

## **Special Opportunities**

All schools offer special opportunities to meet the needs of all students. Most high schools also have other programs that are unique to their population, including accelerated instruction for high achieving students and/or instruction in other languages. Please consult the high schools for further information on these specialized programs. The opportunities that are available to all students are noted below.

### SPECIAL OPPORTUNITIES

#### **Advanced Placement (AP)**

Advanced Placement courses are offered to highly motivated students in the tenth, eleventh, and twelfth grade. These high school courses are conducted at the collegiate level and, under certain conditions, grant both high school and college credit.

Students in these courses are expected to achieve the quality of work ordinarily required of college freshmen. On completion of an Advanced Placement course, students take an examination administered and evaluated by the College Entrance Examination Board. Parents pay the cost of this examination. Financial assistance to partially cover the cost of test may be available.

Many colleges and universities now grant course credit for acceptable scores on Advanced Placement Examinations. Every college establishes for itself what constitutes an acceptable score. Each student and their parents are responsible for determining the policy of the college of their choice concerning Advanced Placement and for submitting the student's test results to the college for consideration. The most successful students are awarded and recognized as State and National AP Scholars.

In establishing course content and in selecting appropriate textbooks for Advanced Placement courses, the District follows recommendations of the CEEB, which develops the course examinations. The district furnishes these special college textbooks free of charge for use by Advanced Placement students; the only cost to students and their parents is the cost of course examinations as mentioned above. There is an AP test fee waiver available for qualified students. The school's Counseling Office can provide the details.

#### **Accelerated Courses**

Accelerated courses provide a foundation for students who intend to move into Honors or AP classes in their junior or senior year. Students are required to meet all the standards of the regular course and to explore the course content in depth and at an accelerated pace. College level supplemental materials are available to enrich the curriculum and students are instructed in the skills and strategies which allow comprehension of complicated text.

#### **Honors Program**

Honors courses offered at all of the District's high schools are intended to challenge academically talented students. These courses, represented in both the core and elective

strands, are certified and offered in grades eleven and twelve. Honors classes are equivalent to lower level college courses. Due to their rigorous curricular demands, these courses may be recognized like AP courses by the University of California system.

### **AVID**

AVID is an elective course of study taught within the regular school day. It is a program for those students who could be successful in a challenging curriculum if they had consistent support. One of the goals is to place students into accelerated, honors, and AP classes as they are ready. This program provides the structure, support, and motivation to succeed in high school as well as college.

### **Pacesetter**

Pacesetter courses are designed to give solid preparation to students who want to take Honors and/or AP courses. Three curricular areas are currently offered: English, Spanish and Mathematics. Pacesetter courses are based on the idea that all students can aspire to and achieve academic excellence by meeting consistently high standards and expectations. The knowledge and skills that the students will acquire are defined and performance assessments are provided to measure and improve learning. Research shows that students who take Pacesetter courses will be significantly better prepared to take the SAT and AP examinations.

### **PROGRAMS FOR ENGLISH LANGUAGE LEARNERS**

There are numerous programs offered in the Long Beach Unified School District for students who are non-native speakers of English. These programs and services are delivered according to each student's individual language needs assessment to guarantee full access to the core curriculum.

The program options that are provided to these students will include instruction in core classes being delivered in English in a sheltered environment with or without primary language support and instruction being provided in mainstream classes in English. All English Language Learners will receive English Language Development at the appropriate level.

In addition, students in all of these programs are eligible to enroll in literature based classes that are offered in the primary languages of Spanish and Khmer.

### **SPECIAL EDUCATION**

The Long Beach Unified School District offers a full range of special education programs and related services. "Special Education" consists of (1) specially designed instruction to meet the unique needs of individuals with exceptional needs whose educational needs cannot be met with modification of the regular instruction program and (2) related services that may be needed to assist these individuals to benefit from specially designed instruction. Eligible students, who have learning, communication, physical, mental and/or emotional disabilities, are provided programs and services as determined by their individualized education programs (IEP). Three basic placement options are provided for these students:

1. Designated Instruction and Services (DIS), including speech and language
2. Resource Specialist Program (RSP)
3. Special Day Classes (SDC)

Each special education student has an IEP that specifies the placement and services to be provided and the frequency and duration of these services. The IEP, that must be reviewed annually, is written by the IEP team. The IEP team consists of and must include the parent/guardian, student, special education teacher, general education teacher, administrator/designee and related services staff serving the student. The Office of Special Education is available to assist in the IEP planning process and in implementing the students' IEPs, as needed.

