

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

SPECIAL EDUCATION COMMITTEE

5:00 p.m., Wednesday, January 10, 2024

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

755 33rd Street, Manhattan Beach, CA 90266

Committee Members

Mr. Scott M. Schmerelson, Chairperson
Dr. George J. McKenna, III, Board Member
Dr. Rocío Rivas, Board Member

District Members

Deneen Cox, Deputy General Counsel
Dr. Jose Soto, Executive Director of Special Education

Board Secretariat Contact

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

External Representatives

Antonieta Garcia, Board District 2 Parent
Lucas Cook, Board District 3 Student
Juan Capdet, Board District 4 Parent
Katie Malloy, Board District 5 Parent
Martha Martinez, Board District 6 Parent
Arlaina Jackson, Board District 7 Parent
Dr. Victoria Graf, Professor Emeritus, Department of Teaching and Learning, LMU
Dr. Connie Kasari, Professor of Psychological Studies, UCLA
Kim McLean, Teacher and Instructional Coach
Myra Williams, UTLA Representative
Jamal Whittington, AALA Representative

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 **three** 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. 2023 Briefing to Special Education Committee Martha Alvarez
Chief of Legislative Affairs
and Governmental Relations

2. Transportation Services for Students with Disabilities..... Daniel Kang
Director of Transportation

David Mendoza
Transportation Services Manager

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#calendar73805/20240111/event/69483>

Tab 1

2023 Briefing to Special Education Committee



LAUSD
UNIFIED

2023 Briefing to Special Education Committee

Office of Governmental Relations

January 10, 2024

Agenda

Welcome and Introduction

2023 California Legislation

2024 Federal Advocacy on IDEA

Q&A



Office of Government Relations

- Advocate for students at the local, state, and federal levels
- Develop and execute a legislative advocacy agenda that is coherent and aligned with District priorities
- Advance LAUSD interests in policies and funding appropriations for TK-12 and adult education programs
- Analyze and monitor legislation and actions by regulatory bodies
- Assist with the implementation of new laws
- Develop and maintain relationships with elected officials and educational partners

2023 Legislative Session

Fast Facts

- Legislature introduced 3,030 bills in 2023, the most in a decade
 - 1,046 bills made it out of the Legislature
 - Governor Newsom signed 890 bills and vetoed 156 bills
- Los Angeles Unified's OGR team tracked 680 bills

2023 Legislative Session

Special Education Bills Signed into Law

AB 87 (Quirk Silva) Pupils: Section 504 plans: meetings and team meetings

Allows parents of pupils to record audio of team meetings under Section 504 of the federal Rehabilitation Act of 1973. Under previous laws, parents were authorized to record IEP meetings, but not Section 504 meetings. With the passage of AB 87, Section 504 meetings may be recorded as well.

AB 248 (Mathis) Individuals with disabilities: The Dignity for All Act

Existing law includes the terms “mentally retarded persons,” “mentally retarded children,” “retardation,” and “handicap.” This bill, The *Dignity for All Act*, eliminates this obsolete terminology.

AB 447 (Arambula) Public postsecondary education: students with disabilities: inclusive college programs

Authorizes the California State University, and requests the University of California, to establish and maintain inclusive college programs for students with intellectual and developmental disabilities at 4-year public postsecondary educational institutions.

2023 Legislative Session

Special Education Bills Signed into Law

AB 723 (Quirk-Silva) Pupil placement: special education: foster children: nonpublic, nonsectarian schools or agencies: school of origin

For a foster child who is an individual with exceptional needs, defines “school of origin” as also including a certified nonpublic, nonsectarian school. The bill would require, commencing with the 2024–25 school year, a nonpublic, nonsectarian school or agency seeking certification or already certified to agree in writing, for any foster child it serves, to be designated as the school of origin of the foster child and to allow the foster child to continue their education in the school, as specified.

