



Division of Special Education Update

Status on Individualized Education Program (IEP) team meetings

During this global pandemic LAUSD and the Division of Special Education continues its commitment to holding IEP team meetings on time. With the implementation of remote learning assessments and in-person assessments, as of March 5, 2021 LAUSD has conducted approximately 53,375 IEP team meetings during the 2020-21 school year. Parents are encouraged to participate in IEP team meetings virtually and/or via telephone, and if there are any questions on how to do so, please reach out to your child's case carrier or administrator. The District is continuing to send text message reminders to parents regarding scheduled IEP team meetings and reminders on returning the consent page (either in agreement or disagreements to all or part of the IEP). Parents will now be able to use the Adobe sign feature to electronically sign IEP documents such as the consent page and notification to participate in IEP team meeting form. In addition, the "Virtual IEP Team Meeting Informational Video for Parents" is available in English and Spanish on the Division of Special Education – Resources for Families During Distance Learning webpage at <https://achieve.lausd.net/Page/17242>.

Special Education Assessments

Assessments Conducted for Special Education Related Purposes

The District is conducting assessments for special education related purposes in two ways: (a) through a virtual Distance Learning environment, and (b) through in-person appointments at District locations. See the information below for information on how the manner of the assessment will be conducted is determined.

- The District's assessment process during the COVID - 19 pandemic is predicated on which types of assessments can be conducted virtually versus which types of assessments must be conducted in person to maintain the validity and reliability of the test.
- The District will continue to conduct assessments in a virtual Distance Learning environment in situations where the assessment that can be provided in a virtual manner while maintaining the validity and reliability of the test.
- The District will conduct assessments through scheduled in-person appointments at District locations in situations where the assessment needs to be conducted in person to maintain the validity and reliability of the test. In-person assessments will be conducted according to the highest level of health practices, including testing of all students and staff who are involved for COVID-19 in advance of a scheduled appointment for assessment.

In-Person Related Services

Provision of Related Services Indicated on an Individualized Education Program (IEP)

The District is providing related services in two ways: (a) through a virtual Distance Learning environment, and (b) through in-person appointments at District locations.

- The District determination of in which will determine the manner the related service will be provided and is predicated on student accessibility of service.
- The District will continue to provide related services in a virtual Distance Learning environment.
- The District will provide related services through scheduled in-person appointments in situations where it has been determined that the student cannot access the service in a virtual Distance Learning environment.



- In-person services will be conducted according to the highest level of health practices, including testing of all students and staff who are involved for COVID-19 in advance of a scheduled appointment for service.

SELPA Local Plan 2021-24

The Los Angeles Unified organized a series of working group sessions on the development of the 2021-24 LAUSD SELPA Local Plan. The objectives of these sessions were to offer opportunities for all our valued stakeholder groups to provide input and feedback to the draft of the Local Plan.

The Division of Special Education will incorporate all the feedback and input offered as appropriate into the Local Plan and submit to the CAC for official review. The CAC will have 30-days to review the proposed Local Plan and offer any additional feedback and input for the Division of Special Education (DSE) consideration. The DSE will then submit it to the LAUSD School Board for approval prior to submitting it to the California Department of Education (CDE). The LAUSD SELPA Local Plan is due June 30, 2021.

Fun4All

The Fun4All program brings together students with and without disabilities for social inclusion, play, connectivity and fun. LAUSD's Division of Special Education has been a powerful partner. Engage your KIDS in PLAY through stories, music, movement, and crafts. Special guests join us to celebrate different themes.

