

**Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
SERVICE PLAN FOR SPECIAL EDUCATION**

APPENDIX E

Applicant Team Name: Dorsey High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Students with disabilities that enroll at DORSEY HIGH SCHOOL will be identified by use of the LAUSD enrollment form that includes a questionnaire for the parent to identify whether their child has exceptional needs. Upon identification and enrollment, the parent/guardian will receive the parent the <i>Parent Request/Reasonable Accommodations</i> form and maintain the completed form in the student’s special education folder. The student will be assigned a case manager and copies of their IEP or appropriate pages of the IEP will be distributed to all stakeholders. The student will begin receiving services as per their IEP upon enrollment. A 30-day IEP will be conducted in the event that the student is from a district other than LAUSD or if the IEP is out of date or no longer appropriate.</p> <p>The Education Specialists at Dorsey are equipped with the knowledge, skills, abilities and expertise to properly perform the special education procedures at Dorsey. There are systems in place including, but not limited to, timelines, communication with stakeholders and team members, assessments, translation, and compliance with the Modified Consent Decree. All staff members are provided a handbook with the procedures and are given a review of procedures professional development at the beginning of the year in the Small Learning Community.</p> <p>If a student is demonstrating significant difficulties in school, the Coordination of Services Team (COST) will be the first line of targeted intervention. This team meets to discuss the student’s needs and make sure all documented needs of the student are being addressed, as well as set up supports and interventions the student may require. In the event that the COST intervention does not prove to resolve the students need, or if that student is suspected to have a disability based on the lack of success with intervention programs (at any tier level), a Student Success Team (SST) meeting will be held to begin the process of determining what additional individualized supports that student needs. The SST may be requested by a parent, teacher, counselor, or administrator, or as a result of the COST meeting. The request can be made to the School Psychologist or to the SLC Lead Teacher,</p>

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		<p>Counselor or Administrator. The first SST meeting will review the information from the COST meeting and/or SST request and determine strategies for improving the student's success, how they will be implemented, and a timeline for the next meeting. After the predetermined intervention time - generally six weeks from the initial SST, a follow-up meeting will be conducted. At the SST follow up meeting the team will determine the next steps: if the student is finding more success, they will continue with the new strategies, if the student is not successful, the team will decide if they need more time to try additional strategies or if they will be referred for assessments to determine eligibility for special education services. Only after the SST is completed will a student be referred for assessment for Special Education. Exceptions are made for physical handicaps.</p> <p>All forms, manuals and district publications are available in the special education office and online to provide parents, staff members and stakeholders with information, resources and services.</p> <p>With the help of the parent center, translators and parent meetings, communication with our parents/guardians is maintained to provide support for parents and their student(s) in all areas that special education is concerned.</p>
Outcome 2	Intervention Programs	<p>Utilizing a broad range of student data (CST scores, CAHSEE Diagnostic scores, CAHSEE results, PSAT scores, Periodic Assessments, Grades, Behavior records) as well as recommendations from COST and SST, the IEP and the I-AP, the students will be provided with interventions that best support their needs. These students will be identified by the Data and Testing Coordinator, the student's IEP case carrier or I-AP advisor, classroom teachers, SLC coordinators, and will advise counselors that students need inclusion in intervention programs. These interventions are tiered based on student need.</p> <p>Tier 1: Quality, Researched based instruction with frequent assessments</p> <p>Tier 2: Intervention period 7, with a focus on ELA and Math; students will take a 10-week</p>

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		<p>course in their area of greatest need, based on assessment data. Level of success will be determined by pre & post assessments.</p> <p>Tier 3: If student does not make sufficient improvement after retaking 10-week course with a different teacher they will be enrolled in a Tier 3 intervention course on Saturdays. If Student does not make progress, they will be referred to COST or SST for further intervention and possible referral for Special Education assessment.</p> <p>Students will be programmed into classes that best serve their LRE needs (General Education with RST support, General Education with SDC inclusion co-teaching, SDC self-contained classes, and SDC alternative curriculum classes). In these classrooms, every student will be supported through differentiation and RTI2. When it is determined, through data review, COST or SST, students will be referred for further interventions beyond the above Period 7 intervention program.</p> <ul style="list-style-type: none"> • Learning Center classes • Before school, after school and nutrition/lunch tutoring from teachers • Direct re-teaching of subject matter by teachers and paraprofessionals • Read 180 and intensive reading classes • Counseling support for study skills • Counseling support for social emotional needs • Behavior and attendance contracts • Beyond the Bell tutoring • Educational Talent Search (ETS) tutoring • Referrals to intensive counseling support
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Dorsey is a school steeped in tradition and pride. To maintain Dorsey’s role as a pillar of the community all students, faculty members, stakeholders and guests are welcomed onto a safe and respectful learning community.</p>

