

**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, September 11, 2024

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

**Committee Members**

Mr. Scott M. Schmerelson, Chairperson  
Dr. George J. McKenna, III, Board Member  
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](mailto: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. Division of Special Education Listen and Learn Campaign ..... Dr. Jose Soto  
Executive Director of Special Education

2. Division of Special Education Updates ..... Ms. Kristin Lambert  
Administrator, Operations,  
Division of Special Education

Ms. Alesha Haase  
Administrator of Instruction,  
Division of Special Education

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

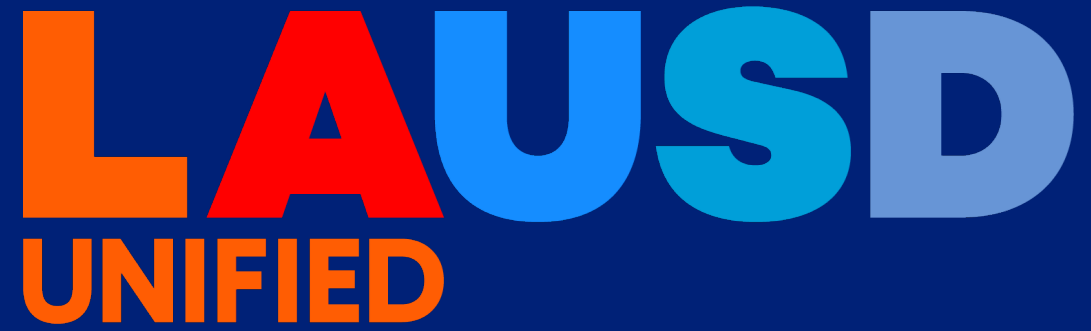
**IV. Public Comment**

**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#calendar73805/20240903/event/73503>

\*Slide 18 was updated to reflect current school year



**Special Education Committee**

*September 11, 2024*

# Division of Special Education Listen and Learn Campaign

Dr. Jose Soto, Executive Director of Division of Special Education

## Purpose

**The Division of Special Education is hosting focus group sessions to gather feedback on opportunities and challenges to help inform the direction of the Division of Special Education**

## Four Tasks

### **LEARN**

Create opportunities to listen to the community

### **COMMUNICATE**

Hold conversations with community to understand our challenges and opportunities

### **ASSESS**

Collect, analyze and share information on the status of student achievement and wellness

### **ACT**

Identify actions, key strategies and plans for sustained success

# Stakeholders to Engage



## Central

Superintendent  
Chiefs and Senior Staff  
Division of Special Education Staff  
Division of School Operations  
SFACE  
Transportation Department

## Regional

Regional Supt, AI, AO  
Regional Directors  
Principals (1 from each Regional Network)  
APEIS/AP over SPED (1 from each Regional Network)  
Parents (1 from each Regional Network)  
Regional SPED Administrators  
Regional SPED Staff (Classified)  
Regional SPED Staff (Certificated)  
Teachers (1 from each Regional Network)

## Partners

UTLA  
SEIU  
AALA  
CAC  
SPED Advisory Committee  
Charter Schools

## Division of Special Education's Listening Campaign



We believe we exist to serve the students and families of Los Angeles Unified, and we acknowledge the many voices who have a vested interest in the success of our students.

To ensure that all actions are informed by listening and learning from the community through open dialogue, we welcome your feedback as we make decisions about social and academic issues that impact our students with disabilities.



# Focus Group Guiding Questions

What is the one way that special education services support students with disabilities in LAUSD?

What is the top issue you believe impact the support of students with disabilities in LAUSD?

What is one way that the Division of Special Education can foster engagement opportunities with families, community members, and community partners?

What can we as the Division of Special Education start or continue doing now to help our students with disabilities thrive academically and social emotionally?

Students with disabilities can learn important academic skills in the general education setting. To what degree do you agree or disagree with this statement and why?

What will you see, hear, and feel at your school site and/or in the district when our students in special education are thriving?

# Division of Special Education Updates

Kristin Lambert, Administrator, Operations  
Alesha Haase, Administrator, Instruction



