontinue intervention. If the student demonstrates stagnated gains, then he or she may be referred for more intensive intervention in Tier 3.</p> <p>Students may be referred to Learning center for targeted intervention to facilitate access to the core curriculum. Supplemental materials used in the learning center to provide extended instruction and additionally scaffolding may including the following district adopted programs:</p> <ul style="list-style-type: none">• 6 Minute Solution• ALEKS• Algebra Ready by Revolution• CAHSEE Prep by Revolution• Read 180• REWARDS• Skills for School Success <p>Intensive interventions will be available to students who demonstrate severely stagnated academic growth. Ongoing assessment, as in Tiers 1 and 2, will be utilized to identify and monitor the growth of students at Tier 3. Students receiving this tier of intervention usually comprise no more than 1–5% of our students, and benefit from small group or individualized intensive instructional opportunities. This intensive instruction, which can use supplemental instructional materials, is organized and delivered so students can learn needed skills and knowledge. Tier 3 is not Special Education. It is for students that need additional academic engaged time and more intensity of instruction in order to access and</p>
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		meet grade level standards. However, South East High School’s Self-Contained Special Education classes provide intensive intervention at a Tier 3 level of support.
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Outcomes 5, 17, and 18	Discipline Foundations Plan and Behavior Support	<p>Prevention: Positive behavioral expectations at SEHS have been clearly defined for all students, including students with disabilities and special needs. These behavior expectations have been planned, created and established to develop role model citizens displaying respectful behaviors, ensuring a meaningful educational setting for all students at SEHS.</p> <p>Intervention: Tier 1-The structures in place to define, teach, and reinforce the excellent behaviors are:</p> <ul style="list-style-type: none"> • Expected School Wide Learning Results (ESLRs), which promote the practice of ethical behavior, respecting and appreciating diversity, and effectively communicating, • District’s “Parent Student Handbook” which outlines the codes of conduct for all students, including students with disabilities, • “Parent, Teacher, Student Compact” which is a contract reinforcing these expectations signed at the beginning of the year by all three responsible parties, • “Passports” created by Special Education teachers providing all General Education teachers with confidential information which may identify behavioral goals, supports and/or accommodations as appropriate for students with disabilities. • “Special Friends” which is a mentoring program which involves the leadership students providing appropriate peer models. • IEP reports of the progress and achievement of behavioral goals from current IEPs are sent home to parents after each reporting period, • Advisory Period will be held twice a week as a mode of proactive discipline, teaching school behavior, peer modeling/supports, collaborating within small school settings, and a location to establish a positive reinforcement system. • Positive behavior assemblies • A Universal Referral Room. <p>By encompassing school site procedures and practices consistent with the “Discipline Foundation Policy: School-Wide Positive Behavior Support” all students, including those with disabilities or special</p>

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		<p>needs, can maintain academic and behavioral success at SEHS.</p> <p>Tier 2-When a student with a disability has a disruptive behavior, the parent, General Education teacher, or other school personnel can request an assessment by submitting a referral to the Special Education case carrier, the Special Education department or the Bridge Coordinator. At that time, the information will be analyzed and it will be determined what level of support the student requires and if he or she is receiving the accommodations or modifications as outlined in their IEP. We are committed to adhering to the MCD outcome 5, Reduction in Suspensions of students with disabilities, therefore we are determined to resolve the inappropriate behaviors by to finding out the function of the behavior(s) and what types of strategies are necessary to teach or re-teach and support replacement behaviors, including social skills and or self-management techniques. Some useful strategies are identified in the “Pre-Referral Intervention Manual” written by Stephen McCarney or “Discipline Survival Kit for the Secondary Teacher” written by Julia Thompson. A student who requires additional support for inappropriate behaviors will have their parents contacted, then depending on the situation might be referred to the Psychologist, Dean, Psychiatric Social Worker, the Pupil Services in Attendance Counselor, the Diploma Project Coordinator, the Academic Counselor, the Bridge Coordinator or if it is related to attendance or grades the student could be placed on a daily attendance and/or homework monitoring check.</p> <p>For students eligible for Special Education with a disability of Autism or Emotional Disturbance, a BSP is mandated by MCD, Outcome 17.</p> <p>Tier 3- When the student’s behaviors starts to impede learning, whether it be the learning of the student or the learning of peers, a meeting will be held between the student, parent, General Education teacher, Special Education teacher, Counselor, Dean, Psychologist and Administrator or Administrative Designee. This Disciplinary Review Team (DRT) meeting, Coordination of Services Team (COST) or IEP meeting will be held to analyze data and review the positive behavioral interventions in place, the current strategies being used and any other supports that the student currently has in place, then data will be collected assessing the behaviors, identifying the cause(s), determining the interventions through techniques found in “Defusing Disruptive Behavior in the Classroom” written by Geoff Colvine.</p> <p>Academic support will be created through a behavioral support plan including goals and objectives monitored by the special education teacher. This might include making “instructional and environmental changes, providing reinforcement, teaching reactive strategies and/or effective</p>
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		<p>communication”, (Diana Browning Wright, Behavior/Discipline Trainings, 2003). Then the special education teacher will distribute a new confidential passport to all persons involved with the student, explaining the additional support(s) and/or accommodations/modifications needed relative to the behaviors being displayed.</p> <p>Other forms of discipline consequences may include: DIS counseling with the Psychologist on conflict resolution, Cognitive Behavior Therapy taught by the PSW, the use of the advisory period to learn new behavior, after school detention, provide a “special friend” which is a mentoring program which involves the leadership students providing appropriate peer models.</p> <p>If a student incurs a suspension, a meeting will be held by the IEP team which will be scheduled within 48 hours to review the student’s Individualized Educational Plan and assess the instructional program and review, modify and/or develop a new Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) again. The IEP team completes the “Behavior Instruction and Intervention Certification” form when considering Behavior Intervention Consultation, Behavior Intervention Therapy, Behavior Intervention Development and/or Behavior Intervention Implementation services.</p> <p>When a student’s behavior continues to escalate after a new IEP, BSP, and passport was created, then a Functional Analysis Assessment will be conducted by one of our four Behavior Intervention Case Managers. In the most serious cases, where a student continues to incur suspensions or their behavior becomes a threat to self or others, we have three staff members that have been trained in CPI’s “Nonviolent Crisis Intervention” which can provide a safe, non-harmful behavior management system designed in the management of disruptive and assaultive people and for the care, welfare, safety and security of everyone involved when the behavior creates a crisis situation. As a last resort, if a student’s dangerous behavior has escalated, our trained staff members will employ the physical techniques that have been approved by LAUSD. The parents will be notified within 24 hours of the incident, then a “Behavior Emergency Report for Individuals with Disabilities” will be conducted, sent to the district office within 24 hours, the program specialist at the local district office will be contacted, and an IEP meeting will be held to address the behavioral emergency and documents the review, revision or development of a BSP, BIP, and if appropriate recommendation for a Functional Analysis Assessment (FAA) to determine if the behavior is a manifestation of the student’s disability. Throughout every level of this continuum of behavioral intervention the parents are involved through phone calls or meetings and are kept apprised of all or any changes to their child’s IEP.</p>
