



WELCOME BACK TO SCHOOL

August 16, 2021



The first day of school is Monday, August 16, 2021. Instruction will be provided in-person. School facilities are open and ready to provide the safest possible learning environment and welcome back all students. The City of Angels Independent Study School/Virtual Academy is available as an online program for families with medical, social-emotional, or other concerns. For students with disabilities, participation in the Independent Study program is subject to IEP team determination through the IEP team meeting process.

The following is an overview of the return to in-person instruction and services:

Instruction

Students with disabilities acquire knowledge in a variety of learning environments which include but are not limited to: small-group instruction, whole-group instruction co-taught with a general education teacher, and collaborative learning groups.

Special Day Program - Core Curriculum

Students receiving services through a special day class program will continue to receive instruction from a special day class teacher. Teachers will provide in-person instruction to students. For more information about core curriculum programs, contact Lela Rondeau, Coordinator, TK-12 Instruction at lela.rondeau@lausd.net or Veronica Mullen, Specialist, TK-12 Instruction at veronica.mullen@lausd.net.

Resource Service (RSP)

Special Education teachers providing RSP Services will resume in-person instruction may be provided in the general education classroom in a push-in model or outside of the general education classroom in a pull-out model, in accordance with each student's IEP. RSP teachers typically engage in co-teaching, collaborating, and/or consulting with general education teachers during scheduled planning time or office hours. For more information about core curriculum programs, contact Lela Rondeau, Coordinator, TK-12 Instruction at lela.rondeau@lausd.net or Veronica Mullen, Specialist, TK-12 Instruction at veronica.mullen@lausd.net.

Special Day Program - Alternate Curriculum

Students with disabilities on an alternate curriculum have access to the Unique Learning System both in-school and for practice at home through their Schoology course. Supplemental instructional materials are also available for in-school use by teachers. Teachers may also modify core curriculum materials to meet student academic instructional needs. For more information about alternate curriculum programs and students with moderate-severe disabilities, contact James Koontz, Coordinator of Moderate-Severe Programs at jck6411@lausd.net or Tiffany Sepe, Specialist for Moderate-Severe Programs at tiffany.sepe@lausd.net.



Early Childhood Special Education

Early Childhood Special Education (ECSE) Supports and Services are designed to support the concept of a family and professional partnership while focusing on individual child needs. Collaboration among parents, children, and ECSE program staff is paramount to our success. ECSE Supports and Services include a continuum of programs from Early Start (0-3 years) through preschool (3-5 years) and will return to in-person instruction. All preschool children with disabilities will have access to the general education curriculum and ECSE program staff will utilize *The Creative Curriculum*.

The Creative Curriculum is a comprehensive curriculum that is research based and addresses the development of the whole child. This child-centered curriculum model focuses on the goals as well as the process of how children develop and learn. *The Creative Curriculum* emphasizes the learning environment, children's play and developmentally appropriate activities aligned to the California Preschool Learning Foundations. ECSE will continue to engage and provide resources for families to support children's learning with 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, to prepare them for transition from school to adult living. Services will be provided in-person for all students attending school at comprehensive campuses. The City of Angels and Carlson Home Hospital programs will receive direct support from District Office of Transition Services teachers to ensure support for students attending these programs. Work Based Learning Experiences in the community resumed in July 2021 in adherence with current District, County and state safety guidelines. 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. Students will be able to participate in community-based instruction (CBI), independent travel, and work-based learning (WBL) within the community. These students also have access to the Unique Learning System through Schoology courses. For additional information about adult transition programs, please feel free to contact James Koontz, Coordinator of Moderate-Severe Programs at jck6411@lausd.net or Nicole Douglas, Specialist for Adult Transition Programs at nld1336@lausd.net.

Low Incidence Programs

The Low Incidence department provides services to children with a documented Low Incidence disability such as a hearing loss, visual impairment, or orthopedic impairment from ages 3 through 21. The need for low incidence support is individualized to each student and is prescribed as part of the student's Individualized Education Program (IEP). All service provision is based upon the student's assessed need and is provided in accordance with the mandates of the IEP and state and federal guidelines. For further information regarding our programs, please visit our website at <https://achieve.lausd.net/spedLowIncidencePrograms>.



Special Education Paraprofessionals (including BII)

Special Education Paraprofessionals will participate in support and delivery of instruction through in-person (or online class lessons for City of Angels). They will work with classroom teachers to provide support for students and, if applicable, follow the treatment plan as stated in the student's IEP.