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		<p>Due to the vulnerability of many of our students to exposure and/or involvement in gang activity, drug use and unsafe environments, Dorsey has developed the use of positive role models within the community and on campus to help our students meet their goals and create a positive self worth.</p> <p>Dorsey High School will continue to offer:</p> <ul style="list-style-type: none"> · The Safe Passages Program to help students arrive to and from school safely · Motivated Men as a community support provider · An active Parent Center and Parent Involvement · Quality Instruction tailored to students needs and career/college goals · Extra-Curricular activities open to all students · Trained and Qualified staff members well versed and engaged in ongoing district policies and procedures in promoting and intervening with positive behavior support. · Use of LRE counselor, Behavior Specialist, Psychologist, Pupil Services and Attendance Counselor (PSA), Student Services according to IEPs, and the Healthy Start Coordinator <p>Promoting positive behavior for all students attending Dorsey High School is a critical component for not only maintaining Dorsey Pride, but more importantly provides real tools that students can take with them to help them appropriately handle difficult situations well beyond their high school career.</p> <p>Dorsey will promote positive behavior support by:</p> <ul style="list-style-type: none"> · Defining expectations in all common areas · Monitor positive behavior using Antecedent-Behavior-Consequence (ABC) charts and other behavior data tracking documents for analysis. A trained Behavior Intervention Case Manager (BICM) is on site for revising or conducting a Behavior Support Plan, or if needed to conduct Functional Behavioral Assessment (FBA) or Functional Analysis Assessments

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		<p>(FAA).</p> <ul style="list-style-type: none"> · Reinforce positive behavior with adults modeling the 4:1 rule and providing incentives for students showing Dorsey Pride · Use of the tiered Intervention model (described below) to correct expectations <p>Behavior interventions are also in place for students to support all students with corrections that need to be made to increase their ability to demonstrate positive behavior.</p> <p>Tier 1 will include:</p> <ul style="list-style-type: none"> • Effective Academic Support • Social Skills teaching • Positive, proactive discipline • Teaching school behavior expectations • Active supervision and monitoring • Positive reinforcement systems • Firm, fair and corrective discipline • Effective classroom management • Collaboration with families <p>Tier 2 will include:</p> <ul style="list-style-type: none"> • Intensive social skills teaching • Self management programs • Parent training and collaboration • School-based adult mentors • Increased academic support and practice • Alternatives to out-of-school suspension

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		<ul style="list-style-type: none"> • Community and service learning • Tutoring/ Saturday school • COST/SST <p>Tier 3 will include:</p> <ul style="list-style-type: none"> • Intensive academic support (advisory intervention /enrichment classes) • Intensive social skills teaching • Individual behavior support plans • Parent training and collaboration • Multi-agency collaboration (wrap-around) services • Alternatives to suspension and expulsion • Community and service learning • IEP, PBS plan
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>Based on the data analysis provided by <i>Data Management and Reporting Unit Division of Special Education for LAUSD</i>, the Dorsey area expects and will be prepared to meet the needs of approximately 239 students. Projected needs include students with specific learning disabilities, students with Autism, students with Intellectual disabilities and students with other health impairments.</p> <p>Dorsey has in place appropriate settings based on their IEP and access to all services to meet the needs of the projected numbers of students with special needs and disabilities.</p>
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>Dorsey will provide comprehensive special education programs to meet the needs of all our students.</p> <p>The least restrictive environment will be provided to our students according to the instructions of their most current IEP. Dorsey will offer the following programs (in order from most to least support) with the goal of fully mainstreaming students in the general</p>

