

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

School Identification: Wilson High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>The following processes have been developed to ensure:</p> <ul style="list-style-type: none"> • The identification of students with disabilities upon enrollment: An LAUSD <i>Student Enrollment Form</i> will be completed by parents for all newly enrolling students upon their enrollment. The form asks if at his/her previous school the student was receiving special education services, had an IEP, 504 plans, difficulties that interfered with learning, or was identified for GATE. Office and administration staff will understand the form and their responsibilities to promptly identify students who require special services. <p>IEPs of students from other LAUSD schools will be reviewed on Welligent, as will copies of IEPs of students entering with IEPs from outside the district. Appropriate forms and procedures will be completed as Wilson HS immediately implements the existing IEP and prepares for an IEP review meeting within 30 days.</p> <p>In addition to the procedures specified in Part II of the <i>Special Education Policies and Procedures Manual (PPM)</i>. Each spring, Wilson HS staff will meet with feeder schools to identify the number of students with disabilities that are likely to enroll in Wilson HS. In addition, performance levels, special education needs and the date of the last annual and triennial assessment will be obtained for identified students. This information will allow Wilson HS to plan for the incoming students especially when developing class schedules and planning for needed special education services in the following year.</p> <ul style="list-style-type: none"> • The staff awareness of Special Education procedures used by the school site: The school’s professional development committee will plan, implement, and assess training sessions that focus on Special Education procedures used on site. Special education, related services and administrative personal will be fully acquainted with the PPM and their responsibilities specified there. General training sessions will include a focus on such areas as referral and assessment procedures for students suspected of having a disability and assessments requested by parents. • The availability of an assessment process for students suspected of having a disability: A timely, tiered and then comprehensive assessment process will be available for all students who have been properly

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		<p>screened or whose parents have submitted a written request. The procedures are described in the section of this Appendix entitled ‘Procedures for identification and assessment of students’.</p> <ul style="list-style-type: none"> • The appropriate publications and forms are maintained at the site: As part of the Main Office, The Special Education Office, SLC counselor’s offices, and the Parent Center, <i>The Parent Network Poster</i> will be displayed. The publications entitled, <i>Are you puzzled by your child’s special needs</i> and <i>A Parent’s Guide to Special Education Services</i> will also be made available and distributed in the appropriate language. (The district provides material in several languages.) • Parent Information is available: In addition to the printed materials, parents will be referred to the Parent Resource page on the district’s special education website and provide contact information for the district’s parent resource network.
Outcome 2	Intervention Programs	<ul style="list-style-type: none"> • The identification process for determining student participation in intervention programs: The initial process for determining student participation in intervention programs is implementation of the District’s Multi-tiered Framework to Instruction and Intervention (BUL 4827.1) Students are identified through their response through specific evidence based instruction and intervention across three tiers of services. As students move up the tiers in this approach, intensity, duration and frequency of services and progress monitoring is increased as teacher-student ratio decreases. A critical step in the identification for participation in intervention, as addressed by the MCD, is Below Basic CST scores and performance in the core curriculum. Students with disabilities who score Below Basic on CST’s will be included in structured standards-based instruction and related interventions implemented for all students with Below Basic scores. If their progress indicates, they will receive services of greater intensity, frequency and duration. • The benchmark and progress monitoring tools: Student progress will be monitored with the same assessments – CSTs, CELDT, periodic assessments, curriculum based measures, and behavior data. The rate and degree of progress of students with disabilities will be monitored and if less than that of the general education students, the students will be given more intensive instruction. Progress monitoring will provide, among other things, information regarding the types of errors and instructional needs of the students.