# Summer

## Strong Finish for the 23–24 School Year

**65 ESY Sites**

**98% ESY Average Attendance**

**17 PD Sessions Provided for Optional  
Buy Back Days**

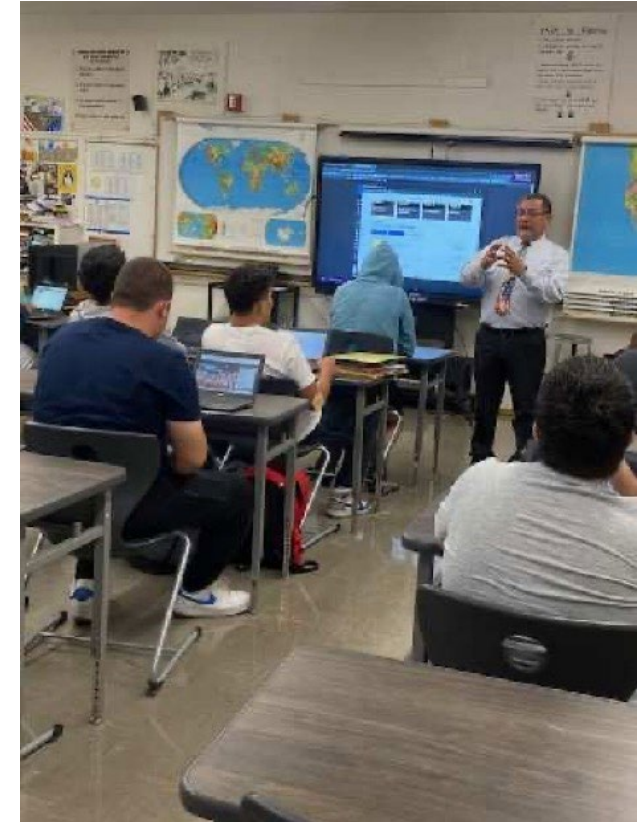
**5000+ Teachers Trained on Optional  
Buy Back Days**

# Opening of Schools 2024–2025 School Year

# Welcome #BacktoSchool



**School staff welcomed students and prepared them for teaching and learning.**



# QUICK FACTS

## Key Facts: August 12-16, 2024

**734 IEP TEAM MEETINGS HELD**

**6,333,466 SERVICE MINUTES