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		<p>education population as much as possible. Students will gain from the expertise, knowledge and support from regular co-planning, co-teaching between education specialists, paraprofessionals and general education teachers in all educational settings.</p> <ul style="list-style-type: none"> • Community Based Instruction – Alternative Curriculum • Autism Program – Alternative Curriculum • Special Day classes – Sheltered, Common Core Standards Based Curriculum • Special Day Program – Inclusion model, Common Core Standards based curriculum co-taught by Education Specialist and General Education Teacher • Resource – Standards Based Curriculum with pull-out and/or push-in support from an Education Specialist <p>To help our students meet their goals and provide full access to the curriculum, stakeholders will first utilize the accommodations and/or modifications as stated in the student’s IEP. Additional teaching strategies as outlined in the instruction portion to insure that instructors provide all students with best practices.</p> <p>The RTI2 intervention process will continue to be implemented in supporting students with specials needs to meet their academic goals.</p> <p>Tier 1 will be the common core curriculum with differentiation and supports as need, for example extended time, pre- and re-teaching of concept.</p> <p>Tier 2 will be the common core curriculum as noted above, in addition to targeted instruction in a smaller setting and be provided a pacing plan that best suits their needs. The education specialist will utilize common based monitoring to track their progress and</p>

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		<p>use as a baseline to drive instruction to help the student meet their needs. A targeted intervention course for math would be an example of this tiered intervention.</p> <p>Tier 3 will be for the smallest percentage of students who require the most intensive support. Class size is small and instructed by an education specialist to provide tailored instruction based on needs, which may include supplemental materials, modified or alternative curriculum, and intensive behavioral support.</p> <p>The Learning Center (a Tier 2 and 3 intervention) at Dorsey High School is a flexible course, yet with targeted goals in mind based on the grade level and need. Learning Center will use evidence-based curriculum, culturally relevant, and responsive education. Throughout these best pedagogical practices are goals to promote intrinsic motivation in our students to learning. Intervention Programs: Learning strategies, Study strategies, reading & writing development, applied math skills, critical thinking skills, and self-advocacy skills. SDAIE, 95%Reading Strategies, etc. Active collaborative teaming between special education teacher and general education teacher to insure intervention support for inclusion students. Multiple formative and summative assessments to guide interventions. Below is a sample curriculum by grade level:</p> <ul style="list-style-type: none"> · 9th Grade: Study Skills/Building habits of mind, core class support and strategic reading strategies · 10th Grade: CAHSEE prep, core class support and strategic reading strategies · 11th Grade: Transition skill building, CAHSEE prep and core class support · 12th Grade: Transition skill building activities and core class support <p>All Additional programs and activities are available to students with special needs. This is in addition to the strong family support and caring environment that has been in place in the</p>

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		<p>special education department for years. The special needs program will play a great role in Dorsey.</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Dorsey High School understands and agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree (MCD) in addition to all state and federal laws pertaining to special education.</p> <p>To ensure that all laws are adhered to, Dorsey High School will use and follow the District’s Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the district-wide web based software system for creating, monitoring and tracking related services for Individualized Education Plans.</p> <p>Communication between team members is a vital part of ensuring students receive all their services. It is the responsibility of the Case Manager of the student to orchestrate the duties (as listed below) that are required to ensure compliance at all levels. Dorsey believes in West Ed’s theory of Seven forms of communication. The 7 forms of communication include, but are not limited to: email, memo, personal phone call, face-to-face meeting, traditional mail, announcements and texts. Staff members will utilize these forms of communication for the following needs:</p> <ul style="list-style-type: none"> · Setting up IEP meetings · Obtaining feedback from teachers · Generating assessment plans · Notifying participants of meeting dates, times and location · Follow- up actions after the IEP is signed · Implementation of Supports and Services. <p>The 7 forms of communication in parent’s home language apply to parent participation as</p>

