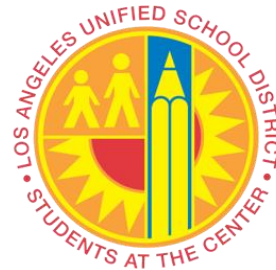


Overview of LAUSD Compensatory Education Plan for Students with Disabilities Impacted by Remote Learning During the COVID-19 Pandemic

Los Angeles Unified School District



Objectives

The District's commitment to implement the COVID-19 Compensatory Education Plan as part of its obligation to provide a free appropriate public education (FAPE) to students with disabilities;

Determination of Compensatory Education service, including the criteria IEP and Section 504 teams are to use;

Requirement of staff's implementation of the Plan, including IEP and Section 504 teams input of data

Students with disabilities are entitled to a free appropriate public education (FAPE).

The District is focused on the development and implementation of its plan for Compensatory Education for students with disabilities impacted by remote learning during the COVID-19 pandemic.



LAUSD is implementing two processes:

Compensatory Education: services required to remedy any educational or other deficits that result from the student with a disability not receiving the evaluations or services to which they were entitled during the COVID-19 pandemic.

Recoupment Services: additional supports/services offered to general and special education students to address potential learning loss caused by pandemic-related school facility closures.



Pandemic Period:

The time the District was either providing remote learning instruction and/or hybrid in-person and remote learning instruction, starting from March 17, 2020, through the end of the 2021-2022 school year due to the COVID-19 pandemic.

Because some students were unable to return to in-person learning in the 2021-2022 school year because of both their disability and the COVID-19 pandemic, for those students, the Pandemic Period will include the impact of remote learning they experienced during the 2021-2022 school year.



Section 504:

Requires public school districts to provide a free appropriate public education (FAPE) to all students with disabilities in their jurisdictions.

An appropriate education is defined as regular or special education and related aids and services that are designed to meet the individual needs of students with disabilities as adequately as the needs of students without disabilities are met, and that are developed in accordance with the procedural requirements



Section 504 and the Individuals with Disabilities Education Act (IDEA):

Districts are required to conduct an evaluation of any person who, because of disability, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in regular or special education and any subsequent significant change in placement.

Implementation of an IEP developed in accordance with the Individuals with Disabilities Education Act (IDEA) is one means of meeting these requirements.



COVID-19 Compensatory Education Plan will ensure that the IEP and Section 504 Plan Teams will...

1. Determine what Pandemic Period associated Compensatory Education is owed to students with disabilities;
2. Make individualized determinations for each student with a disability regarding whether Compensatory Education is necessary;
3. Provide procedural protections afforded by Section 504;
4. Document and track the decisions made regarding Compensatory Education



At the Student's IEP Team or Section 504 Meeting, the Team must:

Make individualized determinations for each student with a disability whether and to what extent Compensatory Education is necessary by reviewing and discussing whether the student with a disability received the appropriate evaluations or services during the Pandemic Period.

Provide the parent/guardian access to information recorded by the District regarding the amount of special education and related aids or services provided during the Pandemic Period, including the option to review IEP service logs or discuss implementation of Section 504 plan accommodations.

Determine whether Compensatory Education is owed or necessary, and if any Recoupment Services may be needed, if not already addressed.

Notify the parent/guardian of the process to challenge the compensatory education determination consistent with procedural safeguards, including the process for reimbursement for out-of-pocket expenses incurred by the parent/guardian to provide the services required by the student's IEP or Section 504 plan from March 2020 until the end of the 2021-2022 school year and the right to challenge the Section 504 or IEP team's determination through an impartial due process hearing .



Compensatory Education Considerations

Teams will consider the following:

The regular or special education and related aids and services required by the student's Section 504 plan or IEP that was in effect at the beginning of March 2020

The frequency and duration of missed instruction and related services during the Pandemic Period

Whether special education and/or related services that were provided during the Pandemic Period were appropriate based on the student's individual needs

The student's present level of performance

Previous rates of progress

The results of updated evaluations

Whether evaluations were delayed

Any other relevant information



What if My Child Is Already Receiving Recoupment Services?

For students whom a Recoupment Services determination has already been made and is being implemented, when determining whether and what amount of Compensatory Education may be needed, the IEP or 504 team may consider if the Recoupment Services already being provided to the student addresses their specific individualized needs.