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		<ul style="list-style-type: none"> • A multi-tiered approach to interventions, from core program to more intensive instruction: Based on the information from progress monitoring tools, a multi-tiered approach will be implemented. The core program will be the first tier. If found inappropriate, more intensive interventions will be implemented. Consistent with the school wide tiered intervention process, if this secondary intervention is not successful, a third more intensive intervention will be employed and monitored. • Programs to be used and purposes for the program: Among the curricular programs to be used are: Read 180, supplemental texts to support SDP class core subjects. Among the special education services to be used include co-teaching and collaboration with RSP teachers in the general education classrooms, Learning Center, Double blocking core subject classes (English, Algebra, Geometry), addition of tutoring and test prep classes for SDP, reevaluation of students program placement if needing more intensive intervention classrooms (RSP to SDP), teacher trainings and support of differentiated strategies, Bridge Coordinator to engage in support for teachers, staff and parents. Administrators and staff will make use of professional development and consultation services of Support Unit East. • Progress monitoring and how it will inform instructions: Individual student’s response to the differing interventions will be assessed and monitored. When assessments indicates that a student needs more or different instruction and intervention to access the core curriculum, the next tier of services will be provided. This multi-tiered framework is a continuum of instruction and intervention where a student may receive simultaneously differentiated instruction in all three tiers in order to address his/her academic and behavioral/social-emotional needs. A reevaluation IEP may be needed to revise a student’s program placement.

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<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<ul style="list-style-type: none"> • Prevention <p>In each classroom, office and school wide common areas, there are 5 clear and positively stated behavioral expectations, Mules Pac 5. Students and teachers will discuss and develop common understandings and definitions of the expectations. Teachers will provide models of appropriate behaviors when students do not know them. Staff will monitor behaviors school wide and use a variety of means to positively reinforce appropriate behaviors. Teachers will follow Wilsons Progressive Discipline Policy to provide fair, consistent, and effective behavioral interventions which ensure students’ rights to due process and a safe learning environment. FAS classes will be used as needed to discuss, model and teach expected behaviors. School wide assemblies will occur each semester to review rules & expectations.</p> <ul style="list-style-type: none"> • Intervention <p>Tier 1 structure of Wilson’s school-wide plan will reflect the school’s Progressive Discipline Policy, Code of Conduct and Expected School Wide Learning Results to reinforce positive behavior, foster accountability and reduce suspension rates for Special Education students.</p> <p>Tier 2 structure implements collection of data on Office Discipline Referrals (ODRs) and suspensions for incoming and continuing students and will use as baseline data to monitor the progress of school wide and individual positive behavior support programs. Individual Behavior Support Plans will be written/reviewed for students with disabilities who need them. Behavior Plans will be written/reviewed for students with ED or Autism as required by the MCD and for other students with disabilities as necessary to support academic progress. Additional school wide trainings on effective classroom behavioral strategies and implementation of Behavior Support Plans will occur during PD times.</p> <p>Tier 3 structure collections and analysis of ODRs and other disciplinary actions will provide ongoing progress monitoring. If data reveals that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analyses will be conducted and used as the basis for planning and implementing more highly focused Individual Behavior Support Plans.</p> <p>Behavior Support Plans will be conducted as required for students with disabilities with special attention to students with ED/AUT eligibility as per Outcomes 17a, 17b and 18.</p>

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<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<ul style="list-style-type: none"> • The number of students: Wilson currently serves approximately 260 Special Education students. • The disabilities of students: Wilson High School currently serves the following disabilities; Specific Learning Disabled, Autism, Deaf and Hard of Hearing, OHI, MRM, MD, and ED. • School organization to meet the needs of these students: Wilson High School Special Education Department organization: Resource Specialist Program: Serves Special Education students with varied disabilities on Core curriculum as determined by IEP team. Students are fully included in General education program, with individualized class scheduling into Learning Center tutoring classes as needed. Special Day Program which includes: SLI/SDP classes Autism class OHI class MD class MRM classes ED program DHH class