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Required for Planning	Description of Student Population	<p>The total amount of students with disabilities at South East High School is 264, as of September 7, 2011. More specifically, this population can be broken down into 9 subgroups based on the disabilities that have been identified in their IEP. These subgroups are as follows:</p> <ol style="list-style-type: none"> 1. SLD 209 2. MR 12 3. DEA 1 4. HOH 3 5. ED 2 6. MDO 1 7. OHI 14 8. OI 7 9. AUT 15 <p>SEHS' special education program is continually changing based on a comprehensive planning process to determine the appropriate placement and service in the least restrictive environment is ongoing, assessment based and adhering to the MCD outcomes with input provided by the students, parents, General Education teachers, Special Education teachers, Bridge Coordinator, and the Assistant Principal. Involvement by all school personnel is mandatory to provide equity in treatment and access to the programs available. Bi-annually the data is analyzed and adjustments are made to continually focus on meeting the needs of these subgroups. Currently, the special education program at South East High School offers a Resource program, a Full-Inclusion Special Day Program, a Special Day Class, a MRM class, a CBI class, a Learning Center, an Adaptive Physical Education class and Related Services as needed with frequency and duration determined by the IEP team.</p>

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Outcomes 2, 3, and 4	Special Education Program Description	<p>The student’s program placement is determined by an analysis of the students’ specific disability, previous IEPs, formal testing (The Woodcock Johnson), teacher reports, psychological reports, work samples, CSTs, grades, and the consensus of the IEP team as the Least Restrictive Environment for a Free and Appropriate Public Education (FAPE). At SEHS, we have a continuum of seven levels of placement options for students with disabilities. Each offering accommodations, modifications, differentiated instruction and support provided by a staff of credentialed special education teachers collaborating with parents, general education teachers and related staff.</p> <p>Interventions throughout the multi-level of instruction include SDAIE, graphic organizers, thinking maps, pre-teaching to provide students a jump-start on skills soon to be instructed, re-teaching content that has already been taught, but not yet fully mastered, front-loading or early teaching of content vocabulary, especially for English Learners and Standard English Learners that will be taught in upcoming core instruction, cooperative learning, thematic lessons, using spiraling content standards, after school tutoring, additional time on assignments and tests, use of calculators on math tests, scaffolding, breaking down information into small chunks, steps or key components, provide multi-modality clues during lectures, tests in small group setting, copies of notes, clozed notes, step-by-step instructions with the steps outlined in writing, breaking down long assignments into parts with corresponding due dates, using a timer in class when necessary, communicating homework expectations to parents, reducing length of writing assignments or allowing more time, giving verbal encouragement, testing the student on the easiest questions first & saving the hard questions for the end of the test, open notes and open book tests (when appropriate), preferential seating (where the teacher can monitor behavior and work completion,) word banks, and word walls.</p> <p>Additionally, RSP students are able to receive further assistance in a Learning Center which has one dedicated teacher and one adult assistant employing research based interventions to facilitate access to the core curriculum. Supplemental materials used in the learning center to provide extended instruction and scaffolding may include the following district adopted programs:</p> <ul style="list-style-type: none"> • 6 Minute Solution • ALEKS • Algebra Ready by Revolution

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		<ul style="list-style-type: none">• CAHSEE Prep by Revolution• Read 180• REWARDS• Skills for School Success <p>Each student’s case carrier monitors the interventions and strategies used to ensure success at attaining their individualized educational/behavioral/vocational goals and objectives. The special education teacher will track each student’s progress and communicate the information to the parents via a progress report twice a month. Additionally, monitoring overall annual goal achievement will be assessed during the four grade reporting periods a year and the progress and achievement section of their goals will be calculated, noted on the IEP in Welligent, and then sent home to parents. A description of each level of support and placement is as follows:</p> <ol style="list-style-type: none">1. Resource- Our resource program focuses on the California State Standards in mathematics and/or English using a co-teaching model where parallel teaching takes between the General Education teacher and the Special Education teacher. The two teachers collaboratively co-plan, organizing the lesson content, identifying strategies/interventions needed for groups of students or individual students and ensuring that accommodations are being implemented in the classroom according to their students’ IEP. RSP students have access to the Learning Center as dictated by their IEP. They will fully participate with all their non-disabled peers in all classes, during lunch, passing periods and activities on campus. They are on the graduation track to receive a diploma.2. Special Day Class support in Full Inclusion-In this model, the student receives support in all core classes focusing on the California State Standards with support and services provided by a Special Day teacher, co-teaching with the General Education teacher. The two teachers collaboratively co-plan, organizing the lesson content, identifying strategies/interventions needed for groups of students or individual students and ensuring that accommodations are being implemented in the classroom according to their students’ IEP. These students will fully participate with all their non-disabled peers in all classes, during lunch, passing periods and activities on campus.3. Special Day Classroom-The Special Day class is where students take core classes in a Special Education setting taught by a Special Education teacher collaborating with General Education teachers to provide accommodated assignments and differentiated instruction. The classroom curriculum follows the same pacing plans, scope and sequence of the core area departments and the state
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	<p>standards while adhering to the Individualized Educational Plan of each student. More support is provided in the Special Day classroom by an adult assistant too. These students will participate with their non-disabled peers in electives, PE, advisory periods, during lunch, passing periods and activities on campus.</p> <p>4. Mild/Moderate Mental Retardation-This classroom follows an alternate curriculum. The students focus on pre-k through 1st/2nd grade level materials, using many supplemental aides. This is a non-diploma track setting where the students will receive a Certificate of Completion. These students will participate with their non-disabled peers in electives, advisory, during lunch, passing periods, activities on campus and the “Special Friends” mentoring program which involves the leadership students providing appropriate peer models.</p> <p>5. Community Based Instruction-This is the most restrictive setting at our campus which is also on an alternate curriculum. The program is designed for students who need intensive instruction in functional and daily living skills. The goal of the program is to provide hands on learning activities at all age levels to help students acquire the skills to live in the world today. This is a non-diploma track setting where the students will receive a Certificate of Completion. These students will participate with their non-disabled peers in electives, advisory, during lunch, passing periods, activities on campus and the “Special Friends” mentoring program which involves the leadership students providing appropriate peer models.</p> <p>6. Related Services (speech and language therapy, orthopedic support, deaf/hard of hearing services, interpreting, physical therapy, occupational therapy, visual impairment support, assistive technology, least restrictive environment counselor, psychological services, department of transition support), provided in the General Education Classroom or Special Education Classroom with accommodations and/or modifications, supplementary aids, differentiated instruction monitored by related services.</p> <p>7. Adaptive Physical Education-a PE class taught by an APE teacher specializing in providing accommodations and/or modifications as identified in the IEP to students with physical or mental impairments that require specialized instruction. The APE teacher follows the California State Standards and collaborates with the general education teachers to modify the requirements to meet the needs of each student.</p> <p>8. Extended School Year (ESY)-ESY is offered to students when the IEP team analyzes pre-and post achievement data in the area(s) of reading, writing, math, social skills/behavior, independent</p>
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		functioning, critical self-sufficiency skills, physical condition and demonstrates evidence that the student will exhibit significant regression corresponding with limited recoupment after an instructional break, such as summer vacation.
