

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

School Identification #: School of Social Justice and Service Learning at Walnut Park Middle School (SJS-L)

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Search and Serve Processes are developed to ensure:</p> <ul style="list-style-type: none"> • Students with disabilities are identified upon enrollment. <ul style="list-style-type: none"> ○ Parents are asked for IEPs upon enrollment, communication with District . ○ Through assessment. Assessments may include individual testing, observation of the student at school, interview with the student and school personnel who work with the students, and review of school records, reports and work samples. • Students with disabilities will be provided equity and access through programs/processes such as: <ul style="list-style-type: none"> ○ Educated in the Least Restrictive Setting with maximum percentage of time with general education population. ○ Self-contained classes if called out by the IEP ○ Mainstreaming ○ Timely IEP meetings, with IEP team creating clear goals and supports. ○ Making rosters available to teachers, with students with disabilities identified. ○ Providing classroom teacher of new enrollees with students' IEPs • Cost/Student Success Team/school psychologist are available to access students undiagnosed needs and provide interventions for students with suspected disabilities. • Policy/Procedure Brochures and Parent Support information will be available in: Main Office, Parent Center and in Administrative Office (APEIS/Principal). These publications include <ul style="list-style-type: none"> ✓ <i>The IEP & You</i> ✓ <i>Parent Handbook</i> ✓ <i>A Parent's Guide to Special Education Services</i> ✓ <i>Complaint Response Unit/ Parent Response Network</i> ✓ <i>Informal Dispute Resolution for IEP Disagreement</i> • Staff will be made aware of the Special Education procedures used by the school site through: <ul style="list-style-type: none"> ○ Professional development ○ Staff meetings ○ Enrollment forms and publications such as: <i>The IEP and You</i>

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Outcome 2	Intervention Programs	<p>A multi-tiered intervention program to address student needs will be implemented for students not scoring at grade level. This includes the following levels of intervention and programs to be used include:</p> <p><u>Tier I</u></p> <ul style="list-style-type: none"> • Effective first instruction, which engages students in active construction of understanding, is provided to all students, including students with disabilities. Teachers plan lessons that include how to respond and adjust to meet students’ needs in the classroom. <p><u>Tier II</u></p> <ul style="list-style-type: none"> • Identified students who are academically at risk, are provided with differentiated support for one period of the school day. Strategies, different from those used during the general/core subject periods will be utilized during this time period. • Students who require additional intervention are scheduled into the Learning Center for Math and English. • If students show limited or no progress after interventions have been implemented, then their names will be submitted to COST/SST for further analysis as to why the students are unable to improve academically • The following differentiated materials will be used to address students’ needs as part of Tier II and asl some Tier III interventions: Read 180, Aleks <p><u>Tier III</u></p> <ul style="list-style-type: none"> • Intensive support for students performing significantly below grade level who have an identified learning disability, and needing appropriate differentiated instruction; additional support provided during and outside of the instructional day. These students will be serviced in the Resource, Special Day Program. <p>Students needs and progress will be monitored weekly as part of Service Learning Community meetings, and among core subject partners. The following assessments will be evaluated and discussed in monitoring progress for students: Periodic assessments, formative and summative assessment, progress reports from the IEP goal pages..</p>
Outcomes 5, 17	Discipline	The Discipline Foundation and Behavior Plan for School of Social Justice and Service Learning at Walnut Park