AB 1340 (Garcia) School accountability: pupils with exceptional needs

Requires the California Department of Education (CDE) to include a report on its website that allows the public to view statewide-level four- and five-year cohort graduation rates for pupils who are individuals with exceptional needs, disaggregated by certain identified disabilities.

2023 Legislative Session

Dyslexia Screening Bill Adopted Into Budget Trailer Bill

Budget Bill SB 114 (Section 83)

Updates Education Code 53008 under “Screening for Risk of Reading Difficulties.”

Requires the State Board of Education to appoint a panel of experts to outline best practices for dyslexia screenings and adopt screening policies on or before June 23, 2025.

Starting with the 2025–26 school year, requires local educational agencies to perform annual screening to all students in grades Kindergarten through 2nd grade for dyslexia and provide the findings to parents/guardians within 45 days of the screening.

Alternative Pathway to HS Diploma

2022 Budget Bill allows IEP to make exemptions for graduation

Budget Bill AB 181 (Section 70)

Adds section 51225.31 to the Education Code to establish a new high school diploma pathway exclusively for students with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act.

This permits LEAs to offer graduation requirement exemptions to students with exceptional needs, in accordance with their IEP's requirements.

Determination of eligibility for this program must be decided before the pupil reaches the 10th grade.

Currently, sophomores at Los Angeles Unified are the first cohort of pupils that will benefit from this alternative pathway.

IDEA Full Funding – H.R.4519 and S.2217

IDEA Full Funding Act, introduced by Sen. Chris Van Hollen (D-MD) and Rep. Jared Huffman (D-CA-2).

If passed, the IDEA Full Funding Act would create a path to gradually increase funding for IDEA over the next 10 years to increase funding to support services already available to students with disabilities.

In FY 2020, California was appropriated \$1.327 billion for IDEA. However, had the IDEA been fully funded at 40% original commitment, it is estimated that hat this number would have been approximately \$3.3 billion.

Federal Appropriations: FY 2024

Program	FY 2023	POTUS	House	Senate
IDEA Part B	\$14.194 billion	\$16.259 billion	\$14.199 billion	\$14.369 billion
Title I	\$18.387 billion	\$20.537 billion	\$3.688 billion	\$18.562 billion
Title II	\$2.190 billion	\$2.190 billion	\$0	\$2.190 billion
Title III	\$890 million	\$1.195 billion	\$0	\$897 million
Title IV-A	\$1.380 billion	\$1.405 billion	\$1.380 billion	\$1.400 billion
GEAR UP	\$388 million	\$408 million	\$388 million	\$388 million
CTE	\$1.430 billion	\$1.473 billion	\$1.430 billion	\$1.470 billion
Magnet	\$139 million	\$149 million	\$0	\$139 million

Advocacy Toolkit

- Example toolkit Los Angeles Unified prepared for 2022's advocacy efforts.
- OGR will update the toolkit for 2024, with updated numbers and data.
- Toolkits are available in English and Spanish.



LOS ANGELES
UNIFIED SCHOOL
DISTRICT



JOIN LOS ANGELES UNIFIED'S ADVOCACY IN SUPPORT OF S.3213/H.R.5984, the Federal Special Education Full Funding Act

The Individuals with Disabilities Education Act (IDEA) Full Funding Act would provide support to school districts as they ensure that students with disabilities receive a free appropriate public education. Despite the expectation that the federal government would provide 40% of the extra costs associated with educating students with disabilities, the federal government currently only covers approximately 16%. If the federal government had appropriately funded the IDEA mandate and provided the full 40% funding, Los Angeles Unified would have received approximately \$180-200 million additional annually over the past several years.

MAKE YOUR VOICE HEARD: Sign the Petition or Send a Tweet:

Direct contact can help make a difference. Here are some easy ways you can get involved to support the IDEA Full Funding Act, and make a difference in students' lives.