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	<p>Special Education Program Description</p>	<p>Wilson HS offers a comprehensive continuum of placement options for students with disabilities. Wilson’s Special Education program objectives include increasing students understanding and knowledge of core subject curriculum and increasing students’ CST scores, with a focus on students with disabilities achieving Basic and/or Proficient scores and successfully completing school with diplomas and/or certificates of completion. The Resource Program (RSP) provides standards-based instruction and services to students with disabilities who are assigned to the general education classroom for the majority of the school day. The Special Day Program (SDP) provides a standards-based curriculum, with accommodations as needed, that serves students whose disabilities impact their academic progress in general education classes to a degree that an alternative smaller group setting is needed. The SDP is also inclusive of the Emotionally Disturbed Program (EDD), the Autism Program (AUT), and the Other Health Impaired program (OHI) and Deaf and Hard of Hearing program (DHH). These programs incorporate standards-based curricula, with accommodations as needed, and serve students whose disabilities impact their social/emotional relationships, and academic progress to a degree that an alternative small group setting is their Least Restrictive Environment. Wilson HS also provides programs that serve the disabilities of Multiple Disables program (MD), Mental Retardation (MRM), Community Based Instruction (CBI) and the Autism Program (AUT). These programs follow the Alternative Curriculum CA Standards and provide small group settings that are students Least Restrictive Environment.</p> <p>Wilson’s Special Education Program reflects the philosophy of the school and its Small Learning Communities. It is an inclusive, productive, and safe environment for all students including those with disabilities. All students are educated in the least restrictive environment and are given access to grade level standards and the general education core curriculum. Students will address grade level standards in their classrooms. Supports and services, co-teaching, co-planning and consultation, and/or Learning Center supports will be provided to students. Teachers in general education classrooms will collaborate regularly with colleagues whose expertise is that of special education. Students with disabilities participating in the Districts Alternate Curriculum do not take part in the periodic assessments designed for students following the general education curriculum.</p> <p>Students with significant disabilities and students for whom the core curriculum is inappropriate will have an alternate curriculum as determined by their IEP team. Students following the District Alternate Curriculum do not take part in the</p>

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		<p>periodic assessments designed for student s following the general education curriculum. Instead they participate in the Community Based Instruction Program (CBI) that focuses primarily on promoting independent living. The program serves students whose disabilities impact the following areas: academic progress, communication, health, interpersonal relationships, safety, and/or use of community resources in the development of daily life skills. Some of the interventions used for students in the CBI program include participation in general education, such as involvement in elective courses and extracurricular activities.</p> <p>The special education population will be considered with the entire school in regards to Response to Instruction and Intervention (RTI2).</p> <p>The Learning Center supports will be provided when an IEP team determines that a RSP student following the core curriculum with accommodations needs additional personalized education interventions that are best delivered outside of the general education setting and/or a large group context.</p> <p>Wilson HS will use supplemental aids and supports to support student learning. The special education program will used assistive and adaptive technology as needed. Related services (DIS) will be provided when included in the IEP if an assessment by a qualified assessor indicates the student’s need for the service and that the service cannot be provided by a general or special education teacher. Assistive technology supports will begin with low/no tech (e.g., color coding, graphic organizers), to mid level (e.g., calculators, books on tape), to higher level technology (e.g., computers). The need for low incidence equipment or services is assessed by the teacher and/or related service provider and determined by the IEP team. These may include specialized transportation, career and vocational instruction, and specialized communication devices.</p> <p>Students with disabilities will be integrated with their typical peers when appropriate. Students in the core curriculum with accommodations and modifications will receive most or all of their instruction alongside their typical peers. Some students will receive Learning Center services but will spend the majority of the day participating with their typical peers</p>

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		<p>in the general education setting. Students needing SDP core subject classes will participate in SDP core subject classes while taking some core subject and elective classes, as determined by the IEP team, with their typical peers. Student’s participant in the alternate curriculum will be encouraged to participate in elective courses, as determined by the IEP team, and extracurricular activities. The school climate will be such that students with disabilities are welcome in all activities including social events such as prom and sporting events.</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>In order to assist the District in meeting MCD Outcome 8, Wilson will maintain regularly monitor and report the percentage of students with SLD and/or speech and language impairments who live within the school boundaries. At least 93% of such students will be educated at Wilson if this is determined to be their home school.</p> <p>A Bridge Coordinator or other Administrator will monitor COST-SST and Individual Education Program (IEP) processes and ensure that district and state processes, implementation plans and timelines are followed. To specifically monitor timely completion of initial evaluation (as per Outcome 10), the Bridge Coordinator/Administrator will monitor and ensure accuracy of Welligent data regarding expected completion dates for initial evaluations. The Coordinator/Administrator will oversee the timelessness of completion of evaluations. The Coordinator/Administrator and special education teachers will use the Welligent master calendar function to determine need for IEP reviews and triennial evaluations and schedule them for timely completion.</p> <p>Prior to IEP meeting: The internal communication system planned for team members prior to an IEP meeting to an IEP meeting includes the distribution, collection and review of IEP Student Evaluation Forms and individual consultation with teachers as needed prior to the meeting date. Team members (Spec Ed teacher, Gen Ed teacher, student, counselor,</p>