Independent Charter Schools

Charter schools provide IEP services and support. If parents have questions about the type and/or quality of services and supports being offered, they are encouraged to speak with the charter school site special education leader and/or school leader. If there are remaining questions, parents may call the Division of Special Education's Call Center at 213-241-6701.

Related Services



The Related Services Department provides services to children with disabilities from birth to age 22. The need for Related Services is individual to each student, and is prescribed as part of the student's Individualized Education Program (IEP). All service provision is based upon the student's assessed need and is provided in accordance with the mandates of the IEP and state and federal guidelines.

Related Services will be provided in-person in accordance with the student's IEP. At the school site services may be provided inside the classroom or office, or outdoors, as appropriate. Providers will also collaborate with teachers and other service providers to coordinate schedules and services. Maintaining consistent/routine service schedules is beneficial for both providers and students. Providers aim to maintain regular schedules so that students can consistently be served.

Psychological Services

School psychologists provide pupil counseling and ERICS designated instructional services according to prescribed IEP goals. Schedules for DIS counseling sessions will be finalized during the first two weeks of school.

Maintaining consistent/routine service schedules is necessary for both providers and students. Services will be in person or provided in accordance with students' IEPs and school psychologists will collaborate with teachers and other service providers to determine the best time for students to receive these services. School psychologists try their best to ensure consistent schedules are maintained so that students can consistently be served.

In addition, school psychologists work closely with schools in the provision of pre-referral interventions and with special education teams to address student referrals for special education.



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 for support.

Low Incidence Mobility Equipment

If your child's IEP includes any low incidence equipment for mobility purposes, the equipment will be maintained at your child's school of attendance for their daily use, or provided in accordance with the student's IEP.

If you have any questions, please contact the school site physical therapist or Lisa Test at lisa.test@lausd.net or Rosaura Sanchez at rosaura.sanchez@lausd.net.

Low Incidence Equipment for the Deaf and Hard of Hearing and Visually Impaired

If your child's IEP indicates the need for classroom hearing technology, please contact your school administration or the Senior Educational Audiologist Simon Devilly at sdevilly@lausd.net or Theana Kezios at tdk0434@lausd.net.

If your child's IEP indicates specific equipment for the blind or partially sighted, please contact your school administration or Alma Gaona at alma.gaona@lausd.net or Theana Kezios at tdk0434@lausd.net.

Individualized Education Program (IEP) Team Meetings



Virtual IEP team meetings will continue as an option for the 2021-2022 school year, in addition to in-person IEP team meetings.

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. Should families opt to participate in virtual IEP team meetings, they 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.

School and Family Support Services – 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.



DIVISION OF SPECIAL EDUCATION

Intentionally designing and delivering inclusive environments for students at every opportunity to maximize learning

School and Family Support Services – Call Center



Hours of Operation	Monday-Friday; 8:00AM to 5:00PM
Phone	(213) 241-6701
Fax	(877) 339-2684
Email	spedsfss@lausd.net

Division of Special Education Website

All families are encouraged to regularly visit the Division of Special Education at <https://achieve.lausd.net/sped> for up-to-date information and resources. The *Parents* section may also be accessed directly by visiting <https://achieve.lausd.net/spedParents>.

LOS ANGELES UNIFIED SCHOOL DISTRICT



DIVISION OF SPECIAL EDUCATION

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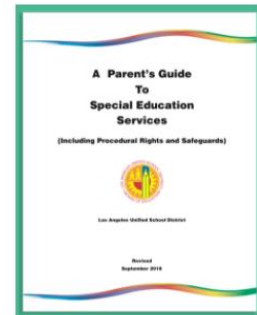
- Home
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Two students engaged in physical activity on school playground.



A Parent's Guide to Special Education Services



- English
- Spanish
- Armenian
- Chinese
- Farsi
- Tagalog
- Korean
- Russian
- Vietnamese

Online Program

The City of Angels Independent Study School/Virtual Academy is an online program that is available for families with medical, social-emotional, or other concerns. Through this program, students will work independently when not learning with a teacher synchronously. Students will not be taught by teachers from their own school but rather teachers assigned to the City of Angels. Elementary students will receive 3 hours of daily live virtual instruction with a teacher, while secondary students will receive three 70-minute periods per day (with at least 40 minutes of direct