Sign the Petition!
www.mobilize.us/lausd/event/450571/



Use Congress Needs to Fulfill its Promise Tweet: Support IDEA Special Education Full Funding Act
www.mobilize.us/lausd/event/448687/



Use Commitment to Quality Tweet: Support IDEA Special Education Full Funding Act
www.mobilize.us/lausd/event/448684/



Use Fully Fund Special Education Tweet: Support IDEA Special Education Full Funding Act
www.mobilize.us/lausd/event/448691/

Q & A

Tab 2

Transportation Services for Students with Disabilities



LAUSD
UNIFIED

Transportation Services for Students with Disabilities

Transportation Services Division

Mission Statement

Transportation Services Division

**OUR MISSION IS TO SUPPORT THE EDUCATIONAL
PROCESS BY PROVIDING SAFE, DEPENDABLE,
EFFICIENT, AND COST-EFFECTIVE
TRANSPORTATION SERVICES.**



Transportation for Students with Disabilities

Student Information

Confidentiality

Information is kept confidential under federal and state laws.

Bus drivers need to know what is necessary to provide effective and safe transportation.

Drivers have the responsibility to ensure information remains confidential.

Individualized Education Program (IEP)

Transportation is provided as a related service. The need for transportation is determined by the IEP team based on the student's unique need for transportation to access the instructional program in the least restrictive transportation option in order for the student to receive Free Appropriate Public Education (FAPE). Upon IEP team determination, the District prepares a document called a Pupil Route Location (PURL) to notify the Transportation Services Division of the need to provide transportation.



Transportation for Students with Disabilities

Pupil Route Location (PURL)

What is it?

A printed document that specifies the requirements for transportation on a school bus and all related aspects of transportation:

- Student name, age, and address
- Parent name and telephone number
- Home-to-school or School-to-school
- Therapy trips (if any)
- School name and bell schedule
- Medical and emergency information & equipment requirements

Issuance

Issued for each new school year or such as Extended School Year (ESY).

Issued to add or change the student's information.

Used to create the routes and trips to provide transportation services for the student.



Transportation for Students with Disabilities

Additional Considerations

Safety

The bus driver is responsible for achieving the goal of safe transportation services for students with disabilities.

- Getting to know students and their needs
- Using observations to plan for student safety
- Discussing any issues that arise with parents, school personnel, and bus assistants
- Requesting help from school staff, Area Bus Supervisor (ABS), or Driver-Trainer when necessary

Bus drivers shall immediately bring to the attention of their supervisors all pertinent facts related to the safety of students with disabilities including:

- Wheelchairs that have not been inspected
- Stops that may be dangerous
- Students who may need additional special equipment for safe transportation



Transportation for Students with Disabilities

Additional Considerations

Behavior

Bus drivers are trained in positive behavior support strategies, such as:

- Effective communication techniques
 - For students and parents
- Responses to disruptions
- Providing a supportive environment

Medical

Bus drivers should physically assist only those students who require such assistance, as indicated in the student's IEP, and do so only by approved means.

Bus drivers should care for any injuries using the methods provided in the first aid training required for all school bus drivers.