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		<p>administrator designee, parents/guardian, and others) are notified 10 days prior to scheduled date of IEP meeting. Staff is asked to complete IEP student evaluation forms within 5 days of IEP meeting. Reminder notices to complete forms are placed in participants' mailboxes 7 days prior to the meeting. The Coordinator/Administrator will contact teachers who have not submitted the forms at least 3 days prior to the IEP meeting and clarify the requirement and immediate due date if needed.</p> <p>IEP meeting: IEPs are reviewed annually. The IEP meeting is held to discuss present levels of performance including students' strengths, evaluations of present needs, impact of disability, and accommodations/modifications. In addition: annual goals and objectives, related services, individual transition plans, placement, designated intervention services (DIS) including Extended School Year (ESY), parental concerns and the districts offer of Free Appropriate Public Education (FAPE) are discussed. Master Plan for English Language Learners (EL) and Behavior Support plans are discussed and developed as appropriate.</p> <p>Review of individual students needs will drive the IEP team's determination of placement and District's offer of Free Appropriate Public Education (FAPE).</p> <p>Following the IEP: There will be a systematic internal communication system for team members following the IEP meeting. These are discussed as follow up mechanisms.</p> <p>Follow up mechanisms for ensuring implementation of the IEP include distribution of specific IEP information to teachers, consultation, collaborative planning, co teaching, and making service and progress reports in Welligent.</p> <p>Specific IEP pages and information will be developed and distributed following the IEP and at the start of each semester to all general education teachers who teach students with IEPs. Folders of information will include information regarding eligibility, present levels of performance, goals, specific accommodation and modification and</p>

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		<p>any other pertinent information for academic success.</p> <p>The case carrier will meet with the students’ teachers to discuss the content of the IEP folder and provide consultation and/or collaborative services as needed to support the implementation of the students IEPs.</p> <p>The case carrier will regularly communicate with the students’ teachers to assess the implementation of the students IEPs and monitor students’ progress when IEP goals, objectives and strategies are implemented.</p> <p>The case carrier and service providers will accurately enter into Welligent records the services provided and their duration on at least a weekly basis; and periodic reports of student progress toward IEP goals (monitored by Bridge Coordinator/Administrator).</p> <p>The case carrier will assess students’ and teachers’ need for additional support and will call for another IEP meeting if changes need to be made in the IEP.</p> <p>Private /confidential meeting space is provided for IEP meetings and teleconferencing if use is necessary. IEP meetings will take place in the Special Education office or a separate private environment to ensure confidentiality. If parents are unable to attend an IEP meeting they may be connected via teleconferencing from a secure and private space.</p> <p>Parents/guardians, including those who do not speak English, are welcome as active participants in the IEP process and in their child’s education. Wilson staff will immediately notify the district of the need for an interpreter for an IEP meeting. The school will also inform the district of the need for IEP translation into one of the District’s primary languages and follow up with the District to encourage the completion of translations within the time frame specified (Objective 15). The Bridge Coordinator/Administrator will ensure that Welligent translations into Spanish are provided as needed following the IEP meeting.</p>