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Outcomes 8, 10, 13, 14, and 15	IEP Process: Implementation and Monitoring	<ul style="list-style-type: none"> • South East High School will develop an IEP within 30 days when a student transfers into the district with an out of district IEP. • South East High School will document request for Special Education Assessment on a Request for Special Education Assessment Form and maintain a copy. • South East High School will provide the parent with a Welligent generated Special Education Assessment Plan, in the language requested by the parent, within 15 days of the written request for Assessment. • School will conduct the Assessments, prepare the Specialist Report, and schedule an IEP meeting. • Within 60 days of receipt of parental consent for the Assessment Plan, an IEP meeting will be convened. • The school will use the calendar in Welligent to meet the timelines set by IDEA and to monitor MCD Outcome 10 mandating timely completion of initial special education evaluation. • Implementation of the IEP will be immediate, following parents’ consent to South East High Schools offer of Free and Appropriate Public Education. • In an effort to resolve disagreements, if parents do not consent to South East High Schools offer of Free and Appropriate Public Education, the school site will allow additional time to review options, clarify portions of the IEP, and invite additional persons with special expertise to join the IEP team and/or provide parents an opportunity to observe a class or program. • In case a resolution to a disagreement is not reached at the school site, the Informal Dispute Resolution process will start. South East High School and Parents will fill out IDR forms A and B and fax them either to the Local District level or the Due Process office at LAUSD. The Parent will receive an IDR Brochure outlying the procedures and providing access to a helpline for parent support. If the parent decides to request for an IDR, the district has 20 days to informally resolve the case. If the parent requests Due Process, the District must respond within 10 days and a Resolution Session will be held within 15 days. If a resolution is made within the IDEA 2004 30 day time frame, the commencement of the due process hearing will be completed in 45 days. An OAH decision may be appealed to the federal or state court by

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		<p>the parent or the District within 90 days of the date of the decision.</p> <ul style="list-style-type: none">• Annual and three-year review IEPs will be conducted in a timely manner as specified in IDEA.• South East High School will convene an IEP meeting within 30 calendar days of parent request.• In compliance with MCD outcome 15, the school will provide copies of the Assessment Reports to the parents 4 working days before the date of the IEP meeting, if requested by parent. Reports will be translated into the parents' home language, upon written request of the parent, unless clearly not feasible to do so. Furthermore, South East High School will also provide special education related forms in the parents' primary language as requested.• South East High School will set up a communication system, both in written form and through Connect Ed, to notify team members and parents of the IEP meeting. Parent participation and attendance will be encouraged through on-going personal contact, in written, oral, electronic or text format and through the use of interpreters to increase participation as mandated in MCD outcome 14.• IEP team members will be notified of upcoming IEPs via Welligent.• IEP team member will use Welligent to communicate during Assessment and to assign follow up activities.• IEPs will be conducted in the Academic Counselors' Offices and in the IEP Room.• All staff will be responsible for implementing the students' IEPs. South East High School's commitment to the education of all students means that all IEP team members will hold themselves jointly accountable for implementation of the IEP. Case carriers will monitor the IEPs implementation and efficacy through classroom visits, review of student work, student and teacher interviews and observations.• Resource Specialist teachers and other support providers will use Welligent to document services provided as required in MCD Outcome 13.• Students with active IEPs will be placed in their home school with appropriately identified supports to greatest the extent possible. If an appropriate program is not available at the home school, the student will be placed in the school closest to their home school with transportation provided.• Bridge Coordinator will monitor all IEP meeting dates and notifications.
