BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT

SPECIAL EDUCATION COMMITTEE
3:00 p.m., Wednesday, January 22, 2025
333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

Committee Members

Mr. Scott M. Schmerelson, Chairperson
Dr. Rocío Rivas, Board Member

District Members

Ms. Deneen Cox, Deputy General Counsel
Dr. Jose Soto, Executive Director of Special Education
Ms. Alesha Haase, Administrator of Instruction, Division of Special Education

External Representatives

Mr. Ary Martin Flores, Board District 2, Student
Ms. Teresa Victoria Ann Mui, Board District 3, Parent
Dr. Samantha Toews, Associate Professor, CSUN
Ms. Marcia Scott, CSEA & Human Resource Specialist III, Certificated Assignments and Support Services
Ms. Elizabeth Thomas-Parker, SEIU, Vice President
Mr. Gavin Mirigliani, AALA
Ms. Leila Reyes, Parent
Ms. Amy Bogartz, UTLA

Board Secretariat Contact

Ms. Miriam Gonzalez
Tel: (213) 241-7002
Email: m.gonzalezledesm@lausd.net

Method for Accessing the Meeting and Providing Public Comment

There are three ways members of the public may access this Committee Meeting: (1) online (Granicus stream or join the zoom webinar), (2) by telephone by calling (888) 475-4499 (Toll Free) and entering the Meeting ID: **836 6097 2478**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: https://boardmeeting.lausd.net/speakers, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. A maximum of **15** speakers may sign up for general Public Comment, and each speaker will have **two** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call (888) 475-4499 (Toll Free) and enter Meeting ID: **836 6097 2478** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press *6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at (213) 241-7002 if you have any questions.

AGENDA

I. Welcome and Introductions ..... Mr. Scott M. Schmerelson
Chairperson

II. Committee Presentations

1. Parent and Community Engagement Opportunities for Families of Students with Disabilities ..... Ms. Lilia Moran
Coordinator, Special Education Compliance

2. Early Childhood Special Education ..... Ms. Ana Oregel
Director, Early Childhood Special Education

III. Closing Remarks ..... Mr. Scott M. Schmerelson
Chairperson

IV. Public Comment

V. Adjournment

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
https://www.lausd.org/boe#calendar73805/20250117/event/73507

Return to Agenda

TAB 1

Parent and Community Engagement Opportunities for Families of Students with Disabilities

Parent and Community Engagement Opportunities for Families of Students with Disabilities

Lilia Moran, Compliance Coordinator
Division of Special Education
January 22, 2025

Objectives

- Provide an overview of current parent, family and community engagement efforts in special education
- Outline future plans to improve parent, family and community engagement efforts in special education

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Special Education Compliance Office
Parent Engagement Unit

MISSION

Our mission is to empower and work alongside parents and families of students with and without disabilities by offering meaningful workshops, support, and resources that encourage active involvement in their children's education. We aim to build a strong partnership that fosters open communication and understanding, ensuring that parents and families feel confident and supported throughout the Individualized Education Program (IEP) process and in all aspects of their children's education.

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Special Education
Virtual Parent Workshops

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Special Education *Virtual* Parent Workshops

Developed and Led by the Division of Special Education (DSE)

Content

- Preparing for the IEP Team Meeting
- Parents as Partners
- Supporting Students with Extensive Support Needs
- Education in the Least Restrictive Environment

Frequency and Duration

- Bi-monthly
  (October, December, February and April)
- 75-minutes

Accessibility

- Bilingual PowerPoint (50/50 model)
- Morning session at 9:00 a.m. (Tuesdays)
- Afternoon session at 6:00 p.m. (Thursdays)
- Interpretation is available in Spanish and American Sign Language (ASL)
- Recorded and posted on the DSE website

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Virtual Parent Workshops Catalog

Communication

Parents and families are informed about the virtual parent workshops through various methods.

- Division of Special Education website posting
- Email notifications to families of students with IEPs
- Text message to families of students with IEPs
- Division of Special Education Monthly Report for the Community Advisory Committee (CAC)
- Shared with Office of School, Family, and Community Engagement for Family Academy catalog

DSE | LAUSD UNIFIED
Division of Special Education

Zoom

Division of Special Education

2024–2025 *VIRTUAL* PARENT WORKSHOPS

October 2024
TUESDAY: OCTOBER 8, 2024
9:00 AM – 10:15 AM
THURSDAY: OCTOBER 10, 2024
6:00 PM – 7:15 PM

PREPARING FOR THE IEP TEAM MEETING
Are you interested in learning how to access and interpret your child's IEP to prepare for an upcoming IEP team meeting? Have you wondered what steps you can take to better prepare and meaningfully participate in your child's IEP team meeting?

December 2024
TUESDAY: DECEMBER 3, 2024
9:00 AM – 10:15 AM
THURSDAY: DECEMBER 5, 2024
6:00 PM – 7:15 PM

PARENTS AS PARTNERS
Are you interested in learning ways to effectively communicate with your child's educational team? How might we use our role as parents to effectively partner with our child's teachers, counselors, and other school support staff?

February 2025
TUESDAY: FEBRUARY 11, 2025
9:00 AM – 10:15 AM
THURSDAY: FEBRUARY 13, 2025
6:00 PM – 7:15 PM

SUPPORTING STUDENTS WITH EXTENSIVE SUPPORT NEEDS
Are you interested in learning about the educational experiences for students with extensive support needs throughout their schooling? Have you wondered what types of alternate assessments are available for students with extensive support needs? Did you know there is an alternative diploma pathway for students who qualify for the California Alternate Assessment?