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<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>A systematic intervention plans as described earlier in this appendix will be in place and followed as part of the screening for referrals. Students who do not make adequate progress with tier 3 interventions will be considered for referral for special education assessment.</p> <p>A systematic referral process has been well planned and will be uniformly applied. The referral process is based on careful monitoring and decisions making after students have had good first instruction, tier 2 and 3 interventions and instruction. Students whose progress does not meet expectations after tier 3 are referred for consideration of an assessment for special education eligibility.</p> <p>Prior to referral for formal assessment designated school professionals review a students’ records and educational history to ensure that exclusionary factors and language acquisition and development are considered. Information gather red during this review is used as a guideline for later selection of language appropriate, non biased and technically adequate assessment measure to be included in the assessment plans.</p> <p>All areas of suspected disability are addressed including health and development, general ability, academic</p>

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		<p>performance, language function, motor abilities, social-emotional status, self-help abilities, and career and vocational abilities and interests. In addition, the assessment plan that is developed will demonstrate how the comprehensive assessment addresses the required detailed in the PPM.</p> <p>A Special Education Assessment Plan will be presented to and, when possible, discussed with parents in a timely manner. The coordinator/administrator will ensure that accurate evidence is developed and maintained to demonstrate timely presentation of an assessment plan and completion of a comprehensive evaluation.</p> <p>As per MCD Outcome 18, for each student identified as ED in an initial or triennial evaluation, the evaluation shall address each of the 28 elements specified by the Independent Monitor as well as consideration for placement in the least restrictive environment.</p> <p>Referrals will be monitored by ethnicity. The Bridge Coordinator/Administrator will be responsible for monitoring and reporting the ethnicity of students referred for assessment for special education eligibility. The Coordinator/Administrator will ensure that particular attention is paid to monitoring and reporting compliance with the comprehensive evaluation and ethnicity reporting for all African American students, especially those identified as ED.</p> <p>In the case of a parent’s written request for assessment, an assessment plan will be presented within 15 days of the request. The assessment will be completed within an additional 45 days. By California law the assessment is considered to be completed upon completion of the IEP meeting in which that assessment is reviewed and acted upon.</p>

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<p>Outcome 2</p>		<p>Students participating in Core curriculum at grade level standards are expected to meet all requirements needed for graduation following Wilsons IB and SLC philosophies and plans. Students in RSP/General education classes and SDP Core subject classes use Wilsons and Districts grade level materials following grade level standards.</p> <p>Teachers collaborate in specific Subject Department and Professional Learning Community meetings to collaborate and plan units, lessons and pacing plans for multiple grade and subject level. Teachers use the IB MYP Unit template to plan standard based lessons and units. This specifically includes focus and practice using Backward planning; from the assessment to the learning activates through inquiry. Within these Unit/lesson plans it also allows for the input and focus on differentiation. A focus on how accommodations and modifications that can be used will be inputted into the core curriculum lesson. Teachers will share use of how varied differentiation practices can be used to individualize instruction for special education students. Teachers will refer to <u>Adapting Curriculum & Instruction in Inclusive Classroom: A Teachers Desk Reference</u>, by Diana Browning Wright found on the PENT CA website to guide implementing different accommodations and modifications. Following ‘Guidelines for Nine Types of Curriculum Adaptations’ and individual students IEP recommendations teachers can adapt lessons by Quantity of Practice, Time, Level of Support, Input, Difficulty, Output, Participation/Engagement. Other adaptations can be made as modifications with the use of Alternate Goals and Functional Curriculum. IEPs will guide specific accommodations/modifications that are to be used per individual student.</p> <p>Use of data from Standardized tests and other forms of assessments used in classrooms, district wide or individual testing for Initial or Triennial reports will help the IEP team and subject teachers implement strategies for differentiation which includes use of grouping, adapting instructional procedures and alternate assessments. Use of school wide strategies (AVID, SADAI, RTi) will also be in use to aide in differentiation. When necessary intervention will take place to reassess students needs.</p>