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		<p>well. Their participation and feedback is an integral part of the IEP process. A private conference room, equipped with a computer, printer, publications and forms, and a telephone is available for all IEPs. Translation is available for all IEPs, through translators trained by the District.</p>
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>Procedures for identification and assessment of students at Dorsey High School will follow the guidelines as outlined in LAUSD’s Special Education Policies and Procedures Manual. However, prior to an assessment or a change in eligibility, which requires an assessment, Dorsey will have in place a systematic and timely intervention that will monitor and track behavior and academic needs and progress via the RTI2 framework described earlier. In the event that the student does not respond to behavioral or academic interventions, a COST Team will meet and determine if all the supports and services were available and implemented for the student. Once factors such as language acquisition, health, attendance environment etc. have been ruled out and there are documented efforts that supports and services were available and implemented, can a referral be made for an SST and if necessary, subsequent assessment for special education services as identified in the Search and Serve component.</p> <p>The school psychologist, bridge coordinator, or Assistant Principal, Student Counseling Services, handling the referral and assessment plan process, will adhere to all district guidelines and timelines for the assessment plan, including addressing all areas of suspected disability. Monitoring of referrals by ethnicity will be tracked by the administrator over Special Education and the Psychologist to ensure that no one group is being over-identified based on the school population.</p>

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<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>Students with disabilities whose IEPs have determined that their Least Restrictive Environment (LRE) are programs that implement grade level standards, will be receiving rigorous school-wide best instructional practices to best meet their IEP goals, and best prepare them to be college or career ready. These students’ IEP learning goals are to be set at grade level with objectives to serve as bridge to meeting their grade level goals. As outlined in the Instructional plan, below are the best practices teaching strategies that students with disabilities will gain from in settings that are based on grade level standards:</p> <ul style="list-style-type: none"> • Differentiation • RTI2 • AEMP • SDAIE • Reading Apprenticeship Framework • Interdisciplinary, Project-Based Learning • Socratic Seminars <p>Gathering data and utilizing data plays a critical role to assessing students, determining and planning instructional needs, and monitoring the students’ progress. Case manages, general education teachers, education specialists will all utilize informal assessments, LAUSDs My Data, district periodic assessments and formal assessments such as the Woodcock Johnson for 3-year IEP meetings to ensure that their setting is least restrictive to their learning needs, accommodations are correct and effective for both differentiated instruction and assessment.</p> <p>To ensure consistency of high expectations and rigor regardless of the setting placements, students receiving grade level instruction, all teachers will use and provide access to grade level instructional materials (novels, textbooks and supplemental resources) and be utilized throughout the core content subject areas in all the settings to achieve grade level standards. In keeping in the spirit of high expectations and rigor, the use of modifications in</p>

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		<p>grade level courses will be limited to students with health concerns/needs as with the large number of students with severe orthopedic impairments and to students whose discrepancy between skills acquired and skills necessary to achieve grade level standards is too great to bridge the gap solely with accommodations. In the event of the second case, data will be collected, analyzed and assessments will be conducted to re-evaluate the student and reassess the appropriateness of the setting and/or interventions necessary to bring the student closer to no longer needing modifications to access grade level curriculum.</p> <p>The level of instructional support to assist students with disabilities to fully gain from an environment with high expectations and rigor of the grade level core classes, will first be determined by their individual disability and second their instructional setting as determined by most current IEP. Examples of instructional accommodations and modifications by setting are outlined below:</p> <p><u>Special Day Program – Sheltered</u></p> <ul style="list-style-type: none"> • Smaller setting with class size no larger the district mandated cap • Instruction by an Education Specialist highly qualified in the content area as determined by NCLB • A trained paraprofessional to support teacher and students with individualized instruction • Grade-level standards paced to allow for full understanding of power standards and the objectives that support the power standards • Authentic assessment that best demonstrate a students achievement of goals, objectives and standards • Individualized grading percentages based on authentic assessments and achievement of various skill levels of students’ IEP objectives that demonstrate measurable progress towards meeting grade level goals. • Modifications delivered and provided by instructional specialist as determined by a

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		<p>students' IEP documented health needs.</p> <ul style="list-style-type: none"> • Modifications delivered and provided by instructional specialist to students with academic needs until correct interventions and settings have been re-evaluated and correctly determined • Accommodations delivered to students as needed and listed in their IEP. Such examples include but are not limited to, preferential seating, extended time on assignments, use of graphic organizers and frequent checks for understanding • Data will be collected and accessed regularly to be utilized as a meter of the students progress, instructional needs and appropriate assessment <p><u>Special Day Program – Inclusion</u></p> <ul style="list-style-type: none"> • Instruction in the general education setting delivered by both a general education teacher and an education specialist to carry out accommodations • A trained paraprofessional will be in the classroom to support the delivery of accommodations to students with disabilities • Grading scale and determined percentages of SDP students In the general education setting will be determined by the educational specialist based upon achievement of IEP objectives showing measurable progress towards achieving grade level goals • Assessments and assignments are accommodated by the education specialist to authentically determine the students' achievement of grade level standards • Students in the SDP blended into the general education setting will not exceed 25% of the total number of students in the class • Modifications delivered and provided by instructional specialist as determined by a students' IEP documented health needs • Instructional accommodations delivered to students as needed and listed in their IEP. Such examples include but are not limited to, preferential seating, extended time on assignments, use of graphic organizers and frequent checks for