April 2025
TUESDAY: APRIL 8, 2025
9:00 AM – 10:15 AM
THURSDAY: APRIL 10, 2025
6:00 PM – 7:15 PM

EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE)
What is does it mean for students to be educated in the least restrictive environment (LRE)? Have you wondered what considerations are made by the IEP team to ensure students are educated in the least restrictive environment?

zoom https://bit.ly/DSE-VirtualParentWorkshops
Webinar ID: 842 5318 9472 (All sessions will use the same webinar link and webinar ID.)

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Virtual Parent Workshops

Online Engagement

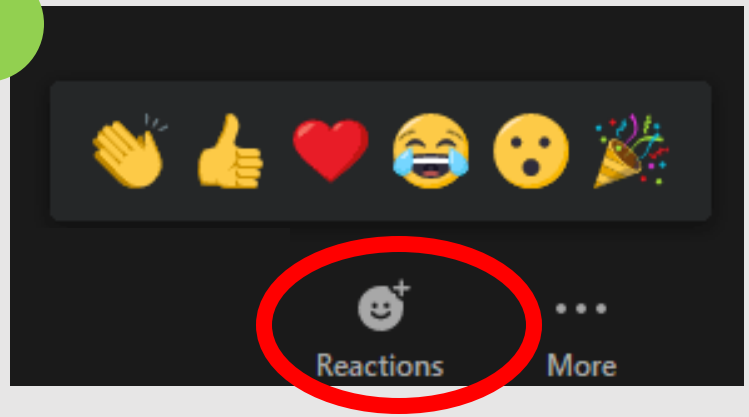
1

- Ask questions
- Haga preguntas

2

- Respond to questions posed by presenters
- Responder a preguntas planteadas por los presentadores

3



- Use the Zoom reactions to express your thoughts
- Utilice las reacciones de Zoom para expresar sus pensamientos

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Virtual Parent Workshops

Engagement During the Sessions

During the workshop, parents, families and session participants are invited to:

- Use polls to allow us to learn about them
- Use the chat to communicate with the presenters and behind-the-scenes support staff
- Use the Questions and Answers webinar feature to pose general and specific questions about the content of the presentation and/or to obtain contact information
- Use Zoom reactions throughout the presentation

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Recorded Virtual Parent Workshops https://www.lausd.org/spedParents

- Sessions are recorded and posted on the DSE website
- The presentation and session materials are available for download

Virtual Parent Workshops - Training Materials

Preparing for the IEP Team Meeting
Elevating Student Voice
Empowering Parents: Understanding Media and Technology Basics to Safeguard Online Experiences // Empoderar a los padres: comprender los conceptos básicos de los medios y la tecnología para proteger las experiencias en línea
Empowering Families During the IEP Process: An Introduction to Special Education
Tips for Navigating the IEP Document and Participating in the IEP Team Meeting
Exploring IEP Resolution Options that Keep Students at the Center

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Special Education Region Ambassadors

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Special Education Region Ambassadors

Content

Behavior Support
"Using First/Then Strategies to Support Positive Behaviors in the Home Setting"

Increasing Inclusive Practices
"Rightful Presence: Fostering a Sense of Belonging in School"

Disagreements
"Exploring IEP Resolution Options that Prioritize Student Success"

Frequency and Duration

- 3 topics yearly
  - 1 session in each Region and Virtual Academy
- 90-minutes

Accessibility

- Bilingual PowerPoint (50/50 model)
- Facilitated in every District region including Virtual Academy
- Hybrid sessions
- Morning sessions
- Interpretation is available in Spanish and American Sign Language (ASL)

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Special Education Region Ambassadors

Developed and Led by the Division of Special Education and facilitated in Partnership with the Region Family and Community Engagement & Virtual Academy and Options Programs Offices

Communication

Parents and families are informed about the ambassador sessions via:

- Division of Special Education website posting
- Region and Virtual Academy outreach efforts
- Division of Special Education Monthly Report for the Community Advisory Committee (CAC)
- Office of School, Family, and Community Engagement for Family Academy catalog

DSE Division of Special Education | LAUSD UNIFIED

Anthony Aguilar
Chief of Special Education & Specialized Programs

Dr. Jose Soto
Executive Director, Division of Special Education

2024/2025

SPECIAL EDUCATION REGION AMBASSADOR

USING FIRST/THEN STRATEGIES TO SUPPORT POSITIVE BEHAVIORS IN THE HOME SETTING

"Using First/Then Strategies to Support Positive Behaviors in the Home Setting" reviews prevention strategies for participants to use to establish behavior expectations, support transitions, and increase engagement in completing non-preferred activities in the home. This training will help participants understand the communicative intent and purpose of challenging behaviors, how to increase motivation, and will also give participants a concrete tool to support positive behaviors in the home setting.

East	North	South	West	VA
10/21/24	10/10/24	11/05/24	10/10/24	10/23/24
9:00 AM – 10:30 AM	10:00 AM – 11:30 AM	9:00 AM – 10:30 AM	9:00 AM – 10:30 AM	1:00 PM – 2:15 PM
Main St. EL	Gledhill ES	Family Engagement Ctr.	Brentwood ScMg El	Zoom

RIGHTFUL PRESENCE: FOSTERING A SENSE OF BELONGING IN SCHOOL

IEP teams are tasked with finding the least restrictive environment for students with disabilities, but parents may have concerns as to how their children will receive the services and supports they need there. This presentation will provide families with information regarding why time with peers in general education can build student achievement and independence and will give suggestions for how families can set children up for success.