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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Classrooms that provide Alternate Standards instruction follow the Districts current Alternate Standards guide, <u>Curriculum Guide for Students with Moderate to Severe Disabilities</u>, and course descriptions. Community Based Instruction guides teachers implementing Alternate curriculum classes. Wilson uses age appropriate activities maximizing independence for post secondary transition and outcomes. The CBI Alternate curriculum focuses on preparing the student for independence. In the secondary school setting the first level of CBI classes focus on independence in a school community. As the student progress in age/grade they will participate in curriculum that focuses on independence in the greater community outside of school. Students will be taught in multi age groups focusing on the two levels of CBI classes/standards. Backwards planning is used in a similar way to core subject but with a focus on the alternate standards and individual student goals. Alternate and/or informal assessments will be developed per lesson/unit to reflect student’s achievements. Individual Education Plans guide individualized needs. Students also participate in general education elective classes as decided upon at IEP meetings and outlined in students IEPs. General education elective teachers will use alternate grading standards when assessing students work. Teachers will also implement specific accommodations and modifications specified in IEPs. Special education teachers will collaborate with general education teachers to help implement accommodations and modifications.</p> <p>Teachers will refer to <u>Adapting Curriculum & Instruction in Inclusive Classroom: A Teachers Desk Reference</u>, by Diana Browning Wright found on the PENT CA website to guide implementing different accommodations and modifications. Following ‘Guidelines for Nine Types of Curriculum Adaptations’ and individual students IEP recommendations, teachers can adapt lessons by Quantity of Practice, Time, Level of Support, Input, Difficulty, Output, and Participation/Engagement. Other adaptations can be made as modifications with the use of Alternate Goals and Functional Curriculum. IEPs will guide specific accommodations/modifications that are to be used per individual student.</p> <p>Use of data from Standardized tests and other forms of assessments used in classrooms, district wide or individual testing for Initial or Triennial reports will help the IEP team and subject teachers implement strategies for differentiation which includes use of grouping, adapting instructional procedures and alternate assessments. Use of school wide</p>

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		<p>strategies (AVID, SADA, RTI) will also be in use to aide in differentiation. When necessary intervention will take place to reassess students needs.</p>
<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>The needs of students with IEPs will be considered and addressed first when developing the schools schedule. Planners/Administration of counseling and counselors for Wilson are aware of the complex scheduling and service needs of students with IEPs and recognize that their program needs must be addressed before other programs and classes are scheduled. Plans to ensure that students with IEPs can receive those services must be made as school schedules are built. A master calendar of the availability of DIS providers will also be accommodated or modified. Counselors at Wilson work with district middle school in developing schedules for the following school year.</p> <p>Teachers and related service providers will be familiar with and experienced in entering service minutes into the Welligent tracking log. The Bridge Coordinator/Administrator will monitor and ensure accuracy of Welligent data regarding the provision of services as well as expected completion dates of evaluations and IEP meetings.</p> <p>Students 14 years and older will have a completed Individual Transition Plan developed at their IEP meeting. Families and students will recognize the importance of decisions regarding diplomas, certificates, and post school education and training. As students leave feeder middle schools, they and their families will be encouraged to attend incoming 9th grade tours and events for students transitioning to Wilson HS. Families will become knowledgeable about transition</p>

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		<p>planning and will collaborate with school personnel if needed to develop realistic transition plans. Their transition plans will include activities aligned to Education/Training, Employment, and Daily Living Skills.</p> <p>Students will have completed commercially produced transition assessments prior to turning 16. These plans will be discussed and considered in the development of their IEP and included transition plan.</p> <p>A ‘Senior Inventory’ and ‘Summary of Performance’ will be on file for students graduating with a diploma, certificate of completion, or aging out of the system. A copy of these summaries will be provided to students and families for future reference.</p> <p>Transition instruction will be presented to students, parents and staff to facilitate a successful transition with a focus on post secondary outcomes.</p>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>Students 14 years and older have a completed Individual Transition Plan. As students leave feeder middle schools, they and their families will be encouraged to attend ‘preparing for adulthood’ seminars in which they will learn about the need for early post school planning. The families and students will recognize the importance of decisions regarding diplomas, certificates, and post school education and training. They will become knowledgeable about transition planning and will collaborate with school and agency personnel if needed to develop realistic transition plans. Their transition plans will include activities aligned to Education/Training, Employment, and Daily living skills.</p> <p>Students will have completed commercially produced transition assessments prior to turning 16. These will be discussed and considered in the development of their IEP and included transition plan.</p> <p>A ‘Senior Inventory’ and ‘Summary of Performance’ will be on file for students graduating with a diploma, certificate of completion, or aging out of the system. A copy of these summaries will be provided to students and families for future reference.</p> <p>Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on</p>