DELIVERED**

**1,680 PARAPROFESSIONALS TRAINED**

**871 CALL CENTER CALLS**

**103 DSE STAFF DEPLOYED**

**603 TRANSPORTATION SERVICE  
REQUESTS COMPLETED**

# TRANSPORTATION

## Special Education Transportation Services

Special Education Routes Created	993
Students Receiving Transportation Services	9,744
Transportation Service Requests Completed	2,300



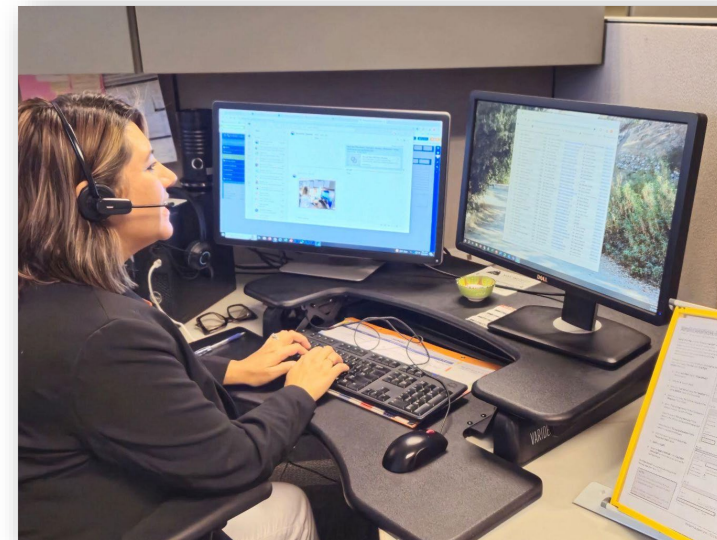
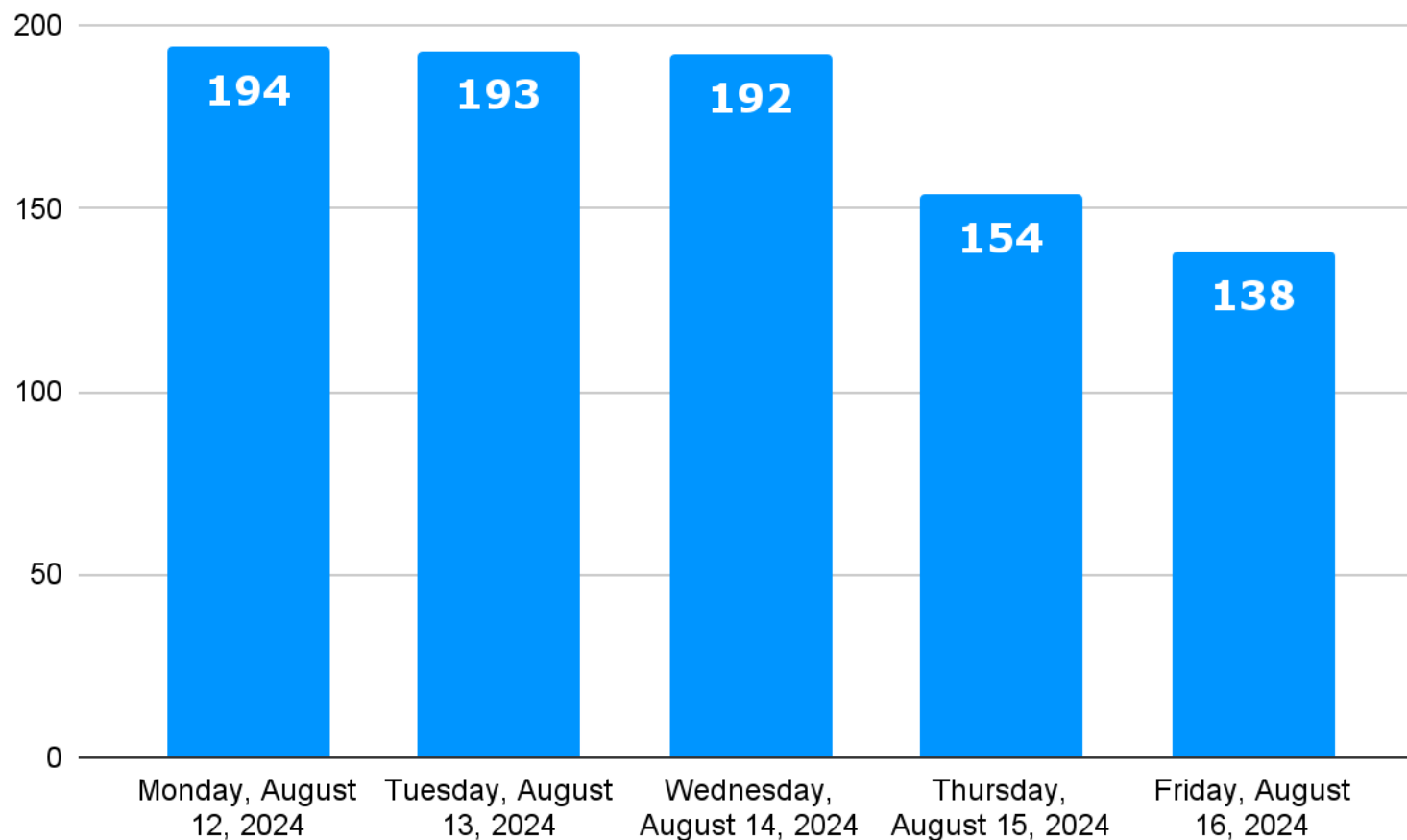
## Daily Attendance Rate of Students With Disabilities: Opening Week of School