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Outcomes 10 and 18	Procedures for Identification and Assessment of Students	<p>The procedure for the identification and assessment of students with disabilities starts with a written “Request for Special Education Assessment” form to the Special Education department by a General Education teacher, counselor, parent or Language Appraisal Team (LAT). For English Language Learners (ELL), the assessment plan documents the student’s primary language and language proficiency status. The LAT is involved when an ELL has been identified as needing more instructional interventions that are not present in the ELL support system or the Tier 1 intervention. After the referral has been made, the Special Education clerk will schedule an Assessment Review Team (ART) meeting. The ART consists of a General Education teacher, Special Education teacher, Counselor, Psychologist, and depending on the needs of the student, Nurse, Dean or PSA counselor. During the ART meeting, the team will determine if the student had access to and was using all the components of the systematic intervention plan as explained in Outcome 2, Tier 1. Then the team reviews and analyzes all documentation relevant to the student which includes: student records, Student Success Team Logs, Health/Medical records, attendance records, disciplinary records, language acquisition factors (ELL), California English Language Development Test (CELDT) scores when appropriate, teacher reports, progress reports, grades, State and District English/Language Arts and mathematics assessments, when standardized tests are considered invalid for the student, the assessment plan documents alternative assessments, if an interpreter was used, a statement regarding validity of assessment, occasionally independent/agency reports, psycho-educational reports, teacher observations, effects of environmental, cultural, or economic disadvantage or any other additional factors relevant to the student’s situation. A student interview will also take place.</p> <p>Within 15 days of receipt of the written request for the Special Education evaluation, the parents will receive either an assessment plan for their consent or a written notice that the request for assessment was not appropriate at the present time due to the consensus of the ART’s evaluation. If the ART deems special education should be assessed, then the parents are to fill out the “Student Information Questionnaire for Parents and Guardians”. After the parent signs the consent to assess, a full scale evaluation will be conducted, including formal testing, reviewing existing data, looking at test results, calculating any exclusionary factors, verifying the English language acquisition skills are not a</p>

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		<p>factor and/or any reviewing any other relevant information. Parents may appeal the decision utilizing one of the dispute resolution processes found in “Your Right to Procedural Safeguards to Resolve Disagreements over What is Appropriate for Your Child”</p> <p>When the eligibility of Emotional Disturbance (ED) is being considered or will be discussed, the parent must sign an additional consent of their participation in the IEP, Bulletin4182.1, Attachment A. If this student is of African American ethnicity, an additional comprehensive evaluation will be conducted in compliance with the MCD, Outcome 18.</p> <p>SEHS must have all assessments completed and reported to the parent at an IEP meeting within the 60 day time limit. At the IEP meeting, if the team determines that the student has a disability then the team will decide the eligibility for special education and/or related services or if a Section 504 would be more appropriate.</p> <p>The monitoring of referrals by ethnicity is non-applicable at this time due to the 99% homogenous demographic group of Hispanics at SEHS.</p>
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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 2, 3, and 4	Instructional Plan for Students Using Grade Level Standards	<p>South East High School will provide all students with a rigorous education based on California state standards, in the Least Restrictive Environment, designed to ensure that South East High School students are prepared for success in the 21 century as Aware and Socially Responsible Citizens, Critical Thinkers, and Effective Communicators. Special education services at South East High School will be provided in an integrated setting to support student achievement, will guarantee that all students receive equitable access to the core curriculum, and that all students are held to the same high expectations. Co-teaching and co-planning between general education teachers and special teachers will ensure, to the greatest degree possible, that students with disabilities are educated alongside non-disabled peers in the general education setting.</p> <p>While our student-centered curriculum works to ensure a rigorous standard for all, supported by research-based instructional strategies, we also recognize the essential role of differentiation for student needs, whether students are at-risk or accelerated. Instruction is differentiated within the classroom using SDAIE strategies, IEP accommodations, and Gate differentiation. The needs of individual students, as determined by ongoing assessment, will dictate the accommodations adopted and may include: differentiating the pacing of instruction, varying activities, graphic organizers, thinking maps, thematic lessons, pre-teaching vocabulary, spiraling, breaking down information into manageable chunks, use of computational aids, preferential seating, cloze activities, multi-modal instruction, and use of mixed-ability cooperative groups among others.</p> <p>Furthermore, general education teachers and special education will work cooperatively to backwards plan effective instruction. As a school, we are implementing Rick DuFour's research-based approach to Professional Learning Communities (PLCs), using Learning by Doing: A Handbook for Professional Learning Communities at Work, along with the Pyramid Response to Intervention (RTI) described by Austin Buffman, Mike Mattos, and Chris Weber. We believe student achievement improves when the faculty has a shared consensus on the essential standards all of our students must meet to reach the high expectations of our educational program. Each department is developing a clear consensus on what constitutes our "safety net" curriculum, and we are committing as a school to ensuring that</p>

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		<p>every student achieves proficiency in it. <i>The Complex's</i> staff is committed to increased transparency and collaboration to improve student achievement. Using principles from Grant Wiggins and Jay McTighe's <i>Understanding By Design</i>, our commitment to backwards planning to identify key essential standards is guiding the creation of department-wide final exams, scope and sequence plans, formative assessments, and regular examination of student achievement data (district-wide periodic assessments, PLC formative assessments, end-of-course summative assessments, CST results, etc.). PLC work will be held accountable through a quarterly curriculum review as advocated by Mike Schmoker in <i>Results Now</i>.</p> <p>Ongoing assessment, both formative and summative, and data analysis will be used to measure academic growth and determine if students' academic needs are being met through RTI². Students with disabilities, and their non-disabled peers, who do not demonstrate adequate growth through good first teaching practices, score low on standardized tests, self-refer, are frequently absent, and/or identified through the IEP process will receive strategic intervention at Tier 2. If further assessment indicates that Tier 2 interventions are ineffective, the student will be referred to intensive interventions at Tier 3. All interventions will take place in the Least Restrictive Environment.</p> <p>To support our PLC and RTI initiatives, and to facilitate collaboration, co-planning, and co-teaching between general education and special education teachers, PLCs will have increased common planning time, allowing them to meet at least once a week to design common formative assessments, review student assessment results, share instructional practices, and plan student interventions. Instruction and assessment will be transparent within the PLC and allow for increased responsiveness to student needs, leading to increased student achievement. Additionally, we are establishing a bi-weekly intervention period to allow for targeted and timely student intervention and enrichment, addressing each student's needs. The content of these intervention periods will be directly tied to the work of the PLCs, allowing extremely targeted standards-based instructional intervention opportunities. We are committed to ensuring that every student passes their A-G requirements and have the chance to go on to higher learning.</p> <p>Multi-grade level planning, though challenging, is facilitated by flexible grouping of students based on learning preferences, mixed-ability cooperative learning opportunities, thematic instruction and project based learning.</p>