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		<p>understanding</p> <ul style="list-style-type: none"> • Data of the students will be collected and accessed regularly to be utilized as meter of a students progress, instructional needs and appropriate assessment <p><u>Resource</u></p> <ul style="list-style-type: none"> • An education specialist regularly collaborating with the students' general education teachers to provide students accommodations either via co-teaching, push-in, or pull out service models • A trained paraprofessional to support the general education teacher with delivering accommodations to students with disabilities • Regular monitoring of the students progress with the use of collecting and analyzing data, teacher feedback, observations and informal and formal assessment • Instructional accommodations delivered to students as needed and listed in their IEP Such examples include but are not limited to, preferential seating, extended time on assignments, use of graphic organizers and frequent checks for understanding • Data of the students will be collected and accessed regularly to be utilized as meter of a students progress, instructional needs and appropriate assessment <p>All Dorsey students have a right to access engaging and rigorous curriculum that will lead them complete high school and be prepared for the next steps as a productive life long learner either in the workplace or in pursuing higher education. Students with disabilities receiving grade level instruction will have access to completing the LAUSD required A-G college preparatory curriculum as well as electives relevant to their individual interests and their Small Learning Community. Students with disabilities at Dorsey High School will be ensured of both best instructional practices and the right to the appropriate instructional support to reach their goals.</p>

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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Students participating in the Alternative Curriculum using Alternate Standards will be instructed based on their IEP goals.</p> <ul style="list-style-type: none"> • IEP goals are based on student achievement of the highest amount of independence according to their abilities and needs. • Alternative Curriculum Standards are derived from LACOE. Standards work in cooperation with at home, classroom and community activities to increase student independence and advance life skills. • Students’ individualized programs are based on functional academics and goals are aimed towards ultimate independence. Students are taught and practice life skills based on their level and individual learning speed. <p>Alternative Curriculum students are placed in class according to their age and needs to encourage cooperative learning and peer support.</p> <ul style="list-style-type: none"> • Students are encouraged to participate in General Education classes to increase social and educational opportunities. • Students may be assigned to work in offices or the library to practice work skills. • The Special Education teacher will work with the General Education teacher to create appropriate assignments, assessments and additional supports, including paraprofessionals. <p>Students participating in Community Based Instruction (CBI) will practice transportation, life skills, work and transition skills to prepare for life after high school.</p> <ul style="list-style-type: none"> • The CBI program is available to students in the 11th and 12th grade; students are able to continue in the program until they are ready to transition to post-high

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		<p>school education or vocational programs.</p> <ul style="list-style-type: none"> • The CBI program focuses on increasing students’ independence in the community. • After 18 years of age, students have the opportunity to participate in the vocational skills program at Widney High School; there they practice vocational skills. <p>Students in the Alternative Curriculum Program will earn a Certificate of Completion upon successful completion of the required courses and credits. With a certificate of completion and ability to ride the bus independently, students will be encouraged to matriculate to community college programs supported by LAUSD available to students with moderate to severe disabilities.</p>
Outcome 13	Plan to provide Supports & Services	<p>Supports and services can make all the difference in students mental, emotional and academic achievement. Stakeholders at Dorsey believe that the following assurances and systems for monitoring are the best way we can best meet the needs of our students. It will be the responsibility of the service providers and teachers to complete the assurances and administrators and coordinators will monitor the assurances.</p> <ol style="list-style-type: none"> 1. Use of tracking logs in Welligent of services scheduled and provided 2. Maintaining accurate SESACs (caseloads) for accurate timelines 3. Completed tracking logs turned into administrator or coordinator 4. Students’ goals, objectives, supports and accommodations are communicated to all necessary stakeholders.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>Dorsey is committed to making sure that all students are college or career ready, and students with special needs will be fully integrated into the supportive process via culminating tasks and college/career partnerships through their Small Learning Community. In addition to these college and career opportunities, student with special needs will also have a transition plan directly aligned to their academic and post-high school career at the</p>