East	North	South	West	VA
01/28/25	01/23/25	01/13/25	01/16/25	01/29/25
9:00 AM – 10:30 AM	10:00 AM – 11:30 AM	9:00 AM – 10:30 AM	9:00 AM – 10:30 AM	1:00 PM – 2:15 PM
Main St. EL	Gledhill ES	Family Engagement Ctr.	Brentwood ScMg El	Zoom

EXPLORING IEP RESOLUTION OPTIONS THAT PRIORITIZE STUDENT SUCCESS

As a parent, understanding how to navigate the Individualized Education Program (IEP) process is crucial to ensuring your child receives the best possible support. This session is designed to help you explore the various dispute resolution options offered by LAUSD. You'll learn how to work collaboratively with your child's IEP team to develop solutions that prioritize your child's unique needs.

East	North	South	West	VA
02/25/25	03/13/25	04/02/25	04/10/25	03/20/25
9:00 AM – 10:30 AM	10:00 AM – 11:30 AM	9:00 AM – 10:30 AM	9:00 AM – 10:30 AM	1:00 PM – 2:15 PM
Main St. EL	Gledhill ES	Family Engagement Ctr	Brentwood Sc Mg El	Zoom

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Special Education Region Ambassadors

Engagement During the Sessions

During the workshop, parents, families and session participants are invited to:

In-person

- Voice their questions during the presentation
- Use the Parking Lot to record questions for the presenters, Region Special Education Administrator or the Division of Special Education
- Connect with staff directly after the session
- Take home flyers and guides
- Use the supporting resource to apply the strategy/ies shared during session

Online

- Use the chat feature to communicate with the presenters and the behind-the-scenes support staff
- Use the Questions and Answers webinar feature to pose general and specific questions about the content of the presentation and/or to obtain contact information

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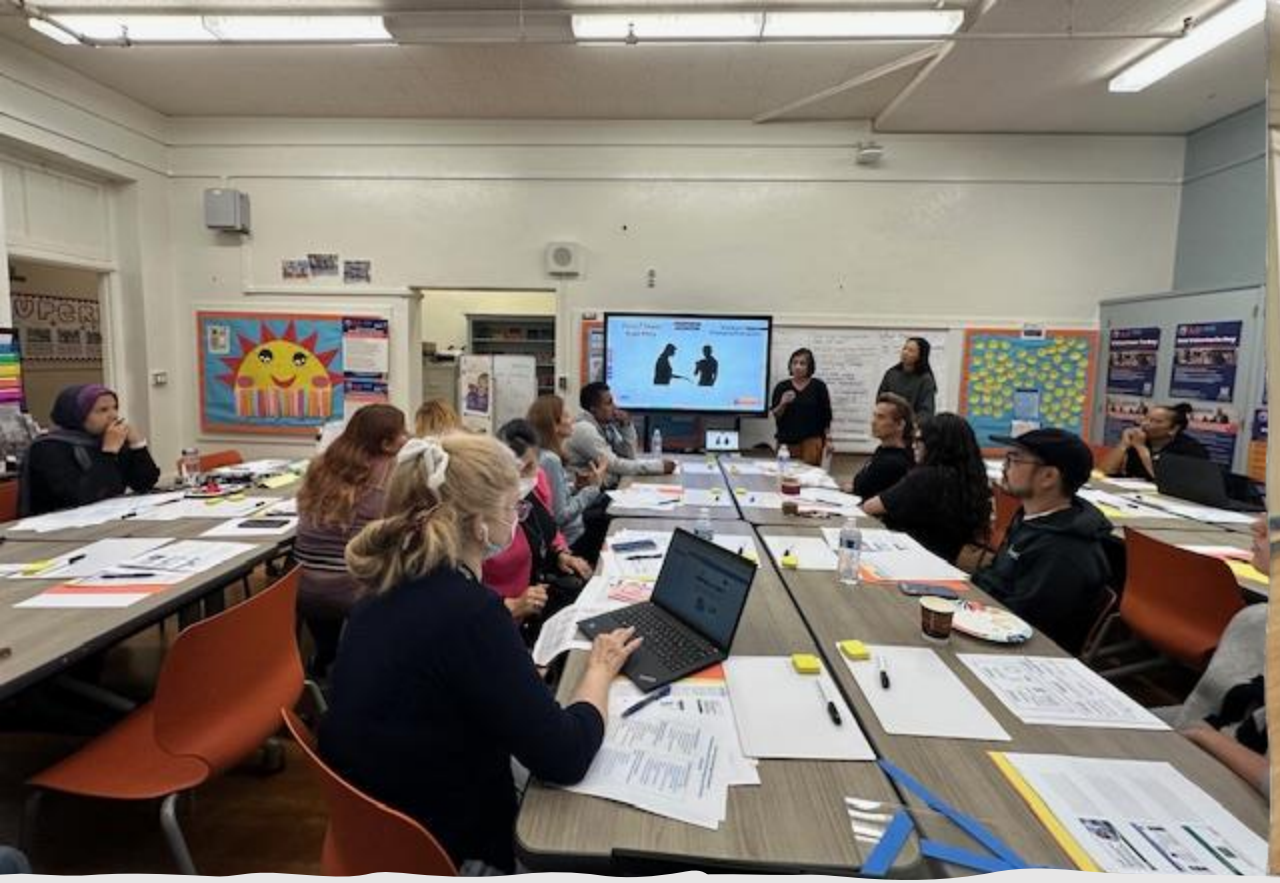

Special Education Region Ambassador Session

"Using First/Then Strategies to Support Positive Behaviors in the Home Setting"

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Additional Special Education Parent Workshops

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Additional Special Education Parent Workshops

Content

- Dyslexia
- Increasing Inclusive Practices
- Universal Design for Learning
- The Power of Play
- Diploma Information Sessions