<https://inclusionmatters.org/fun4all/>

Preschool Unit Of Study

We are so excited about our new study-Buildings. As we study buildings, we will learn concepts and skills in science, social studies, literacy, math, the arts, and technology. We will also be using thinking skills to investigate, ask questions, solve problems, make predictions, and test our ideas. Study your home with your child. What materials were used to build it? How many floors or stories does it have? How many rooms, windows, and doors does it have? How old is your home? Who built it? What are its dimensions? Talk with your child about the buildings that you see together. Keep a list of the buildings that interest your child. Help your child investigate questions similar to the ones mentioned above. Visit the [Building Study-Family Site](#) or <https://sites.google.com/lausd.net/ecse-familysite/building-study>

Parent Portal

As a friendly reminder, we highly encourage all parents to access the Parent Portal where various special education documents (i.e., IEP) and reports (i.e., service tracking) are available. To access the Parent Portal, visit:

<https://parentportalapp.lausd.net/parentaccess/>

Phone Numbers

LAUSD General Hotline: 213-431-4300

Division of Special Education School and Family Support Services: 213-241-6701

LAUSD School Mental Health Hotline: 213-241-3840

Technology Access: 213-443-1300



Websites

Division of Special Education: <https://achieve.lausd.net/sped>

General Resources During School Closure: <https://achieve.lausd.net/resources>

Office of Parent and Community Services (PCS): <https://achieve.lausd.net/pcss>



SELPA/CDE Information

COVID-19: Students with Disabilities and Face Coverings

Source: CDE Website

Author: Heather Calomese, Director

Special Education Division

Opportunities for All Branch

Recently, the California Department of Education has been made aware of instances where students with disabilities may have been inappropriately excluded from educational environments for the inability to wear a face covering. The purpose of this notice is to remind local educational agencies (LEA) of state and federal guidance requiring face coverings, including allowable exemptions, in order to avoid implementing policies that may result in a denial of a free and appropriate public education (FAPE). On January 14, 2021, the California Department of Public Health (CDPH) published the *COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year* (CDPH K-12 guidance) which contains guidance related to face coverings. The CDPH K-12 guidance can be reviewed on the CDPH websites at https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Consolidated_Schools_Guidance.pdf (PDF).

The CDPH K-12 guidance is clear that face coverings must be used in accordance with CDPH guidelines and that students in all grade levels (K-12) are required to wear face coverings at all times, while at school, **unless exempted**. On November 16, 2020, the California Department of Public Health released updated *Guidance for the Use of Face Coverings* (CDPH Face Coverings guidance), which can be reviewed on the CDPH website at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>.

The CDPH guidance clearly outlines individuals exempt from wearing face coverings at all times, regardless of setting. Those exempt individuals include:

- Persons younger than two years old. These very young children must not wear a face covering because of the risk of suffocation.
- **Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering.** This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance. Such conditions are rare.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.

The CDPH Face Coverings guidance refers to the Centers for Disease Control and Prevention (CDC) face coverings website at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#evidence-effectiveness> for additional information and resources regarding masks and face



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coverings. The CDC face coverings website acknowledges that certain groups of people may find it difficult to wear a mask, including some children 2 years (and older) and people of any age with certain disabilities. According to the CDC face coverings website:

Appropriate and consistent use of masks may be challenging for some children and for people of any age with certain disabilities, including cognitive, intellectual, developmental, sensory, and behavioral disorders.

When deciding if children and people with certain disabilities should wear a mask, determine if they can:

- Use a mask correctly
- Avoid frequent touching of the mask and their face
- Limit sucking, drooling, or having excess saliva on the mask
- Remove the mask without assistance

If children and people with certain disabilities are unable to wear a mask properly or cannot tolerate a mask, they should not wear one. Students with disabilities must not be excluded from educational environments if their disability prevents them from wearing a face covering. LEAs must continue to adhere to least restrictive environment requirements of the Individuals with Disabilities Education Act (IDEA) when educating students with disabilities, including educating students with disabilities are educated with their nondisabled peers to the maximum extent appropriate (*34 Code of Federal Regulations* §300.114). It is imperative that LEAs continue to monitor the applicability of existing exemptions to individual students with a disability and avoid implementation of policies related to face coverings that may result in a denial of FAPE under the IDEA.

Should there be any questions related to the above information, please contact the Special Education Division via email at SEDInfo@cde.ca.gov.

Sincerely,
Heather Calomese, Director
Special Education Division
Opportunities for All Branch