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		<p>age of 14. As part of their annual IEP, their case manager will provide the student with the opportunity to assess their transitional outlook. Analysis of the assessment will be written into the IEP and appropriate goals for will be set for the student’s individual needs. As part of the IEP meeting follow-up process, their assessment and set goals will be presented to the parent, Department of Transition Services (DOTS) coordinator, transition teacher and counselor. As part of the students accumulation file, will be the student’s status for exiting the system or Senior inventory, whether it be graduating with a high school diploma, certificate of completion, or aging out.</p> <p>Dorsey believes that providing additional transitional support to provide relevant activities and hands-on experience in vital to our student’s holistic growth. As noted in the program description, Dorsey will be offering transitional activities and curriculum as part of the learning center for juniors and seniors. Curriculum will be driven by student’s transition inventories and goals and supported with the district provided instructional guides via the Department of Transition Services (DOTS). The teacher for this course will work closely with the DOTS coordinator and community stakeholders.</p>
Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>It is a strong tradition at Dorsey that students with special needs have been not only been welcome, but excelled to great heights as fully integrated participants in sports, clubs, dances, leadership etc. These experiences not only provide a rich experience for students with special needs, but for all students and adults who have the opportunity to gain from a shared experience. Dorsey will continue to support these students and their coaches/mentors to provide any additional help explaining the accommodations, understanding the disability or alike that will help the student have a fulfilling and meaningful experience at Dorsey. Coaches and mentors of extra curricular activities are important stakeholders and will invited and encouraged to give feedback and attend the students IEP meetings. During class hours, all students with disabilities will be fully</p>

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		integrated into the general education experience. The case manager and paraprofessionals will work closely and communicate regularly to help the student gain from the experience.
Federal requirement	Providing Extended School Year	According to the Districts requirements and regulations, Dorsey will offer Extended School Year (ESY) services to students who qualify, and/or will experience academic regression during the summer break. This is considered a continuation of the regular academic calendar, and does not qualify for additional credits to add to the student’s transcript. To determine qualification for ESY, the IEP team will utilize the LAUSD Guidelines outlined in Reference Guide 5276.1, with all necessary paperwork and documentation. ESY will be provided by Dorsey High School, in cooperation with LAUSD. Students will be taught skills according to their IEP goals; addressing individual student needs and required outcomes. The School Site Council will work with LAUSD to budget for and allocate personnel and resources for ESY.
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>At Dorsey High School:</p> <ul style="list-style-type: none"> • All students will participate in statewide assessments (CST, CMA, CAPA, CAHSEE) for both English Language Arts and Math • All students will be supported to graduate or receive a certificate of completion • Alternatives, including the full implementation of a school-wide behavior support plan as outlined, will be utilized whenever possible to reduce the number of suspensions • All students will actively participate in the general education setting and will only be pulled out when their needs are not being met in such settings. Other settings for students with Specific Learning Disabilities (SLD) Specific Learning Impairments (SLI) and Other Health Impairments (OHI) will be offered sheltered settings as per their IEP. Students with Autism or more moderate learning needs, will be offered

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		<p>settings specific for their needs, including a highly qualified instructor. These students will gain access to the general education setting via electives or as much as the team members for the IEP believe is right for the student.</p> <ul style="list-style-type: none"> • Students who are home schooled, will have their needs met and will only be sent outside Dorsey High School if their needs cannot be met at the school site. • Every student with an IEP (presumably all ages 14 and above) will have a comprehensive transition plan. • All IEPs will be held in a timely manner whether they are annuals, tri-annuals, initials, 30-day or re-evaluations. • Appropriate division personnel will be notified and corresponding documents will be submitted in the event of a parent disagreeing with items/services at the IEP meeting • All education specialists and DIS providers will schedule their services at the beginning of the school year for the students on their SESAC. Any changes including time and location will be only be made with one weeks notice. Administration will monitor that these services are being provided through classroom observations and Welligent documentation • Every effort will be made to insure parents' participation at IEP meetings. Beyond the three required notifications to parents, days and times for meetings will be scheduled to accommodate the parents needs within the confines of the school day. • If a written translation of the IEP is requested, the necessary forms and documents will be completed and submitted in a timely manner. A trained translator for accurate and professional interpretation will provide verbal translation for the IEP meeting. • Education specialists will be credentialed and highly qualified and will participate in required professional developments and courses to maintain their status.