Frequency and Duration

- Vary by content area
- 60 minutes

Accessibility

- Virtual sessions
- Morning and afternoon
- Interpretation is available in Spanish

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Additional Special Education Parent Workshops

Content

- Transition: Life After Highschool
  - Semester

Accessibility

- Morning and afternoon sessions
- Virtual and In-person sessions

Frequency and Duration

- Weekly across the District
- 60-90 minutes

Transition Services: Family Engagement Calendar 2024-2025

File Edit View Insert Format Data Tools Extensions Help

Menus 100% View only

C1:G1 Transition Services: Family Engagement Calendar 2024-2025

	A	B	C	D	E	F	G	H	I
1	DOTS District Office of Transition Services LAUSD UNIFIED		Transition Services: Family Engagement Calendar 2024-2025						
2	Note: The information provided in this calendar is subject to change. Dates, times, and topics may be updated or revised. Please check with the transition teacher for the most current details prior to attending. We appreciate your understanding and flexibility.								
3	School Name	Region	Transition Teacher Name	Transition Teacher Email:	Topic:	Presenter(s):	Date:	Time:	Location:
146	Van Nuys High School	North	Leslie Black	lab1391@lausd.net	District Office of Transition Services Parent Meeting: Post HS College Educational Supports *participants will learn about the differences between HS and College Disability Services and how to apply for	Transition Teachers	2/19/2025	10:00 - 11:00AM	https://zoom.us/j/3819894836

Parent Counseling and Training (PCT)

Content

- Parenting strategies using research on children's brain development
- Social and emotional well-being using research-based practices
- Listening and responding to your child with guidance and positive discipline
- Building a relationship between home and school

Frequency and Duration

- Weekly on Wednesdays
- 2 hours

Accessibility

- Virtual
- Interpretation is available in Spanish

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Additional Engagement with Parents and Families

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Special Education Parent Newsletter

Content

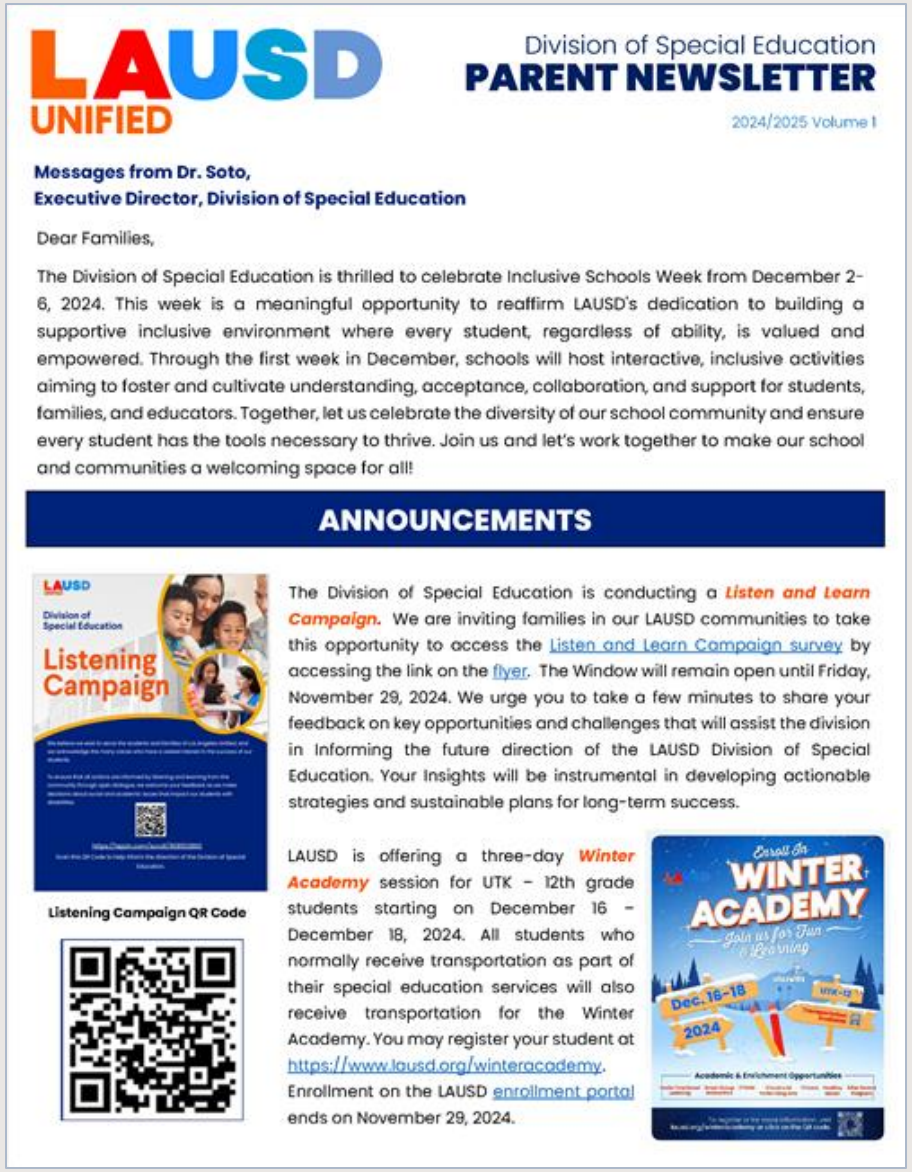
- Personalized message from Dr. Soto
- Announcements
- School/Staff Spotlight
- Parent Workshops
- Contact Information

Frequency

- 3 – 4 Volumes yearly

Accessibility

- Posted on Division of Special Education website
- Available in English and Spanish



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Division of Special Education
PARENT NEWSLETTER

2024/2025 Volume I

Messages from Dr. Soto,
Executive Director, Division of Special Education

Dear Families,

The Division of Special Education is thrilled to celebrate Inclusive Schools Week from December 2-6, 2024. This week is a meaningful opportunity to reaffirm LAUSD's dedication to building a supportive inclusive environment where every student, regardless of ability, is valued and empowered. Through the first week in December, schools will host interactive, inclusive activities aiming to foster and cultivate understanding, acceptance, collaboration, and support for students, families, and educators. Together, let us celebrate the diversity of our school community and ensure every student has the tools necessary to thrive. Join us and let's work together to make our school and communities a welcoming space for all!