Transportation for Students with Disabilities

Ridership

OVERVIEW

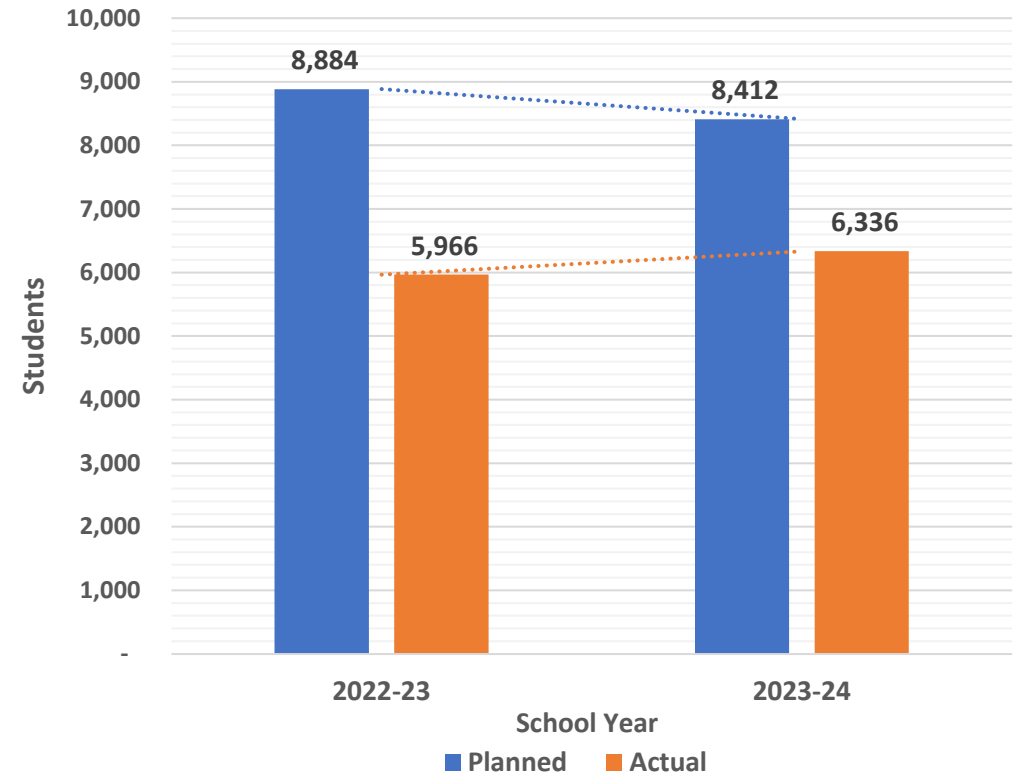
Planned

- Students who receive transportation services as a related service and have been routed for school bus transportation

Actual

- Students that utilize school bus transportation
 - 2022-23: 67% ridership rate
 - 2023-24: 75% ridership rate

Special Education Ridership
2022-23 & 2023-24



Transportation for Students with Disabilities

Guidelines

Stop Times

Annual mailer with routing information and bus stop schedule is mailed out prior to the start of every school year and special sessions, such as ESY.

Parents shall be notified of permanent changes to pick-up or delivery times.

Bus drivers shall not wait more than one (1) minute past the scheduled pick-up time.

Infants, Toddlers, & Pre-School

The District will provide all appropriate child safety restraint systems as required by the IEP or IFSP, as it pertains to the student population being addressed.

Parents or guardians of infants on an approved program and listed on the PURL must ride on the bus with infants. Siblings may ride with the parent or guardian.



Transportation for Students with Disabilities

Guidelines

Medications

Bus drivers are not to accept the responsibility to deliver medications to the school or home.

Parents or guardians are responsible for providing the school, school nurse, or bus aides with the medications their child may need.

Medications should not be dispensed on the bus.

Bus drivers do not administer medications.

Bus Assistants/Aides

The assistant/aide will provide the assistance, care, or supervision required by the IEP and assist the bus driver with typical duties such as:

- lifting, supervising, and implementing positive behavior supports
- responding to student needs,
- administering first aid, etc.

If the student requires an adult assistant/aide on the bus (as identified on the IEP), the adult assistant/aide must be present for the student to ride the bus.

If the assistant/aide is absent in the morning, the parent or guardian shall contact the school to arrange for transportation.



Transportation for Students with Disabilities

Equipment

Requirements

The IEP team determines the need for additional services/equipment that may be required during transportation.

Any change in equipment, or transportation as a related service, must follow the IEP process and be properly documented within the IEP and PURL.

Area Bus Supervisors (ABS), or other designated member of the Transportation Services Division, must inspect equipment required by the IEP for use during transportation.