Compensatory Education Determination

For students with IEPs and Section 504 plans, the District will follow the Section 504 and IEP processes for conducting meetings in alignment with federal law and District policies and procedures to discuss and address whether the student did not receive the instruction and/or services required for FAPE during the Pandemic Period.



Documenting the Compensatory Education Determination

Documentation for Compensatory Education determinations will be done in Section N of the IEP or in Welligent for Section 504 meetings.

Documentation will include the following :

- Whether the team determined that students received all their special education and related aids and services required by IEP and Section 504 Plans;
- Whether the team determined that Compensatory Education is owed or not owed;
- Whether the team determined that services were missed but Compensatory Education is not owed - documented on FAPE 2, Part 4;
- An appropriate and reasonable timeframe for the completion of the agreed upon Compensatory Education services - documented on FAPE 2-Summary of Services



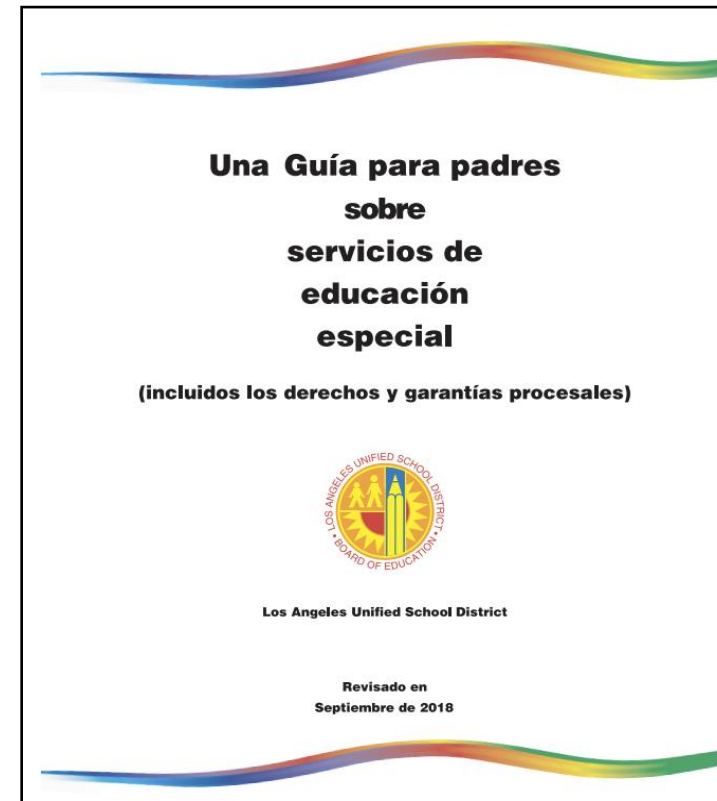
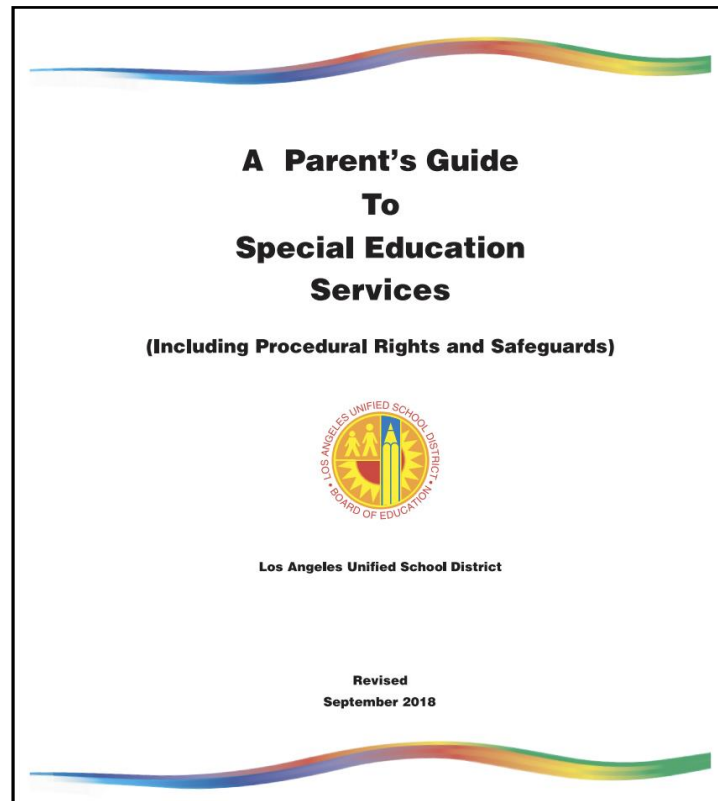
Procedural Safeguards

Parents are still afforded the same procedural safeguards which have always been available if the Parent disputes the team's determination.