ANNOUNCEMENTS

LAUSD Division of Special Education
Listening Campaign

Listening Campaign QR Code

The Division of Special Education is conducting a ***Listen and Learn Campaign.*** We are inviting families in our LAUSD communities to take this opportunity to access the Listen and Learn Campaign survey by accessing the link on the flyer. The Window will remain open until Friday, November 29, 2024. We urge you to take a few minutes to share your feedback on key opportunities and challenges that will assist the division in Informing the future direction of the LAUSD Division of Special Education. Your Insights will be instrumental in developing actionable strategies and sustainable plans for long-term success.

LAUSD is offering a three-day ***Winter Academy*** session for UTK – 12th grade students starting on December 16 – December 18, 2024. All students who normally receive transportation as part of their special education services will also receive transportation for the Winter Academy. You may register your student at https://www.lausd.org/winteracademy. Enrollment on the LAUSD enrollment portal ends on November 29, 2024.

Enroll in WINTER ACADEMY
Join us for Fun & Learning
Dec. 16-18 2024
UTK-12
Academic & Enrichment Opportunities

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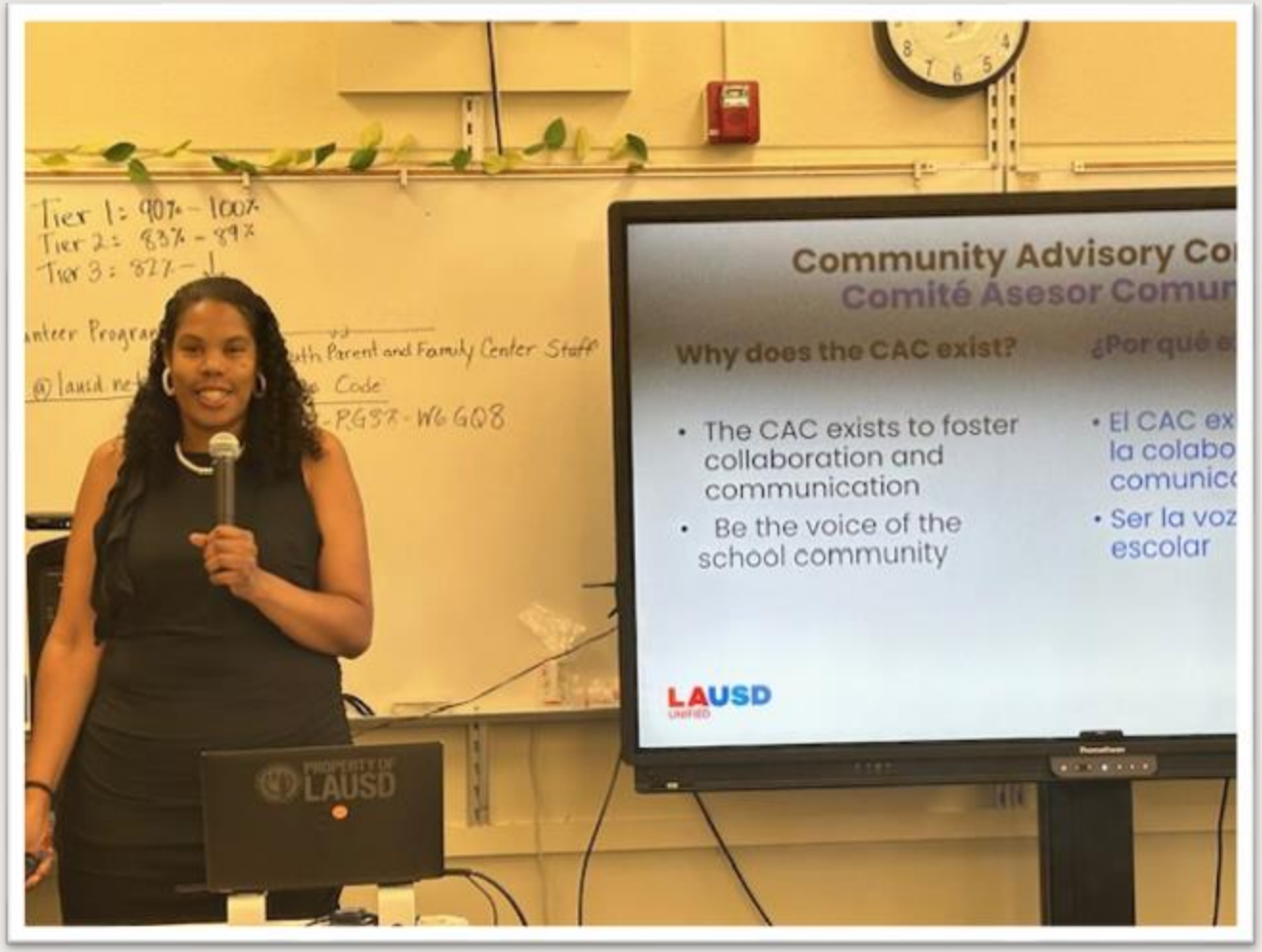
Partnering with CAC Members