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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 7A and 7B	Instructional Plan for Students Using Alternate Standards	<p>The instructional plan for students using the alternate standards is a focus of the School Integration Support Team (SIST) whose members include General Education teachers, Special Education teachers, the Bridge Coordinator, and the Assistant Principal. This team meets to support the increased participation in general education through the IEP process of students who are not Specific Learning Disabled (SLD), who have a Speech and Language Impairment (SLI) and/or are Other Health Impaired (OHI) as appropriate into the General Education setting for a minimum of 40% or more of the instructional day and at least 23% of students who are eligible as Multiple Disability, Orthopedic (MDO) into General Education classes for a minimum of 40% or more of the instructional day. Monthly data is observed and analyzed by the Bridge Coordinator as to the status of these targeted students and members of the School Integration Support Team (SIST) meet regularly to review progress of the integration of students with moderate-to severe disabilities. Our self-monitoring assures our progress in meeting the specifications set forth in the MCD outcome 7A and 7B. The members of the team participate in ongoing professional development which is to continually try and meet the needs of this specific Special Education subgroup. SIST has developed a mode to encourage the integration of the severe students within the General Education setting, the SEHS Leadership students have been partnered with the MRM and CBI students to create an opportunity called "Special Friends".</p> <p>Additionally, when a student has an IEP and is placed in the MRM or CBI class setting and is on the non-diploma track (sometimes referred to as "alternative curriculum"), SEHS' instruction plan uses the Functional Performance Indicators (FPI) and Special Education Administrators of County Offices (SEACO) Alternate Curriculum Guide For Students with Moderate to Severe Disabilities' grading scale. In addition, our two credentialed teachers for these programs use the "Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities". Backward planning is designed by using the alignment matrices linking the state standards to functional skill areas and IEP goals supporting the integration process. In addition, the LAUSD's "Instructional Best Practices" is referenced and often maximized to create the optimum learning experience for our moderate to severe population.</p> <p>The teachers post the daily schedule to advise the students of their expected routine and activities.</p>

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		<p>They have age-appropriate instructional materials which focus on functional skills. They concentrate on identifying their own name, functional signs/ symbols, color words, number words, the ability to match oral words to printed words like their name, common signs, and daily activities/schedule. Also they work on recognizing common abbreviations like the days of the week, months of the year, street abbreviations, titles of people, recipes, following one-step written directions, responding to simple questions about text and recalling some events.</p> <p>In functional reading and writing, the teachers give attention to developing the ability to demonstrate left to right/top-to-bottom sequencing in a variety of activities, holding a writing implement correctly, tracing/copying, producing shapes, letters, numerals, producing name, producing simple words, using appropriate letter size in documents and the production of 2 to 3 word phrases as well as simple subject-verb sentences.</p> <p>Also technology is encouraged as a progressive teaching tool reinforcing the skills being taught in class. The students play interactive games and learn how to locate a search engine.</p> <p>In functional math, the teachers instruct students how to identify all numbers, match printed numerals to same, match quantity to numeral, sequence numbers, and place objects in ordinal position, identify more than and less than, make sets that contain more or less items, can identify the number before/after a given number, count in sets of 2, 5, 10, and sort numbers into piles of ones and tens. Lastly, instructional planning includes using concrete objects to solve addition and subtraction problems, calculator for functional activities, matching coins and bills, sorting money into like groups, identify all coins and bills, identify the value for all coins and bills, and use coin-operated machines.</p> <p>The CBI class uses their money knowledge to exchange money for desired item, paying for food/services and waiting for change. Most of the students are learning how to identify the cent sign and the dollar sign and can identify the written dollar amount on a sales receipt, menu, or sign.</p> <p>Also, embedded in their day is the ability to identify a calendar and a clock, telling time on an analog clock to the hour and half hour only, identification of the hour and minute hand and day and night, understand today, yesterday, and tomorrow to the days of the week and identification of all the days of the week on a calendar. Throughout the daily instruction there is ongoing assessment of student progress.</p> <p>By this continual monitoring of progress in the multi-age classrooms, grouping of students by their strengths and weaknesses can take place. Assessments that are used to identify the student's strengths, weaknesses and impact of disability are as follows: the Woodcock Johnson III, teacher</p>
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		<p>rating scales (BASC-2, TRS-A), behavior assessment system for children, parent rating scales (BASC-2, PRS-A), comprehensive test of phonological awareness (CTOPP), Woodcock Munoz Language Survey – English, Vineland II Adaptive Behavior Scales, Southern California Ordinal Scales Of Development. Based on these assessments, ongoing progress monitoring and the IEP plan, some accommodations and/or modifications can include; varying the print size, the page layout of information, providing alternative reading material, the use of highlighting, emphasizing key information, a reduction in visual clutter, creating varying formats of information depending the visual, auditory or multi-sensory needs, graphic organizers, manipulatives for hands on activities, frequent breaks, multi-sensory and/or multi-media presentations, small groups, pre-teaching of key ideas, advanced practice when asked to do an oral reading or response to a question, providing alternatives to writing or reading responses, word bank or shorter responses, reduced/modified workload, enlarged text, extra time, increased frequency of review, adaptive technology, multiple choice answers, division of test sections with highlighters and the use of rubrics for scoring alternative assignments.</p>
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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to Provide Supports and Services	<p>IEPs will be implemented immediately upon the written consent of parents. South East High School operates under the expectation that students with disabilities will be programmed into core content classes and demonstrate progress within the General Education curriculum. Therefore, to the greatest degree possible, special education services will be provided within the general education setting, in compliance with IDEA and the Modified Consent Decree which specify that instruction be provided within the Least Restrictive Environment. Case carriers will be responsible for dissemination of relevant IEP information to teachers and other support providers at the start of each semester and/or when changes to the IEP have been made. The IEP team will implement the IEP, clarify roles, and supervise the implementation of the IEP.</p> <p>Resource teachers and related services will track the minutes of service provided per student on Welligent and printout monthly reports in compliance with Modified Consent Decree Outcome 13. The administrator over special education and Bridge Coordinator will ensure that the frequency of service is compliant with IEP and that appropriate documentation is happening.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9	Transition Planning Strategies	<p>Based on the 1990 reauthorization of Individuals with Disabilities Education Act (IDEA), the 1997 amendment to IDEA, and the Individuals with Disabilities Education Improvement Act 2004 (IDEIA), transition instruction is embedded throughout the student’s secondary education at SEHS. Initially, all incoming 9th grade students complete a starter survey from the “Learn to Earn” transition program. This is the first stage in the assessment process that all SEHS students have to undertake to develop their Individual Transition Plan which predicts the transition instruction that will take place during the year.