Students placed in DIS and RSP are served primarily through their general education teachers. Direct instruction and cooperative planning between the general education classroom teacher and the DIS and RSP staff enable the students to successfully participate in all subjects in a general education setting. DIS services may be provided either on a pull-out basis or through a collaborative model in which the DIS staff works within the general education classroom, collaborating with the general education teacher.

High School RSP services are delivered through a pull-out support class. Students will be instructed by general education teachers in their core classes and supported through their enrollment in Strategies For Success, instructed by the RSP teachers. A portion of this course is designed to center on school behaviors, such as note-taking, organizational skills, study skills, and accessing core textbooks. The remainder of this course will focus on supporting students in their content area classes. During this time, RSP teachers will pre-teach, re-teach and review concepts, model and teach strategies that give students tools to access and successfully complete the work required of them in the general education classes.

Special Day Classes are provided for pupils of similar educational needs significant enough that they require special education instruction for a majority of the school day. Students in a SDC receive the majority of their instruction from special education teachers and may also be served by DIS staff when indicated on the IEP. SDC students may be included in general education classes (mainstreamed) as determined by the IEP team. For selected students, services may continue through the school year of their 21st birthday. Many students in special day classes complete individualized courses of study and receive certificates of completion.

Vocational skills training may be provided through the general education program or specially-designed vocational education which includes on-campus and off-campus job training. Physical education options may include general physical education, modified/developmental physical education, specially-designed physical education, adapted physical education, or a combination of these services.

An Individualized Transition Plan (ITP) must be developed for all special education students 14 years and older, as a part of the IEP process. For purposes of transition planning, the IEP team discusses post-high school options in the following areas: residential/ domestic, transportation/mobility needs, vocational choices, recreation/leisure activities, post-secondary academic opportunities, outside agency support. The IEP team establishes appropriate goals and objectives to assist the student in making a smooth transition from school to post-school environments. Outside agency referrals include the State Department of Rehabilitation, Harbor Regional Center, Long Beach School for Adults and Long Beach City College.

#### Diplomas and Certificates of Completion for Special Education Students: Pursuant to Education Code 51412

No diploma, certificate, or other document, except transcripts and letters of recommendation, shall be conferred on a pupil as evidence of completion of a prescribed course of study or training, or of satisfactory attendance, unless such pupil has met the standards of proficiency in basic skills prescribed by the governing board of the high school district, or equivalent thereof, pursuant to Article 2.5 (commencing with Section 51215) of Chapter 2.

- I. For special education students, the following procedures shall apply:
  - A. Students who meet proficiency requirements, with or without modifications, shall be granted a diploma if they meet all other graduation requirements (i.e., units of credit, conduct). Acceptable accommodations are available for the proficiency examinations.
  - B. Students who do not meet the proficiency requirements, with or without modifications, shall receive a certificate of completion.
- II. The discussion of these options (diploma versus certificate of completion) can begin as early as middle school and continue each year thereafter. The special education teacher will have previous standardized achievement test scores and present levels of performance to support his/her recommendation to the parent. Academic (diploma) versus applied academic (certificate of completion) curriculum will be explained to the parent. Vocational, community-based instruction, and mobility training will be emphasized for non-diploma bound students.
- III. Students whose parents agree with the decision to pursue a certificate of completion are not required to continue in school until 22 years of age. The student may receive his/her letter of recommendation when the IEP team, including the parent, determines that it is appropriate for the student to terminate his/her K-12 educational program. This decision will be arrived at through the transition planning process.

- IV. All students receiving either a diploma or a certificate of completion will be able to participate in all graduation ceremonies and senior functions.
- V. All students receiving a certificate of completion will:
  - 1. Participate in an individualized course of instruction, including a transition plan to address vocational objectives, employment, community training, mobility instruction, and applied academics.
  - 2. Be referred to the Department of Rehabilitation, if appropriate.
  - 3. Be able to apply to a community college.

### WORKFORCE PREPARATION

#### **Work Experience Education**

Work experience education is a partnership between community and school, providing opportunities for juniors and seniors 16 years of age or older to discover their vocational interests and aptitudes by doing “real” work. The business community becomes the classroom.

The maximum number of semester periods of credit allowable for work experience education of any type or combination of types is 30. The maximums which may be earned are as follows: Exploratory (10), General (10), Vocational (20), or Cooperative Education (30). Summer school work experience, maximum of 10 credits, is counted as part of the credit maximum.