Leadership

- CAC Parent Ambassadors and CAC members are invited to attend and participate in the Division of Special Education virtual parent workshops and Special Education Region Ambassador sessions
- Connect with families
- Inform parents and families about the CAC's work



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Pre-recorded CAC Training Videos https://www.lausd.org/spedParents

- Training videos are recorded in preparation for the CAC meeting
- The presentation and session materials are available for download

CAC Training (Pre-recorded Videos)

December 4, 2024: Transition: Life After High School
November 20, 2024: Provision of Related Services in LAUSD
October 16, 2024: The Pre-Referral and Special Education Process in LAUSD
September 25, 2024: LAUSD SELPA Local Plan Overview

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Summary and Future Plans

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Summary

The Division of Special Education engages parents and families through but not limited to:

- Facilitating bi-monthly virtual parent workshops
- Partnering with the Region and Virtual Academy offices to facilitate hybrid parent workshops
- Designing and facilitating parent workshops based on survey results and connecting with families across the District
- Collaborating with CAC members to provide them with leadership opportunities and connect with parents and families

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Future Plans

- Conduct survey regarding future parent workshop session topics
- Continue to partner with the Office of Student, Family and Community Engagement, Region Family and Community Engagement offices, and other departments for cross-collaboration
- Form a workgroup, comprised of interested parents, to develop and record a parent workshop to be shared with Parent Centers across the District
- Maintain a parent workshop calendar within the Division of Special Education website that lists parent workshops across the District

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Return to Agenda

TAB 2

Early Childhood Special Education

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Early Childhood Special Education

Ensure ALL our students graduate READY FOR THE WORLD - to thrive in college, career, and life.

Early Childhood Special Education Vision

Maximize student achievement through the provision of a robust instructional program for ALL children in the Least Restrictive Environment.

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ECSE Program Administrators

Director: Ana Oregel

Early Start Low Incidence Program (0-3)
Tobi McKay

Head Start Integrated
Stephanie Jones

Preschool Kinder Itinerant Teacher -PKIT
Diana Montejo

Intake & Assessment
Dr. Monique Rowles

Instruction
Jennifer Nascimento

Operations
Cesar Rodriguez

Informal Dispute Resolution(IDR)/Afterschool Early Childhood Program (AECP)
Julia Watanabe

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Legislative Rationale for ECSE Services

- Significantly reduces the impact of the disabilities
- Produces substantial gains in development
- Reduces the need for long term special education when children reach school age

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Individuals with Disabilities Act (IDEA)

Part C

- Birth to 3
- Content is focused on this age group
- Defines Individual Family Service Plan (IFSP)
- Mandates use of outcomes for child and family
- Provides services to both child and family
- Mandates steps for transition to Part B services
- Emphasizes natural environments

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Individuals with Disabilities Act (IDEA)

Part B

- Ages 3 through 21
- Specific references to preschool age children
- Defines Individualized Education Program (IEP)
- Mandates curriculum-oriented services
- Must ensure all preschool children with disabilities are educated with their non-disabled peers to maximum extent possible

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ECSE Support Services Overview

- Support Services for approximately 10,000 children yearly
- Support Services for approximately 350 Early Start children (0-3) yearly
- Support Services in a variety of settings:
  - In Home/Natural Environment Services for Early Start (0-3)
  - Family Support Groups & Clinics (0-3)
  - Head Start Agencies
  - Community Preschools
  - Home Hospital Services
  - Elementary Schools
  - Early Education Centers

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Early Start Low Incidence Support Services

Contact Information
Early Childhood Special Education

213-241-4713

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Early Start Low Incidence Program (0-3)

- Credentialed teachers for eligibilities of Visual Impairment (VI), Deaf and Hard of Hearing, (DHH) & Solely Orthopedic Impairment (OI)
- Multidisciplinary team: 2 PSWs, 2 School Nurses, 4 Educational Audiologists, 23 Teachers, 11 SEAs
- Intake & assessment to determine child's educational needs & develop an Individualized Family Service Plan (IFSP)
- Interdisciplinary collaboration to develop IEPs
- Specialized instruction and parent training for eligibility specific needs, as well as all 5 areas of child development: Self-Regulation, Social & Emotional, Language & Literacy, Cognition, Physical & Health

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Early Start Low Incidence Program (0-3)

- Services provided in the natural environment of home and community
- Family Support Groups and Clinics
- Auditory Verbal Therapy and Orientation & Mobility services
- Individual ASL and afterschool pilot ASL classes for families
- Bilingual Support including ASL and Spoken Languages

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Head Start Integrated Support Services

Contact Information
Early Childhood Special Education

213-241-4713

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Head Start Integrated Program

- Head Start is a federally funded preschool program that promotes school readiness for children ages 3-5 from low-income families through education, health, mental health, nutrition, social and other services.

- Head Start Integrated Programs provide high quality, NPA special education staff and District staff to support the Head Start comprehensive preschool program for eligible children and families.

- LAUSD has partnered with various Head Start agencies to offer collaborative preschool programs, creating inclusive opportunities for all students.

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Head Start Integrated Program

- Provides services to 593 Head Start classrooms for approximately 1200 children.
- Offers Pre-Referral Intervention for children who *may* need supports but not assessments.
- Offers Behavior Support prior to referral, during the referral process or at the IEP.
- Consultative Behavior Support for children that do not qualify for special education supports or are accessing District programs.

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Preschool Kindergarten Itinerant Support Services

Contact Information
Early Childhood Special Education

213-241-4713

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Preschool Kinder Itinerant Teacher Services

Itinerant early childhood special education teachers serve preschool students in District general education preschool classrooms, early education centers, community preschools, and in student homes.