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<p>and 18 LAUSD Board Policy</p>	<p>Foundations Plan and Behavior Support</p>	<p>Middle School will be based on the premise that all students will be Advanced Placement students. Students that are AP students display behaviors that demonstrate: S.O.S., R.I.C.E., and the three Cs.</p> <p>S.O.S.: 1) Save ourselves, 2) Save our schools, 3) Save our Society R.I.C.E.: Respect, Impulse Control, Considerate, and Equity C.C.C. (related to student work) Carefully, Correctly, and Completely</p> <p>In order to practice behaviors that demonstrate respect, impulse control, consideration and equity, during homeroom and at school wide assemblies, teachers and students will set expectations and define what each of these look like. S.O.S., R.I.C.E., and C.C.C.s will be reviewed at least monthly with all of the students. The acronyms listed above, together with specific behaviors, will be charted and displayed throughout all of the common areas and in the classrooms.</p> <p>All students, faculty, and staff will receive a copy of the School Wide Behavior Support plan at the beginning of the school year. The School Wide Behavior Support plan will guide the foundation of discipline and behavior support at the School of Social Justice and Service Learning at Walnut Park Middle School. Our School Wide Behavior Support plan will include tiered interventions and positive reinforcements.</p> <p>To assist in the teaching, monitoring, reinforcing, and correcting of behaviors, we will use the following strategies</p> <ul style="list-style-type: none"> • Leadership Team will review monthly data from Office Discipline Referral System to target specific individuals. • Counselor, SLC leads, psychologist and psychiatric social worker will create lessons, and support plans for specific students. <p>Student positive behavior will be recognized at assemblies for each progress reporting period. Additionally, students will be given S.O.S., R.I.C.E., or C.C.C. certificates in common areas, or classrooms daily.</p> <p>Additionally, for students who have I.E.Ps or qualify for Special Education, whose behavior impacts their learning, Behavior Support Plan will be developed</p> <p>Behavior Plans will be reviewed for all students whose I.E.Ps already includes support plan. These plans will include levels of performance, goals and objectives, accommodations and modifications for the general education curriculum, special education and elective classes.</p>

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<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>In communicating with Emily Kuwahara, from the Special Education Office, we anticipate approximately 10% of the student body population to be enrolled in the Resource Specialist Program or Special Day Classrooms.</p>
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>To ensure Equity and Access, each of the following programs promote Inclusion in the Least Restrictive Environment (LRE.) Supports are provided for program development in moving students into the Least Restrictive Environment (LRE.)</p> <p>Direct Supports: co-teaching, modeling, and small group instruction.</p> <p>Indirect Supports: curricular modifications, co-planning, collaboration with general ed. teacher, Individualized Education Program (IEP) preparation and observations.</p> <p>Technical supports: Adaptive technology, use of computers.</p> <p>Resource Program (RSP): will provide standards based instruction and services to students with disabilities and assigned to the general education classroom for the majority of the school day.</p> <p>Special Day Program (SDP): An accommodated standards based curriculum serves students whose disabilities impact their academic progress in general ed. classes to a degree that an alternative smaller group setting.</p>

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<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Individual Education Programs (IEPs) are reviewed annually. Team members (SPE teacher, Gen. Ed. teacher, Counselor, Admin. Designee, parents, counselors and others) are notified 10 days prior to scheduled date of IEP meeting.</p> <p>Assessments/Behavior Support Plans as required for students with ED/AUT eligibility. SPE Assessment Plan will be presented to Parent/guardian within 15 days of written request. (MEM 4140.0)</p> <p>Passports are distributed at the start of each semester to all general education teachers who have students with IEPs providing information regarding: eligibility, present levels of performance, goals, accommodations and modifications and any other pertinent information for academic success. IEP Student Evaluation Forms are distributed as per student class schedule prior to the meeting date. Reminder notices are placed in participants mailboxes.</p> <p>Meeting is held to discuss present levels of performance including students’ strengths, evaluation 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 district’s 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 student needs will drive the IEP teams determination of Placement and District’s offer of Free Appropriate Public Education (FAPE.)</p> <p>All forms generated by the computer program, Welligent, and can be printed in English and Spanish. Interpretive services are available through district office and on site support staff to increase parental involvement. Parents may have IEP content translated upon request to district office. IEP meetings take place in the Special Education Office or teachers’ classrooms during their conference period to ensure confidentiality.</p> <p>IEP Goals/Pupil Progress Data Collection Sheets are distributed to all classroom teachers as a follow up procedure to monitor the progress of academic and behavioral goals. Summary of Performance (SOP) will be written by case carrier and presented with exit IEPs for culminating 8th graders.</p>