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		<ul style="list-style-type: none"> • Behavior Support Plans (BSPs) will be written and implemented for all students who have the eligibility of Emotional Disturbance (ED) and/or Autism. The BSP can serve as a function to address any behaviors (outbursts or off-task behavior) that need to be modified or any other behavior that would help to the student meet their needs, e.g. student asking for assistance or utilizing accommodations more regularly. • Students who are undergoing an evaluation for emotional disturbance will be insured that the evaluations are comprehensive including considerations of all prior interventions with their corresponding documentations. And prior to the IEP meeting, the document will go to Case Review to insure that all steps will be taken. <p>Dorsey High School agrees to the terms, conditions and requirements of the Modified Consent Decree (MCD) and any other past or future court orders imposed upon the Los Angeles Unified School District as related to special education.</p>
All	Professional Development	<p>Dorsey High School will provide professional development for all staff members to insure best practices with a strong emphasis on instruction. The instructional focus will cover the areas of:</p> <ul style="list-style-type: none"> • Differentiation and individualization • CRRE • RTI2 • The needs of our specialized population <p>The development of PD time will be a collaborative process based on the needs of the students as dictated by data analysis and trends specific to Dorsey’s needs as observed by staff members, and in response to parent and teacher surveys. The use of summative and formative assessments will drive the best use of professional development time and topics.</p>

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		Topics and other teacher-designed use of professional development will also be tailored to meet the needs of the students of each SLC, content area and special education. Focus topics from the district will be woven into professional development allocation of time to insure compliance on all levels.
Outcomes 6, 8, 16	Staffing/Operations	Dorsey High School will be staffed based on a projected enrollment of 1800. District staffing guidelines will be adhered to in addition to the guidelines as a QEIA school participant. These guidelines also include Gifted, EL and Special Education for delivering specialized instruction.
	Fiscal	n/a
Outcome 14	Parent Participation	<p>Parents will be encouraged to participate regularly in their child’s education facilitated through the Parent Center activities and the Special Education Department.</p> <p>Dorsey High School will engage parents through the following:</p> <ul style="list-style-type: none"> • An active, organized volunteer-visiting program in all instruction and extra curricula school related activities. • Satellite Offices for community engagement. • On campus and online resources (information and training to support the parent, community, student, and family). • Parent/Guardian participation in the governance and decision making for the school by holding positions on the governing board.

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		<p>These four components are detailed in the Parent and Community section of this plan. All parents of students with exceptional needs are encouraged to participate in all Dorsey and community events.</p> <p>The Special Education Department will be holding bi-monthly meetings for parents of students with exceptional needs. These meetings will be held at a time convenient to as many parents as possible and will be translated. At the start of a student’s tenure at Dorsey, parents will fill out a family needs form and a parent survey, designed to identify any special needs for parents and families, as well as specific requests, interests, and skills they can contribute. Parents will be contacted regularly regarding their students’ progress and opportunities to meet with teachers on campus.</p>

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Federal Requirement, District publications and forms are available for use	Search & Serve	Processes are developed to ensure: <ul style="list-style-type: none"> • Students with disabilities are identified upon enrollment. • Staff is aware of the Special Education procedures used by the school site. • An assessment process is available for students suspected of having a disability. • Appropriate publications and forms are maintained at the site. • Parent Support Information is available. 	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2	Intervention Programs	<ul style="list-style-type: none"> • Identifies process for determining student participation in intervention Programs. • Includes benchmark and progress monitoring tools. • Describes a multi-tiered approach to interventions, from core program to more intensive instruction. • Identifies programs to be used and purposes for the program. • Discusses progress monitoring and how it will inform instruction. 	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and does not fully describe an intervention 1- Plan does not describe an intervention process and lacks research-based elements.
Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	Prevention 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations.	4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident.