- PKIT - direct service
- Home Instruction/ Home Hospital
- Preschool Behavior Intervention Consultation
- Case Management

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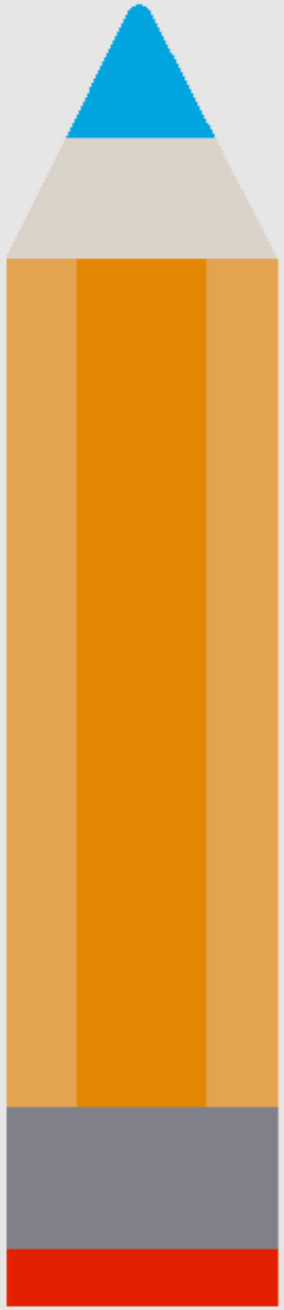
Intake & Assessment Support Services

Contact Information
Early Childhood Special Education

213-241-4713



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Intake & Assessment

- The intake and assessment teams receive approximately 600 referrals per month for unenrolled preschool aged students:
  - Part C to Part B Referrals
    - Regional Center
    - Early Start program
  - Direct Referrals
    - Parents/guardians and community providers may submit referrals for preschool aged students who are not enrolled in an LAUSD program
      - The student needs to be at least two years and nine months old
- There are 40 assessment teams working at 10 assessment sites across the District. The teams can be comprised of special education teachers or social workers, psychologists, language and speech therapists, occupational therapists, physical therapists, and special education assistants.

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Intake & Assessment-Seamless Transition

Complete initial assessments and IEPs for students transitioning from Part C to Part B

Part C services may be service provided by the Regional Center, the Early Start team (for students with low incidence eligibilities), or both

- Students are referred at two years and eight months to the District
- This gives sufficient time to complete the IEP by the third birthday so that there is no interruption in services for students who continue to qualify

Part B services are provided to students at the age of three

- The District needs to complete an assessment to determine if a child is in need of services after three years of age
- Focus on identifying eligibility
- For students who continue to qualify, identifying appropriate programs and supports for preschool

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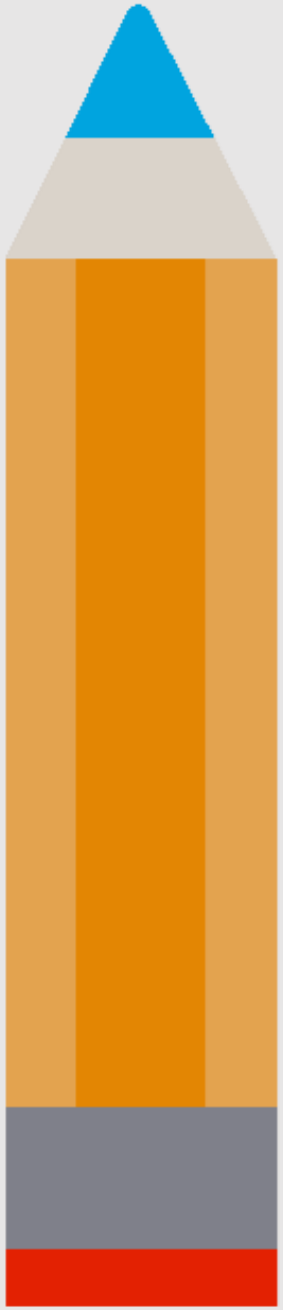
Instructional/ Operational Support Services

Contact Information
Early Childhood Special Education

213-241-4713



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ECSE Instruction/Operations

635 Preschool Programs/282 Inclusive Programs

Continuum of Preschool Programs:

Collaborative Classes

- Universal Transitional Kindergarten Collaborative Class (UTK CC)
- Early Education Center Preschool Collaborative Class (EEC PCC)
- Head Start Preschool Collaborative Class,
- California State Preschool Program Collaborative Class (CSPP PCC)
- Preschool for All Learners Collaborative Class (PAL CC)

Special Day Programs

- Preschool for All Learners (PAL)
- Preschool Comprehensive (PSC)

Other

- Categorical Programs
- Afterschool Early Childhood Program (AECP)

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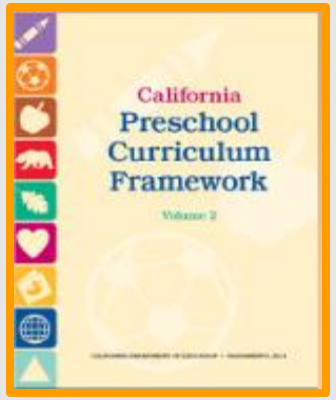
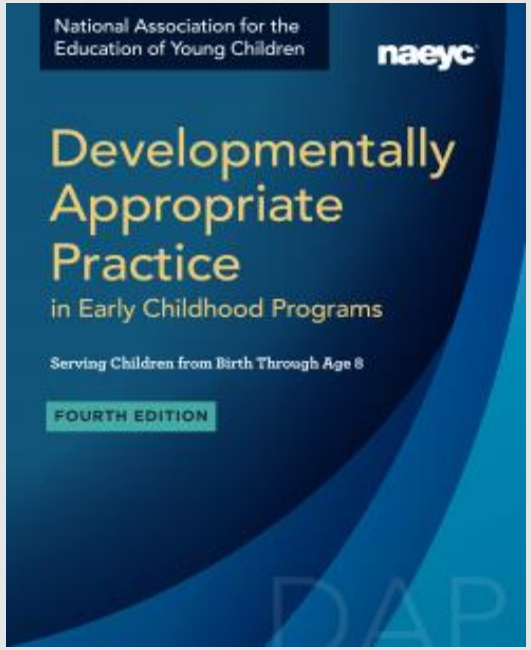
What to Expect in ECSE Preschool Programs