</p> <p>Additional informal and formal assessments will be used to determine their individual preferences, interests, learning styles, and accommodations necessary in school and the workplace. Annually a minimum of two career assessments are administered, less formal assessments include a “Career Clusters Interest Survey”, “What Do You Want to Learn This and Next School Year” form in the areas of Education/Training, Employment, Independent Living. Then the case carrier or Department of Transition Itinerant will conduct a student interest interview; create a Transition Planning Profile (MAPS), and a Pre-Employment Skills Checklist. In addition to the aforementioned assessments, a variety of more formal commercially produced testing is also conducted which includes; assessments from The Janus Employability Skills Program, Transition-to-Work (TWI) inventory by John J. Liptak, Ed.D., the Interest Determination, Exploration and Assessment System (IDEAS) by Charles B. Johansson, Ph.D., COPS II, or PICS by Robert P. Brady, Ed.D. for MRM or CBI students.</p> <p>The results of these informal and formal assessments along with “The Transitions Curriculum” by the James Stanfield Company will be aligned to develop a post secondary planning grid which focuses on post high school plans in the areas of education/training, employment, and independent living skills. Also included in the plan are the action steps to achieve the goals, opportunities to create career awareness, career planning, career exploration, determine future education and career goals (high school and post secondary), and lastly post-secondary preparation in the form of identifying local community agencies that will provide support services, post-school options and coordinating the transfer of information and supports from school to agency personnel. Throughout the student’s high</p>

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	<p>school career ongoing assessment will continue to assist in goal modification and involvement in appropriate learning experiences adapted to the student's interests.</p> <p>As the student enters the final year before either graduating with a diploma, receiving a certificate of completion, or aging out of the system, the counselor reviews all A-G classes and other graduation requirements to verify the needs for their academic schedule in their last year. Also, the Diploma Project Advisor (DPA) meets with these students individually and offers recommendations to motivate the students to graduate. In addition, the DPA monitors the graduation rate and completion rate of students with disabilities.</p> <p>The Department of Transition Itinerant works with the Special Education teacher to help the students complete the "Senior Inventory" and "Summary of Performance" which will be completed by the exit IEP, scheduled within 150 days prior to graduation or who has satisfied all state and local requirements. This information will be kept in the student's CUM and sent to the Department of Transition Office.</p> <p>At South East High School, we use a variety of material for transition instruction. First is the material from "When You Become 18" which is a booklet written by the California Law Advocates to make students with disabilities aware of their rights and responsibilities as contributors to society. It emphasizes participation for young adults and raises their awareness of their duties and privileges under the Law. Another tool to teach transition is using the Secretary's Commission on Achieving Necessary Skills (SCANS) which focuses on learning the skills that are needed to be successful in the workplace. Also, the "Learn to Earn" transition program is designed to teach students career skills, self-advocacy skills, and suggests activities that integrate school, community and the work place.</p> <p>Lastly, another transitional instruction tool is that each case carrier and/or the Department of Transition Itinerant will keep an instructional log that has the date, area of instruction, lesson title and an area for career portfolio which can be monitored. With this instructional log, along with developmental guidance classroom activities provided by the National Career Development Guidelines using the publication by the Los Angeles County Office of Education called "Networking", students will complete a personal, local resource guide in the areas of education/training,</p>
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		<p>employment information, support agencies, medical/mental health, transportation, and community services.</p> <p>Other transition activities include: researching schooling options, visiting the Career Counselor for possible training programs, apprenticeships or internships available, visiting the college center to apply for testing accommodations, completing college applications, researching scholarships opportunities, assistance with financial aid applications, meeting college representatives, collecting information on college fairs and trips, research schooling /job requirements needed for employment in the career interest, visiting the department of transition teacher to locate information about work experience, career/vocational assessments to support post secondary planning, creating a work portfolio, resume and cover letter, collecting letters of recommendation, visiting academic counselor to check credits, scheduling classes, scheduling of CAHSEE intervention, and ROP opportunities, understanding how to obtain a job by learning interviewing techniques, filling out an application and the process, and how to dress for success. Other tools for to prepare the students for post secondary include: interviewing someone who is actually doing the job and job shadowing in the field of choice, developing small budgets for groceries, housing and utilities, visiting South Gate Park and other social organizations, developing living skills, learning about community agencies, how to use public transportation, and about the civic responsibilities of being an adult.</p> <p>During IEPs, parents and students are made aware of other agencies that can provide services which include the Department of Rehabilitation, the Regional Center, Goodwill, and the Disabled Service Center at community colleges, universities and trade schools, and the California Conservation Corp.</p> <p>For students with limited cognitive ability, daily living skills functional vocational assessments include assessments with picture word banks that daily living skills which adults can do every day and functional vocational assessments which identify jobs of interest area, observation/situational assessments to determine if a student has the cognitive and motor ability to perform the job. Some of these assessments include sorting items, and stuffing envelopes which could identify the transition services to support activities for participation in an assembly line. Also, the moderate/severe population at our school assists the clerical staff in school mailing projects and delivering mail, messages, or summons for students.</p>
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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement	Access to Extra-Curricular/Non-Academic Activities:	<p>At South East High School, the special education students participate in non-academic classes and extra curricular activities through the collaborative environment our staff has developed. The continual communication between, the parent, counselor, special education teacher, special education assistant, general education teacher and team of professionals included in school integration support team is committed to the maximum extent appropriate that everyone has access to our comprehensive high school, regardless of his or her disability. If a student has a disability that may prevent him or her from performing a task to the full extent of their non-disabled peer in an elective course, the special education teacher distributes a confidential student passport to the general education teacher which will provide information based on the current IEP on how to accommodate his or her needs, modify the curriculum or provide adult assistance so he or she can participate.</p> <p>When there are a large number of students, with similar preferences wanting to take an elective class, the counselor groups the students and extra adult assistance is provided to support access to the requirements of the class. Additionally, students with disabilities are involved in school through the Special Friends Program. This program involves our moderate/severe students; which take a class with the leadership students. The leadership students act as social and academic role models to the students with disabilities and assist them in preparing and participating in all extra curricular activities.</p> <p>Students with disabilities have access to all extra curricular clubs, teams and activities including: Choir, Dance, Woodcraft Rangers, Students Run LA (SRLA), Chess Club, Band, Robotics, Basketball, Interact, Soccer, a Women’s Collective, Police Assistance League and Services (PALS), Track and Field, Travel Club, after school work experience program, field trips and Leadership.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement	Providing Extended School Year	<p>Extended School Year (ESY)-ESY is offered to students when the IEP team analyzes pre-and post achievement data in the area(s) of reading, writing, math, social skills/behavior, independent functioning, critical self-sufficiency skills, physical condition and demonstrates evidence that the student will exhibit more than a 51% significant regression in the observed area corresponding with limited recoupment after an instructional break, such as summer vacation. The instructional programs that are developed for the ESY period take into consideration the individual student’s needs per the IEP, the targeted area of weakness where regression has been identified, the state standards the Functional Performance Indicators (FPI), the Special Education Administrators of County Offices (SEACO) Alternate Curriculum Guide For Students with Moderate to Severe Disabilities’ grading scale and the “Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities”. The annual budget will include allocation for the personnel, transportation and resources to provide ESY services to all students deemed necessary to receive this academic support in a Free and Appropriate Public Educational Setting in the Least Restrictive Environment.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Court Requirement	MCD Outcomes	South East High School has embedded all Modified Consent Decree Outcomes mandated by Federal Court Requirements throughout this Service Plan for Special Education.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