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		<p>Intervention Tier 1 structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.</p>	<p>2-Need for structures are acknowledged, planning is incomplete. 1-No structures or planning is evident.</p>
Required for Planning	Description of Student Population	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities:</p> <ul style="list-style-type: none"> • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students. 	<p>4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.</p>
Outcome 2, 3, 4	Special Education Program Description	<ul style="list-style-type: none"> • Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress 	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, multi-leveled instruction, differentiation, and specific strategies for implementation 3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, multi-leveled instruction, differentiation, and specific strategies for implementation 2- Plan lacks some elements in the description of</p>

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		<ul style="list-style-type: none"> • Provides how a “Learning Center” will be used to support student learning • Reflects the use of supplemental aids and supports to support student learning • Explains how and when students with disabilities will be integrated with their non-disabled peers 	the Special Education Programs which should include a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1- Plan does not describe the Special Education Programs
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	A process is planned ensuring: <ul style="list-style-type: none"> • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process. 	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ul style="list-style-type: none"> • A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure “all areas of suspected disability are addressed”. • Monitoring of referrals by ethnicity is planned. 	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes are acknowledged, planning is incomplete. 1-No planning is evident.

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Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> • Discusses the use of grade level materials • Provides a description of backward planning, using assessments and standards • Illustrates how accommodations will be used and what modifications can be used for students in core curriculum • Explains planning for multi-grade levels • Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> • Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. • Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. • Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum • Explains how students in multi-age groups will be taught. • Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.</p>

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Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> • Plan describing how students with support services will have those services provided. • Plan for monitoring the provision of services using the Welligent Tracking Log. 	<p>4 - Plan provides an explicit and thorough description of planning for students with support services.</p> <p>3 - Plan provides a strong description of planning for students with support services.</p> <p>2- Plan lacks either the service provision or monitoring element.</p> <p>1- Plan does not describe either service provision or monitoring.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<ul style="list-style-type: none"> • Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. • All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. • Students graduating with a diploma, certificate of completion, or aging out of the system will have a “Senior Inventory” and “Summary of Performance” on file in their records and will be provided with a copy for future reference. • Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older.</p> <p>1- Plan does not describe instructional planning for students with disabilities 14 and older.</p>

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Federal Requirement	Access to Extra-Curricular/Non-academic activities:	<p>Access to Extra-Curricular/Non-academic activities:</p> <ul style="list-style-type: none"> • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students' with disabilities have access to? • What additional activities will students have access to? 	<p>4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes are acknowledged, planning is incomplete. 1-No planning is evident.</p>
Federal Requirement	Providing Extended School Year	<ul style="list-style-type: none"> • There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. • There is a plan to ensure ESY programs and services in excess of the regular school year are provided. • Instructional programs are developed for the ESY period to address individual student needs. • Annual budget planning includes an allocation fro personnel and resources to provide ESY services. 	<p>4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2- The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is evident.</p>

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Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> • 1: Participation in Statewide Assessments, English Language Arts • 2: Participation in Statewide Assessments, Mathematics • 3: Graduation Rate • 4: Completion Rate • 5: Reduction of 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 	Woven Throughout

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All Outcomes	Professional Development	<p>Professional Development</p> <ul style="list-style-type: none"> • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address Tiered Instruction. 	<p>4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.</p>
Outcome 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. • Credential verification and monitoring processes are planned. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Clerical Support for compliance is planned. • A plan is developed for maintaining specialized equipment as needed. • A plan is available for providing for health protocols. 	<p>4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met 3-A process is described and some planning is evident to ensure staffing and operational needs are met. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.</p>
	Fiscal	<p>Charters</p> <ul style="list-style-type: none"> • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year “unaudited actuals of revenues and expenditures” (required end of year report) . 	<p>4-All four items are planned for. 3-Three items are planned for. 2-Two or fewer are planned for. 1-No planning is evident.</p>

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Outcome 14	Parent Participation	<p>Parent Participation</p> <ul style="list-style-type: none"> • 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. • Plans have been developed to ensure parents are welcome partners in their child’s education process. • 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. • A procedure is planned for responding to parents’ concerns and complaints and providing a timely response. 	<p>4- Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged. 3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.</p>