Research Based Creative Curriculum, Developmentally Appropriate Practice, California Preschool Learning Foundations, and the State mandated Desired Results Developmental Profile Assessment Tool.





DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Calibration Version

For use with preschool-age children

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ECSE Instruction/Operations

ECSE Support Staff:

- Technical support to 642 early childhood special education programs at elementary school sites and early education centers
- Provide professional development for ECSE teachers
- Provide continuum of program placement offers for IEP Teams & transportation services to eligible children
- Support Extended School Year (ESY)

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ECSE Instruction/Operations

ECSE Support Staff:

- Support the implementation of District approved Creative Curriculum, CDE Preschool Learning Foundations and Curriculum Frameworks to improve student outcomes
- Support the implementation of Universal Design of Learning to address the needs of all children
- Support the implementation of positive behavior practices to address social emotional needs of all children
- Support teachers in considering LRE for each child to increase the number of preschool children transitioning to general education kindergarten

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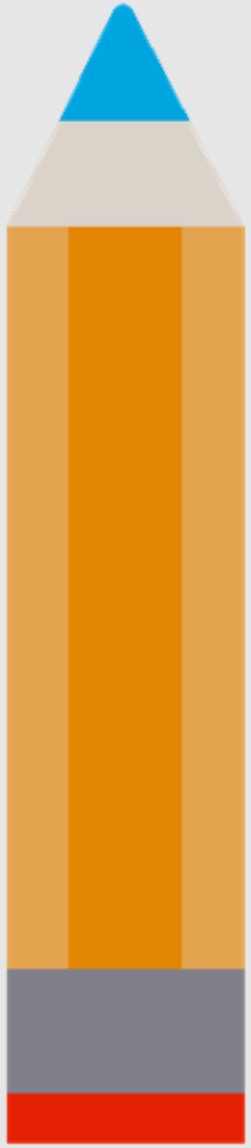
Afterschool Early Childhood Programs (AECP)

Contact Information
Early Childhood Special Education

213-241-4713



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Afterschool Early Childhood Programs (AECP)

- Provides service for children 3-5 years with special needs and their families
- Meets with children and their caregivers twice a week for 90 minutes each session
- Intensive language education, phonological education, social emotional education and parent education
- Collaboration between special education teacher, special education paraprofessionals, and speech/language pathologists

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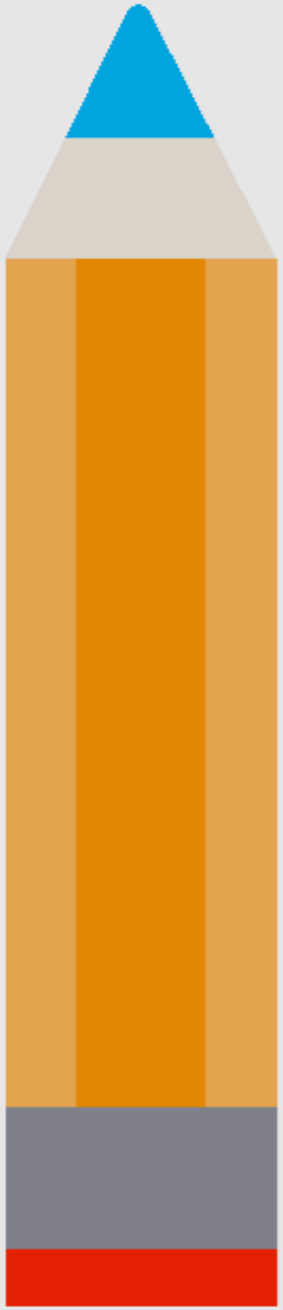
Informal Dispute Resolution (IDR)

Contact Information
Early Childhood Special Education

213-241-4713



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ECSE Informal Dispute Resolution(IDR)

- Supports the District's IDR process in which parents identify their issues and concerns related to the IEP and the District attempts to work with the parent to resolve the issues and concerns quickly and informally for all non enrolled* Preschool Students

- Requests submitted by ECSE Intake, ECSE PKIT, and HeadStart Teams

*Enrolled students can access IDR from the Division of Special Education

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Resources

https://www.lausd.org/Page/17167

Email: ecse@lausd.net **Twitter/X:** @ECSE_LAUSD

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Thank You
감사합니다
Vinaka
köszönöm
Kiitos
Maake
Asante
Shukria
Dhanyavadagalu
Manana
Dankon
Kam Sah Hammida
Dank Je
Dankscheen
спасибо
Mauruuru
Biyan
Matondo
Terima Kasih
Taiku
Tack
Blagodaram
Ngiyabonga
Dziekuje
Chokrane
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Arigato
Mochchakkeram
Gracias
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cảm ơn bạn
Khap
Paldies
Gratias Tibi
Ua Tsaug Rau Koj
Grazas
Obrigado
Děkuji
Nirringrazzjak
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