All Outcomes	Professional Development	<p>South East High School’s commitment to providing a Free and Appropriate Public Education to students with disabilities is reflected in the school’s professional development plan. Effective professional development is characterized by three essential elements: a common understanding of goal and rigor, looking at student work and student/teacher performance data with opportunities for reflection, and authentic collaboration to improve overall student achievement. Special Education teachers and General Education teachers will receive ongoing professional development in the following areas: differentiated instruction, tiered instruction, research based instructional strategies including SDAIE, Jane Schaffer Writing and Marzano strategies, brain research, backwards planning, universal design, Modified Consent Decree Outcomes, project based learning, interdisciplinary projects, transition instruction, and behavior and social skills.</p> <p>Additionally, South East High School’s full-inclusion approach to delivery of Special Education services for a majority of special education students is in line with LAUSD’s stated objectives to restructure the delivery of special education services to students with disabilities for the purpose of improving student achievement. Foremost among these are:</p> <ol style="list-style-type: none"> 1. The development of Small Learning Communities and personalized learning within all secondary schools; 2. The requirements for improved student performance outcomes and graduation rates found in the No Child Left Behind Act and the Modified Consent Decree; 3. The emphasis in the Modified Consent Decree on reducing dropout and suspension rates; and 4. The expectation that students with disabilities will be programmed into core content classes and demonstrate progress within the general education curriculum, as outlined in the Individuals with Disabilities Education Act (IDEA) and supported by the outcomes of the Modified Consent Decree. <p>Commitment to these outcomes is evidenced by the professional development plan outlined by South East High School in which Special Education teachers will collaborate with General Education teachers in both Small School-wide professional development and department-wide professional development.</p>

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	<p>Small Schools will use the Critical Friends Groups collaborative method to look at student work or to analyze general student achievement issues in a professional environment. Additionally, Small Schools will use LAUSD's My Data to analyze all student progress in CST, CAHSEE, and District Periodic Assessment and to create yearlong goals. Small School teachers will be trained in the RTI² Pyramid Response to Intervention and Instruction (Austin Buffman, Mike Mattos, and Chris Weber) to implement a systematic method of intervention for all students who may need additional academic or behavioral support, including those with special needs, to assure that students with disabilities receive access to the core and instruction in the Least Restrictive Environment. Small Schools will also plan on-going training in writing across the curriculum, support Special Education students and English Language Learners through additional SDAIE, CELDT, and LRE training. Critical thinking will be promoted through professional development in Marzano's Classroom Instruction that Works, Bloom's Taxonomy, and the National Research Council's How People Learn.</p> <p>At the beginning of each school year new teachers will participate in a two -day New Teacher Institute designed to acclimate new teachers to SEHS' student population, achievement data, culture, academic expectations, differentiation strategies and expectations, special education laws and procedures, and to review the culture and expectations of faculty collaboration in a full inclusion setting.</p> <p>In addition to participation in Special Education department-wide professional development, Special Education teachers will also collaborate in core department-wide professional development when appropriate. Resource Teachers and Special Day program teachers will participate with core departments to establish effective collaboration as described in Rick DuFour's Learning by Doing: A handbook for Professional Learning Communities at Work. The PLC method of collaboration gives teachers the opportunity to align their visions of proficiency for all students, to create common assessments and a pacing plan, and to look at student work reflectively in order to increase student achievement. PLCs will also use Grant Wiggins and Jay McTigh's Understanding by Design. Teachers will use this research-based method of improving student achievement to identify essential standards and desired end results (such as summative assessments and department finals.) This will help them align their goals during the collaboration process of the PLC 9-step cycle. PLCs will use LAUSD's My Data and the results of their common formative and summative assessments for improvement, and to formulate targeted goals.</p> <p>As a way to support the academic achievement of students with disabilities, departments will also use data analysis to identify department-wide areas of growth and create additional professional</p>
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		<p>development training. We believe that although the PLC work is central to our professional development in content-specific areas, the PLC work needs additional support in the form of department-wide training in teaching strategies or department-wide sharing of best practices. For example Departments will plan trainings for critical thinking strategies (based on the work of Marzano, Bloom, or the National Research Council), reading strategies, SDAIE, CELDT, LRE, technology integration, and effective co-teaching, co-planning strategies. They will have opportunities to plan department-wide analysis of data to create department wide-objectives. Departments will also plan opportunities for teachers and PLCs to share their best practices, including those directly tied to differentiation, LRE, and effective co-planning and co-teaching. Each of these trainings will target identified areas of need.</p> <p>Because SEHS is committed to meet the goals outlined in The Individuals with Disabilities Education Act (1997/2004) which requires that students with disabilities be provided with an opportunity to be Welligent/Learning Zone trainings as outlined in the MCD.</p>
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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, and 16	Staffing/Operations	<p>During Special Education teacher recruitment, all teachers will be highly qualified under the provisions of No Child Left Behind, closing the disparity gap between highly qualified General Education teachers and Special Education teachers as identified in MCD, Outcome 16.</p> <p>The service for teacher to students with disabilities ratios follow the mandated norms, which have been developed to ensure that the needs of students are being met;</p> <p>Resource Teachers to 28 students</p> <p>Special Day Teachers to 17 students.</p> <p>Annual and on-going Clerical support will be provided to ensure we are following the District, State and Federal mandates.</p> <p>When equipment is identified as a proper support for a student, an IEP will be held to determine the need. After the determination, the Special Education teacher, Bridge Coordinator and Special Education clerk will work collaboratively to ensure the specialized equipment is available for the student. All specialized equipment is registered and stored in the counseling office, where the Special Education clerk is located. The Clerk will monitor the check out, use and return of all specialized equipment.