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<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>The first initial step would be to do a review of the student’s grades and attendance with counselor and administrator. A COST meeting takes place and if members deem it necessary then an SST meeting occurs.</p> <p>An assessment process is available for students suspected of having a disability. When a student is assessed, the following guidelines will be followed:</p> <ul style="list-style-type: none"> ○ Students will be assessed after a parent consents to the Assessment Plan ○ Students will be assessed in all areas related to his and her suspected disability ○ The assessment will be administered in the student’s primary language or a qualified interpreter will be provided ○ The assessment will be adapted for students with impaired sensory, physical or speaking skills ○ Testing and assessment materials and procedures must not be racially, culturally or sexually discriminatory.
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>All special education students using grade level standards will receive instruction using district adopted grade level materials and textbooks that align with the California State Standards. Students are provided access to grade level curriculum through the usage of books on tape, books in electronic format, and the use of computer software.</p> <p>Teachers will utilize formative assessments, Service Learning Projects, Periodic Assessments, MYDATA and CST scores to assist with backwards planning. Formative assessments will be used to inform our practice and to use appropriate interventions so that students can demonstrate mastery of instruction</p> <p>Accommodations and modifications will be available and utilized by all special education students who require these scaffolds or curricular adjustments.</p> <p><u>Accommodations and/or Modifications will include the following methodologies:</u></p> <ul style="list-style-type: none"> SDAIE (Academic Language ,Graphic Organizers, Scaffolding, etc.) AVID Project/Performance Based Learning Scottish Story Line Singapore Math <p>The following strategies will also be used for accommodations and/or modifications:</p> <ul style="list-style-type: none"> Marzano’s 9 High Yield Instructional Strategies Individualized accommodations/modifications

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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>For those students that are designated to receive instruction using the alternate curriculum, appropriate accommodations and/or modifications will be provided so they may have access to the curriculum. Lessons will consistently include various scaffolds and differentiation so that each student is able to individually experience academic success. Every lesson taught will come from the Service Learning unit of study that is thematically based and designed to teach students a variety of skills that will help them foster some level of independence in the areas of functional, life, and daily-living skills.</p> <p>Instructional materials and/or supports that will be utilized include:</p> <ul style="list-style-type: none"> • California Alternative Performance Assessment (CAPA) • LRE to maximize the development of independent life skills • Functional English • Functional Math • Health and Safety Awareness • Access to Community Resources • Money management • Modified curriculum • Individual accommodations/modifications • Alternate and/or modified assignments will be provided to best meet each individual student’s skill levels and learning styles. • Extra time on assignments and during testing • Additional Resources: manipulatives, graphic organizers, highlighters, Power Point Presentations, hands on activities, • Supplemental materials will be used to assist students with accessing alternate curriculum.

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<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>Related services can range from transportation and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education. To receive one or more related services a child must have a disability, need special education, and the related service must be determined to be necessary to benefit from the special education. California law uses the term Designated Instructional Services to mean related services. Related services include, but are not limited to:</p> <ul style="list-style-type: none"> • Audiology Services • Counseling Services • Language and Speech Therapy (Can be special education or a related service.) • Medical Services (For diagnostic purposes only.) • Occupational Therapy • Orientation and Mobility Services • Physical Therapy • Psychological Services • Rehabilitation Counseling Services • Social Work Services • Transportation • DIS Counseling
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>LAUSD is committed to empowering all students with disabilities beginning at age 14, with the skills necessary to achieve their full potential in adult living, through support and collaboration with families, schools and community.</p> <ul style="list-style-type: none"> • Individual Transition Plans (ITP) • Upon enrollment and/or matriculation, students who are 14 years or older will have their IEPs screened to ensure that an active transition plan is in place • All students 14 and older will have a completed Individual Transition Plan with activities aligned to Education/Training, Employment and Daily Living Skills • Transition instruction presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes • Work with the District Office of Transition Services (DOTS) to ensure that students with disabilities are able to access a continuum of services through both the district and the community.