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		post secondary outcomes.
Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>Wilson HS students will participate in Nonacademic/Extracurricular activities. All students will be welcome in nonacademic and extracurricular activities and services including lunch, nutrition, clubs, field trips, computers, afterschool activities, transportation, recreational activities, special interest groups or clubs sponsored by the school or District, Small Learning Community events, and social events such as the school prom and sporting events.</p> <p>Accommodations will be provided for students to participate in non academic and extracurricular activities. Accommodations/modifications will be made to enable students to access all school and extracurricular activities. These supports include access to the environments (e.g. early dismissal to allow time to get to event/lunch), personnel (e.g. paraprofessional, peer buddy), and equipment (use of calculator or communication board).</p> <p>Students will participate in general education elective classes after they have indicated interest with their counselors and the IEP team has called for enrollment in general education classes. Supports needed by students, as designated in their IEPs will be provided.</p> <p>Special education students will have access to all programs, special activities, clubs, teams, etc. that all students have</p>

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		access to. Students will also have access to any school wide event, SLC event or student/parent event.
Federal requirement	Providing Extended School Year	Wilson High School uses District guidelines for IEP teams to plan and determine when Extended School Year is appropriate. The IEP team determines if ESY is appropriate and completes required forms and IEP pages. There is a plan by the District to ensure ESY programs and services of the regular school year. Individual student's needs are addressed by the ESY program. Annual budget planning includes an allocation for personnel and resources to provide ESY services.

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Federal Court requirement	MCD Outcomes (to be woven among others)	1: Participation in Statewide Assessments, English Language Art 2: Participation in Statewide Assessments, Mathematics 3: Graduation Rate 4: Completion Rate 5: Reduction in Suspension 6: Least Restrictive Environment 7a: Least Restrictive Environment, SLD, SLI, OHI 7b: Least Restrictive Environment, MD, OI 8: Home School 9: Individual Transition Plan 10: Timely Completion of Evaluations 11: Complaint Response Time 12: Informal Dispute Resolution 13: Delivery of Special Education Services 14: Parent Participation at IEP meetings 15: Timely Completion of IEP translations 16: Qualified Special Education Teachers 17: Behavioral Support Plans for students with Autism or Emotional Disturbance 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Professional Development	<p>Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. General and Special Educators meet regularly to discuss individual student’s needs. Teachers meet to discuss and plan in SLC common planning time as well as during individual conference periods to address student’s needs. Teachers use the internal communication system to communicate and collaborate ideas and methods of differentiation. RSP teachers collaborate and co teach directly with General educators to ensure students are receiving specialized instruction when needed. Special educators meet regularly with core subject departments to provide school wide insight on differentiated lessons and ideas to implement accommodations and modifications.</p>
Outcomes 6, 8, 16	Staffing/Operations	<p>Teacher recruitment procedures are planned to ensure highly qualified teachers are available t students with IEPs.</p> <p>Credential verification and monitoring processes are planned.</p> <p>Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored.</p> <p>Clerical Support for compliance is planned.</p> <p>A plan is developed for maintaining specialized equipment as needed.</p> <p>A plan is available for providing health protocols.</p>

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

School Identification: Wilson High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	<p>Reports of projected revenues and personnel to be hired.</p> <p>Proposed budget to ensure services are provided.</p> <p>Completion of the Personnel Data Report.</p> <p>End of year 'unaudited actual of revenues and expenditures' (required end of year report).</p>
Outcome 14	Parent Participation	<p>There are plans outlining how parents will be informed in their preferred communication mode of their child's identification, evaluation, placement, instruction and re-evaluation for special education services.</p> <p>Plans have been developed to ensure parents are welcome partners in their child's education process.</p> <p>Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level.</p> <p>A procedure is planned s and responding to parents' concerns and complaints and providing a timely response.</p>