Types of Equipment

Equipment includes but is not limited to:

- Wheelchairs, wheel locks, and tie downs
- Locking devices
- Lap restraints
- Oxygen tanks
- Restraining devices
- Securing equipment
- Child safety seats



Transportation for Students with Disabilities

Guidelines

Parent or Adult to Receive

For students receiving home-to-school transportation, a parent/guardian or authorized adult must be home to receive the student when the bus arrives.

Parent/guardians may designate authorized adults, at least 18 years of age, in writing on official forms supplied by the school or District and/or in the IEP upon enrollment.

Changes to the list of authorized persons must be submitted to the school or the Division of Special Education.

Bus drivers are responsible to ensure that each student is received by a parent or designated adult, per the student's PURL.

Parents/guardians or other adults may also be noted in the "Do Not Release To" section of the PURL.

Students with disabilities will not be discharged from the bus unless an authorized parent/guardian or designated adult receives them.

- Unless there's an approved Release of Responsibility on file.



Transportation for Students with Disabilities

No One Home to Receive

ABSENCE OF PARENT OR DESIGNATED ADULT

First Attempt to Deliver

1. Bus Driver will contact Bus Operations Dispatch.
2. Dispatch will notify the school administrator.
3. School administrator or designee verifies the student's information on their Emergency Card and attempts to locate parent/guardian.
4. Dispatch will instruct the bus driver to either take student back to school or deliver remaining students and return for a second attempt.

Second Attempt to Deliver

1. Bus driver will review the route sheet for name and address of another person authorized to receive the student.
2. Bus driver shall notify Dispatch of a failed second attempt to deliver the student.
3. Dispatch shall immediately notify the school administrator that driver is returning the student to the school.
4. School administrator or designee shall receive and remain with the student until the situation is resolved.



Transportation for Students with Disabilities

Transportation for All (TFA)

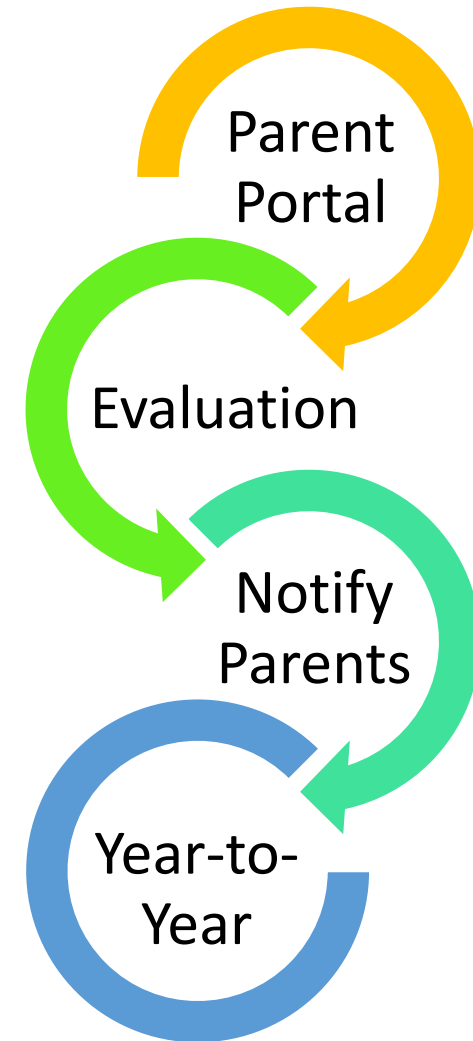
Requests for Transportation

Students with disabilities may request transportation through the Transportation for All (TFA) program via the Parent Portal.

Requests received via TFA will be evaluated by the Transportation Services Division and the Special Education Office.

- Added considerations for safety, medical needs, and equipment

Transportation provided through the TFA program and NOT included in the IEP as a related service will be provided on a year-to-year basis, if space is available.



Transportation for Students with Disabilities

Questions

QUESTIONS?