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<p>Federal requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p>	<p>All special education students at the School of Social Justice and Service Learning at Walnut Park will have equal access to all education resources and services. Students will be active participants in a rigorous, quality curriculum that is culturally relevant.</p> <p>The teachers and staff will strive to eliminate the achievement and social gaps between different groups of students. All special education students will have opportunity to join any extracurricular activity or after school athletic club, dance troupe or other Social Justice or Service Learning club.</p> <p>Special Education students will select general education elective class through their counselors in the same way as general education students. They will also select their Service Learning Projects in the same format as non-special education students, based on interest. They have equal access to all elective courses. Resource teachers and educational assistants will provide support and/or assistance to students in elective courses as needed or as stated in their IEP.</p>
<p>Federal requirement</p>	<p>Providing Extended School Year</p>	<p>Extended School Year (ESY) is offered to students with disabilities who have unique needs and require special education services and/or related services in excess of the regular academic year.</p> <p>ESY Guidelines that will be considered by IEP Team:</p> <ul style="list-style-type: none"> ○ Severity of disability ○ Critical areas of learning ○ Extent of regression in learning ○ Recoupment rate ○ Availability of alternative resources (e.g.: intersession or gen. ed. intervention programs) ○ Identification of provisions to the instructional program that need to be put into place and/or developed so that the individual needs of the student is addressed during ESY

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<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<p><u>MCD Outcomes</u> The School of Social Justice and Service Learning at Walnut Park Middle School is committed to meeting all the MCD outcomes. Since at this time we have no data available, these are our expectations.</p> <p>Percent of Students Tested without Modifications By providing students with a least restrictive environment and quality instruction, it is our intent to be able to test the majority of all Special Education students without any modifications. It is our intent to create the conditions so that every student learns.</p> <p>Percent of Students Performing Basic or Above on the California Standards Test Our target for Special Education students, is that they perform at par with their peers.</p> <p>Graduation Rate Our target is to matriculate to high school all students within the three year span they attend middle school, completing the requirements outlined in their ICP. This will place them on target to meet their A-G requirements and graduate on time.</p> <p>Completion Rate Our goal is to complete 100% of IEPs, assessments and evaluations on time.</p> <p>Suspensions of Students with Disabilities Based on our School Wide Behavior Support Plan, students’ individual Behavior Support plans, and the staff’s commitment to our students’ well being and safety, we expect to have no suspensions.</p> <p>Placement of Students with Disabilities Placement will be done within timelines, and immediately for students with existing IEPs. Counselor and administrator will ensure all 420 students, special education or not, have equity and access to a quality curriculum by ensuring they are placed appropriately.</p> <p>Individual Transition Plan For students 14 and above, ITP will be completed in a timely manner.</p> <p>Timely Completion of Evaluations: 30 Days, 45 Days, 60 Days Again, it is our goal to have 100% completion of any 30, 45 or 60 day evaluations.</p> <p>Complaint Response Time If any parent were to file a complaint, response would be done within the required timelines.</p> <p>Informal Dispute Resolution Likewise, if any complaint were to proceed to informal dispute resolution it would be completed within required timelines.</p> <p>Delivery of Special Education Services Services would be delivered for all students as prescribed on their IEPs.</p>

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		<p>Parent Participation at IEP Meetings As a school that believes parents are an integral part of a student’s life, we will schedule IEPs and accommodate parents to meet 100% Parent Participation.</p> <p>Timely Completion of IEP Translations With an administrator that is bilingual and a bilingual staff, IEPs would probably be held in the parent’s primary language. IEPs would be submitted to the Translation Unit for translation as soon as they are signed, so parents can have written translation in a timely manner.</p> <p>Qualified Special Education Teachers Per our school’s selection process, we would hire highly qualified special education teachers.</p> <p>Behavioral Support Plans for students with Autism or ED It is our goal, that for any student which would warrant a Behavioral Support Plan, it would be completed with the IEP.</p>
<p>All</p>	<p>Professional Development</p>	<p>The Professional Development Plan at SJS-L will be inclusive with special education and general education teachers working collaboratively in the Professional Teaching and Learning Cycle. The topics for Professional Development will align with the methodologies and strategies which are part of SJS-L:</p> <ul style="list-style-type: none"> • Scottish Story Line • AVID • Singapore Math • Two-Way Bilingualism • Marzano’s 9 High Probability Strategies • Project Based and Performance Based Learning • Singapore Math • SDAIE <p>Additionally, prior to the school opening and as part of the Professional Development Plan the following special education topics will be include</p> <ul style="list-style-type: none"> • Purpose of Special Education • Individual Education Plans • Interventions in the classroom • Accommodations and Modifications • Behavior Support Plans