</p> <p>When a student has a health concern, the Nurse is a participant in the IEP. She along with the other members of the IEP team; which includes the student, parent, General Education teacher, Special Education teacher, Administrator or Administrative Designee and any other Related Service Providers, create a plan for the student’s health concern(s) to be met. Then the Nurse will monitor all students with health matters, verifying they continue receiving support and services per the IEP requirements.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	Not Applicable.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<p>The South East High School family and community strategy is based on the belief that a school thrives when it is completely integrated into the community. This occurs when all students, all parents and caregivers, teachers, administrators, community members and organizations are full participants in the educational process. As outlined in Alan M. Blankstein’s Failure in Not an Option, it is imperative to successful education that</p> <ul style="list-style-type: none"> • All stakeholders build mutual understanding and empathy • As a school we provide effective family and community involvement • Administrators, counselors and teachers continuously reach out to families and the community. <p>Research indicates that fundamental to academic achievement in schools is increasing support and involvement of students’ families and the community (Blankstein 167). South East High School must continuously communicate high and reasonable expectations for achievement and the importance of all stakeholders being involved. This is particularly for Special Education students. Parents of students with disabilities will be included in all aspects of the IEP process including identification, assessment, placement, instruction and re-evaluation for continuation of services. When necessary, parents will be accommodated in the IEP process by providing translation and interpreter services, and scheduling IEP meetings at convenient times. The Bridge Coordinator and Special Education Clerk will communicate with parents regarding special education and related services, educating parents about the important role they play in their child’s education, responding to parents concerns and complaints, and working collaboratively with parents to advocate for the educational needs of students with disabilities. Parents of students enrolled in the learning center and self-contained classes will be provided with formal and informal progress reports in oral and written form in the home language whenever possible through personal phone calls, Connect-Ed, written report of progress in meeting IEP goals, and District progress reports and report cards. Parents of students fully-included in General Education and not participating in a Learning Center will receive formal and informal updates though personal phone calls, written report of progress in meeting IEP goals, and District progress reports and report</p>

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		<p>cards.</p> <p>Monthly “The Special Education Parent Training Calendar” provided by LAUSD’s Department of Special Education will be posted conspicuously in English and Spanish. Included in this calendar are Parent Resource Network/Complaint Response Unit Trainings and the Community Advisory Committee (CAC)/ Special Education Multicultural Advisory Committee (SEMAC) combined meeting. By participation in these meetings, parents have leadership opportunities within the LAUSD SELPA and the state level.</p> <p>South East High School will abide by LAUSD, state, and federal guidelines to address parents’ concerns and complaints in a timely manner. Whenever possible, written and oral communication, including IEP documents, will be in the parents’ language of preference.</p> <p>In an effort to build an atmosphere of collaboration and trust, all Special Education teachers are encouraged to write a letter of welcome at the start of the new school year and to follow-up with a personal phone call to the parents of students on his or her caseload. Additionally, at the start of the year, a Parents Night will be held to provide parents of students with special needs an opportunity to meet their child’s teachers to encourage communication and collaboration. This formal and informal communication helps to establish a common vision and sense of community.</p> <p>All parents at South East High School, including parents of students with special needs will be encouraged to vote and/or run for school-wide leadership positions including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Compensatory Education Advisory Committee (CEAC). Along with the SSC, ELAC, CEAC each Small School will have its own advisory council that includes parents and community members. Parents will also need to acquire Parent Service Hours for the four years their child is at SEHS, in order for their child to graduate. The Parent Center and PTA will actively expand parent-teacher membership and plan fundraising activities, as well as allocation of monetary contributions.</p> <p>South East High School will establish a parent-to-parent support network through the Parent Center and the Parent Teacher Association, a Parents Night, and continue Coffee with the Principal. As noted through parent surveys, direct calls from teachers, counselors and parent volunteers are an effective way of communicating with students’ families. SEHS will continue to use Connect-Ed, and monthly mailers, as well as a future marquee to communicate regularly with families. The following are additional ways in which SEHS will increase school-to-home communication:</p> <p>All parents, including parents of students with disabilities, will be encouraged to make appointments</p>
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		<p>with the child’s teachers to review progress during the Parent-Teacher Conferencing Week.</p> <ul style="list-style-type: none">• Teachers, both Special Education and General Education, will provide class syllabus and student-parent-teacher compact to be read, signed and returned to teachers during opening week of each semester. All teachers will also provide an introductory letter to parents in both Spanish and English, complete with contact information and conference block for scheduling on-going parent-teacher conferences. Introductory letters from teachers will request updated parent contact information.• All teachers will provide class-specific newsletters with unit of study information, project updates, due dates and that re-establish class expectations. Through newsletters, teachers can extend invitations to classroom visitations during project presentations and solicit parent volunteers to assist in day-to-day classroom activities or during special events and field trips.• All teachers will contact parents regularly by home phone, cell phone, email, text or mail regarding student progress.• Professional Communities (Departments) will provide semester pacing plans and standard-based curriculum outlines via school’s Web page. Pacing plans and outlines will be sent home with all students at the start of each semester through their academic classes.• Academic counseling will take place prior to opening week of the new school year, thus providing students and parents with academic requirements and school-wide expectations for learning.• The case carrier of each student will provide hard copy progress reports every grading period to the parents of students receiving low grades. Parents and caretakers of students receiving “In danger of failing” notices will be contacted by the counseling office prior to final grades. The counseling office will also notify the parents of students not promoting so that they can further review options.• Small schools will provide parent shadowing opportunities, fundraising opportunities (for student and parent incentives) and opportunities for parents to share real-world experiences with students.• Small schools in conjunction with the Parent Center and the PTA will identify liaisons (1 parent council per school) for contacting parents and maintaining parents informed of upcoming school and community events held at the SEHS campus. Through these parent-to-parent support networks, SEHS will cultivate a culture of community and mutual respect, while
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		<p>maintaining high academic expectations.</p> <ul style="list-style-type: none">• Parents will link to small school websites through the SEHS home webpage. Small school websites will promote updated activities and provide an email for parents to make suggestions and address concerns.• Each small school will host regular parent nights to engage parents and improve communication between the school and the community.• Each small school will maintain a student run newsletter to be sent out to parents every month, uploaded to the website.• Local newspapers and citywide website will be used to communicate school wide and small school information.• SEHS will commit to home visits by teachers and other school personnel.• All communication will be clear, concise and communicated to all stakeholders in a timely manner, at least 1 week in advanced.• School wide surveys will be given to all stakeholders throughout the year to ensure communication, transparency and other important information is being met effectively.
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