If a parent/guardian disputes the IEP or Section 504 team determination, the District will notify the parent/guardian of the process to challenge the determination consistent with the procedural safeguards if the parent/guardian disputes the team's determination. This includes the process for reimbursement for out-of-pocket expenses incurred by the parent/guardian to provide the services required by the student's IEP or Section 504 plan from March 2020 until the end of the 2021-22 school year and the process to dispute the determination through an impartial due process hearing.



IEP Procedural Safeguards



Section 504 Procedural Safeguards Includes:

- Written notification of any decisions concerning the identification, evaluation, and/or accommodation of students;
- Information needed to appeal any such decisions;
- Examination of relevant records.
- The process for reimbursements for out-of-pocket expenses incurred by the parent/guardian as discussed previously.



Section 504 Procedural Safeguards

SECTION 504 PARENT PROCEDURAL SAFEGUARDS
<i>The purpose of this notice is to describe the procedural safeguards provided to the parents of students with disabilities under Section 504. The intent of the law is to keep parents fully informed concerning the District's decisions to identify, evaluate, and/or provide accommodations/services for their children. The District encourages and facilitates informal complaint resolutions of the same.</i>
Section 504 of the Rehabilitation Act of 1973 is a federal law prohibiting discrimination against disabled persons who may participate in, or receive benefits from programs receiving federal financial assistance. Under Section 504 (§504), eligible students with disabilities are provided with educational benefits and opportunities equal to those provided to nondisabled students. Students with disabilities have the right to receive a free appropriate public education (FAPE) and to be educated with nondisabled students to the maximum extent appropriate.
Under §504, students are considered disabled if they suffer from a physical or mental impairment that substantially limits one or more major life activities. Section 504 also protects students with a record of impairment or, who are regarded as impaired, from discrimination on the basis of disability. Students can be considered disabled, and may receive protections/accommodations under §504, even if they do not qualify for, or receive special education and related services under the Individuals with Disabilities Education Act (IDEA).
Parents of students with disabilities eligible under §504 have the following rights:
<ol style="list-style-type: none">1. To receive written notice of the District's intent to identify, evaluate, and/or to provide a §504 Plan for their child2. To review all relevant records regarding their child and obtain copies at reasonable cost3. To appeal/disagree with the District's decisions with regard to the identification, evaluation, or §504 Plan accommodations/services, or file a complaint concerning allegations of a violation of §504 policy/procedures, or disability-based discrimination/harassment4. To request an informal mediation or an impartial hearing if they disagree with their child's identification, evaluation, or §504 Plan, with an opportunity to participate and be represented by an attorney at the parent's expense5. To review the decision of the impartial hearing officer
Upon request, the District will provide an oral interpreter at §504 Plan meetings for those whose primary language is not English. Upon request, the District will also provide translated versions of §504 related documents. A complaint investigation may be initiated by contacting the Educational Equity Compliance Office if there is an assertion that adequate interpretation was not provided at a §504 Plan meeting. For further information regarding complaint investigations, refer to the District's policy, Uniform Complaint Procedures (UCP), BUL-5159.3, as summarized in the Parent Student Handbook.
For further information, you may contact: Julie Hall-Panameno, Director Educational Equity Compliance Office Los Angeles Unified School District Section 504 Coordinator 333 South Beaudry Avenue—20th Floor Los Angeles, CA 90017 (213) 241-7682
Form 2: Section 504 Parent Procedural Safeguards

