



## Back to School ... Back to Learning



### General Information

The first day of school is Tuesday, August 18, 2020. Instruction will be virtual. Students with and without disabilities will follow the same general schedule. School hours are from 9:00 a.m.-2:15 p.m. this includes synchronous and asynchronous instruction, a break, and lunch time. On Tuesday, August 18, 2020, and Wednesday, August 19, 2020, all students will work on asynchronous tasks including online modules in the morning. On Tuesday afternoon school principals will have a virtual welcome session/orientation with students. On Wednesday afternoon students will have a meet and greet session with their teachers. Attendance will be taken starting **Tuesday August 18, 2020**. On Thursday, August 20, 2020 the regular schedule for students begins.

Date	Activity
08/18/20	<b>First Day of School</b> <ul style="list-style-type: none"><li>• Attendance is Taken</li><li>• Asynchronous Activities</li><li>• Virtual Welcome Session &amp; Orientation for Students</li></ul>
08/19/20	<ul style="list-style-type: none"><li>• Attendance is Taken</li><li>• Asynchronous Activities</li><li>• Meet &amp; Greet – Students Meet Their Teachers</li></ul>
08/20/20	Regular Learning Schedule Begins



## Instruction



Students may and learn in a variety of online learning environments including but not limited to: small-group instruction, whole-group instruction co-taught with a general education teacher, and collaborative learning groups. Learning may occur live (synchronous instruction) or independently (asynchronous instruction). Students with disabilities may also participate in additional interventions throughout the school year.

### **Special Day Program**

Students receiving services through a special day class program will continue to receive instruction from a special day class teacher. Teachers will provide both synchronous (live) and asynchronous instruction to students.

### **Resource Specialist Program**

Resource Specialist Teachers may provide services “pushing in” to synchronous classes and co-teaching, collaborating, and/or consulting with the general education teachers during the scheduled planning time or office hours. Resource Specialist Teachers might also provide support to students in Zoom breakout rooms or in separate sessions between general education synchronous learning opportunities.

### **Alternate Curriculum**

Students with disabilities on an alternate curriculum will have access to the Unique Learning System through their Schoology course. Students may also participate in a variety of online learning environments including but not limited to, live (synchronous) whole- and small-group instruction along with independent (asynchronous) instruction. For more information about support for alternate curriculum programs and students with moderate-severe disabilities, contact James Koontz, Coordinator of Moderate-Severe Programs at [jck6411@lausd.net](mailto:jck6411@lausd.net) or Tiffany Sepe, Specialist for Moderate-Severe Programs at [tiffany.sepe@lausd.net](mailto:tiffany.sepe@lausd.net).



## Instruction



### Early Childhood Special Education

The Early Childhood Special Education (ECSE) Family Site provides Distance Learning resources that are aligned to instructional synchronous and asynchronous activities for children and families along with quick links to additional information. ECSE teachers will support families during the first week of school in navigating the ECSE Family Site. <https://sites.google.com/lausd.net/ecse-familysite/home>

### District Office of Transition Services

The District Office of Transition Services coordinates the planning and delivery of transition services for all students with disabilities, beginning at age 14 (or younger, if appropriate) to prepare them for transition from school to adult living. Services will continue to be provided for students during periods of remote learning. However, Work Based Learning Experiences in the community are unable to resume until health and safety guidelines indicate students can make a safe return into community settings. For further information regarding our programs, please [click here](#) to visit our website.

### Career Transition Centers

Students with disabilities participating in adult transition programs through a Career and Transition Center, including students in CATS and ProjectSearch, will be provided instruction that addresses academic, functional, independent living, and vocational skills through virtual instruction. These students also have access to the Unique Learning System through Schoology courses. Students may also participate in a variety of online learning environments including but not limited to live (synchronous) whole- and small-group instruction along with independent (asynchronous) instruction.



## **Special Education Paraprofessionals (including BII)**

Special Education Paraprofessionals will participate in support and delivery of instruction through virtual class lessons. They will work with classroom teachers to provide supports for students.

## **Related Services**



### **Related Services**

Related Service providers will be contacting parents during the first two weeks of school, as part of initial contact and to schedule service sessions. Providers will also collaborate with teachers and other service providers to coordinate schedules and services. Services will begin as soon as possible taking into account distance learning considerations. Services will be delivered synchronously (live), unless mitigating circumstances apply. Services may be delivered asynchronously, as necessary.

Maintaining consistent/routine service schedules is beneficial for both providers and students/parents. Providers are trying their best to ensure consistent schedules are maintained so that students can consistently be served. Related Services providers will schedule one office hour per week and the time of the scheduled office hour will be communicated to parents.

### **Psychological Services**

School psychologists will be contacting parents to schedule DIS counseling sessions during the first two weeks of school. They will also collaborate with teachers and other service providers to determine the best time for students to receive these services. School psychologists will be scheduling the DIS counseling services according to individual student IEPs taking into account distance learning considerations. Services will be delivered synchronously (live), unless there are extenuating circumstances warranting asynchronous delivery of services.



## Psychological Services *(continued)*

Maintaining consistent/routine service schedules is beneficial for both providers and students/parents. Providers are trying their best to ensure consistent schedules are maintained so that students can consistently be served. School psychologists will schedule one office hour weekly to facilitate communication with parents and school staff. The time of the scheduled office hour will be communicated to parents.

## Assistive technology

We continue the process of providing assistive technology to students. If your child's IEP includes any communication equipment, assistive technology, or augmentative alternative communication device, and your child has not yet received it, please contact your school administration. You may also call 213-241-6701 or contact Kari Tapie at [ktapie@lausd.net](mailto:ktapie@lausd.net) for support.

## Low Incidence Mobility Equipment

If your child's IEP included any low incidence equipment for mobility purposes, you will be contacted by a District specialist to determine if your child's equipment can be safely used at home and/or if alternative methods of meeting mobility goals are available. If you have any questions, please contact the school site physical therapist or Lisa Test at [lisa.test@lausd.net](mailto:lisa.test@lausd.net) or Rosaura Sanchez at [rosaura.sanchez@lausd.net](mailto:rosaura.sanchez@lausd.net).

## Individualized Education Program (IEP) Team Meetings



Virtual IEP team meetings will continue for the 2020-2021 school year during virtual instruction. When in-person services commence, the District will continue with virtual IEP team meetings as an option for families.

IEP team meetings will continue as scheduled and parents with a registered mobile number will receive an automated text reminder 15 days before the scheduled date. During the school closure, virtual

IEP team meetings will continue through Zoom. Training for virtual IEP team meetings is available to parents both in [English](#) and [Spanish](#) on the Division of Special Education website. To access your child's active IEP, please visit the Parent Portal. [Click here](#) for information on how to register for the Parent Portal.





## Call Center



The Division of Special Education Call Center under School and Family Support Services (SFSS), responds to inquiries from families and District stakeholders regarding special education processes, and facilitates collaboration between families and school teams to appropriately address parent concerns related to IEP implementation and special education policies and procedures.

### School and Family Support Services

Hours of Operation	Monday-Friday; 8:00AM to 4:00PM
Phone	(213) 241-6701
TTY	(213) 241-2511
Fax	(877) 339-2684
Email	<a href="mailto:spedsfss@lausd.net">spedsfss@lausd.net</a>