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		<ul style="list-style-type: none"> ❖ needs of students. When students exhibit difficulty, teachers differentiate instruction and monitor their specific needs with appropriate comprehensive assessment. ○ Tier 2: Targeted Group Interventions <ul style="list-style-type: none"> ❖ A second tier of instruction provides additional support for students who fail to make expected progress and who are not meeting the grade-level benchmarks as determined by periodic assessment (progress monitoring). Tier 2 students continue to participate in strong differentiated classroom instruction, but also receive additional support from a specialist such as the special education teacher, literacy coach, and mathematics coach. ○ Tier 3: Intensive Individual Intervention <ul style="list-style-type: none"> ❖ Students who continue to have difficulty and fail to make progress, even after good core instruction coupled with additional support, require a Tier 3 program. The third tier includes strong classroom instruction with additional assessment and more intensive and targeted instruction to address areas of difficulty.
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p>SJS-L will follow hiring procedures outlined in our plan. We will recruit from the District at large, seeking the best highly qualified teachers with Special Education credentials to serve our students. SJS-L will adhere to LAUSD norms for Special Education. We will ensure that teachers are instructing according to their credentials and HQ status. Classified employees will be provided to assist staff with compliance issues per the Modified Consent Decree. Additional nursing time, psychologist time and psychiatric social worker time will be purchased once the school's Single Plan is approved with categorical monies so we could best support our Special Education students.</p>

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	Fiscal	<p>Special Education budget based on the district allocations will be used to cover general education teacher’s participating at the IEP meetings, professional development and to purchase general supplies and overtime for teachers and paraprofessionals.</p>
Outcome 14	Parent Participation	<p>Parents will be an integral part of SJS-L. A welcoming Parent Center will be a venue for their interactions with the schools. Counselor, teachers and administrator will meet with parents prior to the start of the school year, having individual conferences to establish relationships and ascertain what the parents hopes and expectations are for their child, and how to work together during the year to achieve such goals.</p> <p>Connect-ed, bulletins, letters and calls will be used to maintain communication with the parents. These additional steps will also be taken to communicate with parents of students with IEPs:</p> <ul style="list-style-type: none"> ○ Individual calls and notifications of pending IEP. ○ Primary language used during the IEP meeting or translation and a translated copy of the IEP is available upon request. <p>Plans have been developed to welcome parents as partners in their child’s education process and an integral part of the school community in this traditional ways:</p> <ul style="list-style-type: none"> ○ Parents are invited to serve on: School Site Council (SSC), School Leadership Council (SLC), the Shared Decision Making Council, the English Learner Advisory Council (ELAC), and the Compensatory Education Advisory Council (CEAC) ○ Parent Center offers personal improvement classes as well as brings parent volunteers to assist during school events ○ IEP & School Success Team meetings include all parties participating in the students education, which includes parents ○ Back to School Night/Parent Conferences ○ Parent Orientation meetings held for all parents and after the first year of inception to all incoming 6th graders.

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		<ul style="list-style-type: none"> ○ Student performances/activities ○ Parent Compacts ○ Project Based Learning Projects culminations and actual work in the community ○ Improved partnership between Special Education office and Parent Center to increase parent participation. <p>A procedure is planned for responding to parent’s concerns and complaints and providing a timely response. When a resolution is reached regarding how to address a parent’s complaint, the parent will be notified through calls, emails, and/or letters. Additionally, concerns or complaints about student progress will be reported on the student’s progress report/grade sheet and addressed during a scheduled parent conference. During an IEP meeting, information regarding informal and formal due process will be provided as needed. Parents will be given and provided a thorough explanation regarding the steps they can take when they have a complaint or disagree about services or supports that are provided through the special education department. The two brochures that will be distributed and discussed are:</p> <ul style="list-style-type: none"> ○ Complaint Response Unit/ Parent Response Network ○ Informal Dispute Resolution for IEP Disagreement