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES Oficina para el Cumplimiento de la Equidad Educativa
GARANTÍAS PROCESALES DE LA SECCIÓN 504 PARA PADRES
El propósito de esta nota es describir las garantías procesales proporcionadas a los padres de estudiantes con discapacidades bajo la Sección 504. La intención de la ley es mantener a los padres planamente informados sobre las decisiones del Distrito para identificar, evaluar y / o proporcionar acomodaciones / servicios para sus hijos. El Distrito anima y facilita la resolución de quejas informales de la misma.
La Sección 504 del Acta de Rehabilitación de 1973 es una Ley Federal que prohíbe la discriminación contra las personas con discapacidad que puedan participar en, o recibir beneficios de programas que reciben asistencia financiera federal. Bajo la Sección 504 los estudiantes elegibles con discapacidades cuentan con beneficios educativos y oportunidades iguales a los proporcionados a los estudiantes sin discapacidades. Los estudiantes con discapacidades tienen derecho a recibir una educación pública gratuita y apropiada (FAPE – por sus siglas en inglés) y para ser educados con los estudiantes no discapacitados en la medida máxima apropiada.
Bajo la Sección 504, los estudiantes se consideran discapacitados si sufren de un impedimento físico o mental que limita sustancialmente una o más de las actividades importantes de la vida. La Sección 504 también protege a los estudiantes, con un registro de tal impedimento, o que se considera que tiene un impedimento, de la discriminación por motivos de discapacidad. Los estudiantes pueden ser considerados discapacitados, y pueden recibir protecciones / acomodaciones bajo la Sección 504, incluso si no tienen derecho a, o reciben educación especial y servicios afines bajo la Ley de Individuos con Discapacidades (IDEA - por sus siglas en inglés).
Los padres de estudiantes con discapacidades elegibles bajo la Sección 504 tienen los siguientes derechos:
<ol style="list-style-type: none">1. De recibir una notificación por escrito de la intención del Distrito para identificar, evaluar y / o proporcionar un plan la Sección 504 para su hijo2. De revisar todos los registros pertinentes en relación con sus hijos y obtener copias a un costo razonable3. Apelar / estar en desacuerdo con la decisión del Distrito con respecto a la identificación, evaluación, o de Plan de la Sección 504, o presentar una queja relativa a denuncias de violación de las políticas / procedimientos de la Sección 504 o discriminación o acoso basados en la discapacidad4. De solicitar una mediación informal o una audiencia imparcial si no están de acuerdo con la identificación de su hijo, evaluación o Plan de la Sección 504, con la oportunidad de participar y ser representado por un abogado a cargo de los padres5. De revisar la decisión del oficial de audiencia imparcial
A petición, el Distrito proporcionará a un intérprete oral en las reuniones de §504 para aquellos cuyo primer idioma no es el inglés. A petición, el Distrito también proporcionará versiones traducidas de documentos relacionados a §504. Una investigación de la queja puede ser iniciada al contactarse con la Oficina de Cumplimiento para la Equidad Educativa si hay una afirmación que una interpretación adecuada no fue proporcionada en una reunión de §504. Para obtener más información sobre las investigaciones de quejas, consulte la política del Distrito, Procedimientos Uniforme de Quejas (UCP) (por sus siglas en inglés), BUL-5159.3, como se resume en el Manual para Padres de Estudiantes.
Para más información, puede ponerse en contacto con: Julie Hall-Panameno, Director Oficina para el Cumplimiento de la Equidad Educativa Coordinador de la Sección 504 del Distrito Escolar Unificado de los Angeles 333 South Beaudry Avenue—20th Floor Los Angeles, CA 90017 (213) 241-7682
Form 2: §504 Parent Procedural Safeguards

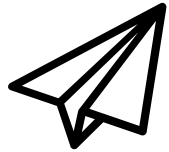


Upcoming COVID-19 Compensatory Education Plan Parent/Guardian & Stakeholder Outreach

2022-2023

Date	Meeting
Wed. 9/7/2022	Special Education Committee Meeting
Wed. 10/12/22	Family and Community Engagement Meeting
Tues. 10/18/22	CAC Meeting
Thurs. 11/10/22	PAC Meeting
Tues. 11/17/22	DELAC Meeting

Parent Concerns Regarding COVID-19 Compensatory Education Plan



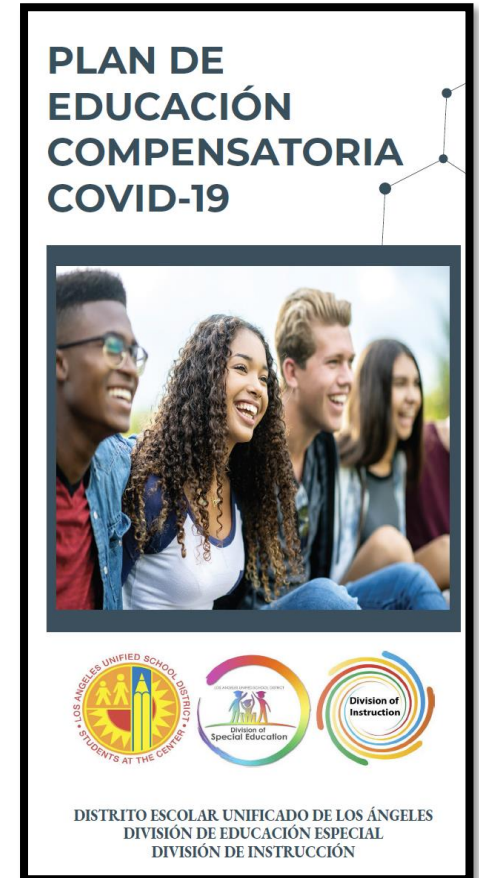
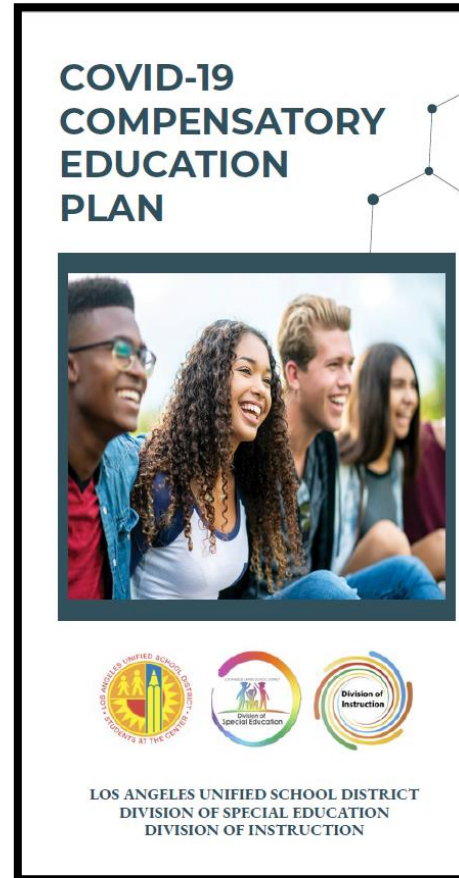
COVID-Comp-Ed-Plan@lausd.net



(213) 241-7696



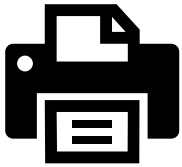
<https://achieve.lausd.net/compedplan>



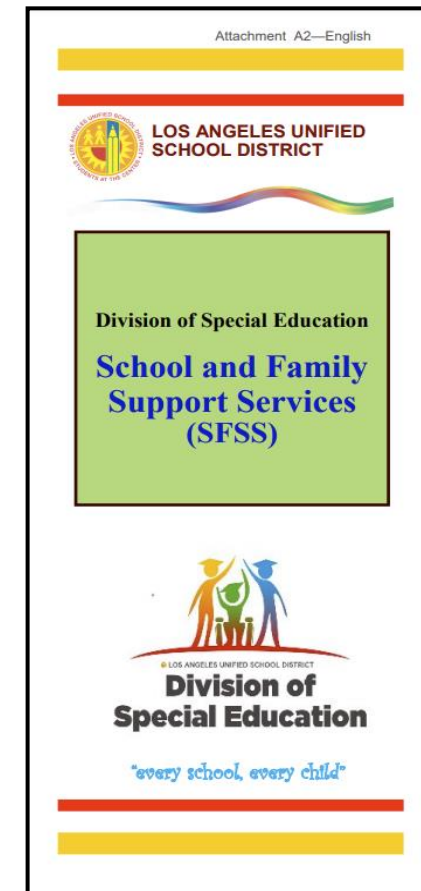
Division of Special Education School and Family Support Services (SFSS)



(213) 241 - 6701



(877) 339-2684



Local District Special Education Offices

Local District	Contact
Central	2328 St. James Pl. Los Angeles, CA 90007 (213) 766-7381
East	2151 N. Soto St. Los Angeles, CA 90032 (323) 224-3300
Northeast	8401 Arleta Avenue Sun Valley, CA 91352 (818) 686-4400
Northwest	6621 Balboa Boulevard Van Nuys, CA. 91406 (818) 654-3600
South	1208 Magnolia Ave. Gardena, CA 90247 (310) 354-3431
West	11380 W. Graham Place Los Angeles, CA. 90064 (310) 914-2100
Early Childhood Special Education/Preschool	333 S. Beaudry Ave. 17th Fl. Los Angeles, CA 90017 (213) 241-4713