	Monday, August 12, 2024	Tuesday, August 13, 2024	Wednesday, August 14, 2024	Thursday, August 15, 2024	Friday, August 16, 2024
ETK/TK	97%	96%	95%	94%	93%
K-5	98%	97%	96%	96%	95%
6-8	97%	96%	96%	96%	94%
9-12	95%	94%	93%	93%	90%
ALL SWD	97%	96%	95%	95%	93%

ETK/TK attendance here only reflects students at elementary school site and does NOT include ETK/TK students at early education centers. Source: FOCUS Analysis Date: 9/3/2024  
All attendance rates are considered preliminary and are subject to adjustments due to changes in student enrollment and class assignments.

# SFSS CALL CENTER

## School & Family Support Services Call Center Calls



**(213) 241-6701**  
**[spedsfss@lausd.net](mailto:spedsfss@lausd.net)**



# SUPPORT ROLES

## Special Education Support Roles





# SUPPORT ROLES

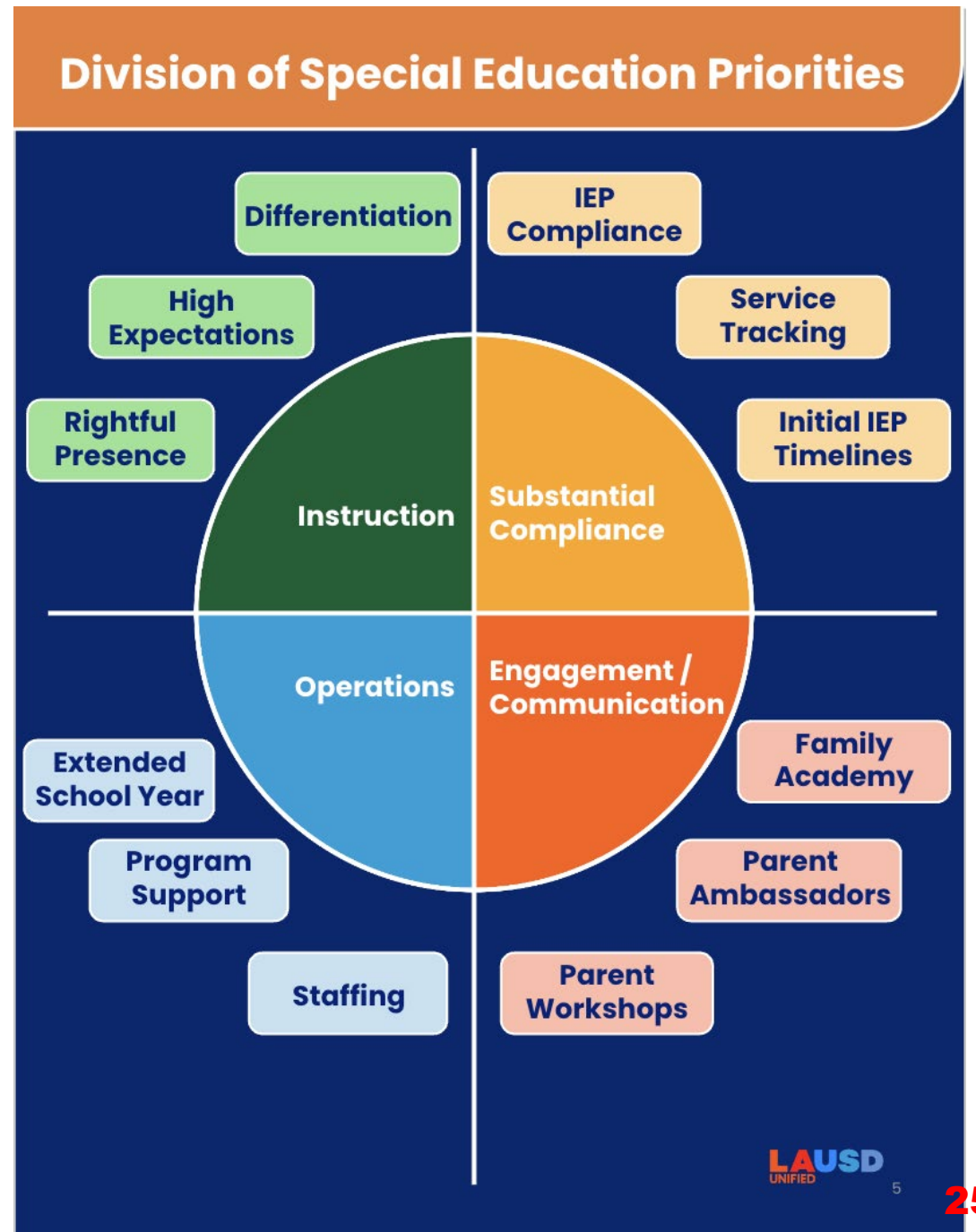
## Special Education Region Offices Contact Information

	Special Education Administrator	Phone Number	Address
Region East	Yolanda Bueno	(323) 224-3300	2151 N. Soto St . Los Angeles, CA 90032
Region North	Lisa Kendrick	(818) 654-3600	6621 Balboa Boulevard Van Nuys, CA . 91406
Region South	Jennifer McConn	(310) 354-3431	1208 Magnolia Ave. Gardena, CA 90247
Region West	Jera Turner	(310) 914-2100	11380 W. Graham Place Los Angeles, CA . 90064
Options	Ryan Morse	(213) 241-0117	333 S. Beaudry Los Angeles , CA 90017

# Setting Up For Instructional Success in 24-25


# DSE Priorities

- **Instruction**
- **Substantial Compliance**
- **Operations**
- **Engagement/Communication**



# DSE Instructional Priorities

**DIVISION OF SPECIAL  
EDUCATION**



## INSTRUCTIONAL PRIORITIES


**Rightful Presence**  
Ensure students with disabilities  
are educated in their least  
restrictive environment (LRE) to  
the maximum extent appropriate


**High Expectations**  
Ensure instructional rigor and  
academic discourse based on  
grade level standards occurs in  
every classroom


**Differentiation**  
Continuous improvement cycles  
based on individualized needs

**Instructional Strategies for Students with Disabilities**

1. Goal Setting and Monitoring
2. Accommodations (and/or) Modifications that are Intentional
3. Productive Struggle
4. Small Group Instruction

<https://www.lausd.org/Page/16729>

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## INSTRUCTIONAL STRATEGIES

**Goal Setting and Monitoring**  
Looks like:

- Teacher and student identifying goals and determining action steps
- Students can articulate what they are working on and why
- Student self monitoring of progress
- Student participation in the IEP

**Accommodations (and/or) Modifications that are Intentional**  
Looks like:

- Purposeful planning
- Alignment with individual needs
- Explicit purpose
- Students self advocating

**Productive Struggle**  
Looks like:


- Wait time
- Safe learning environment
- Student reflection
- Student voice heard more than teacher voice

**Small Group Instruction**  
Looks like:

- Flexible groups based on data,
- Paraprofessionals leading instruction in groups,
- Structured interactions between learners

**Instructional Priorities for Students with Disabilities**

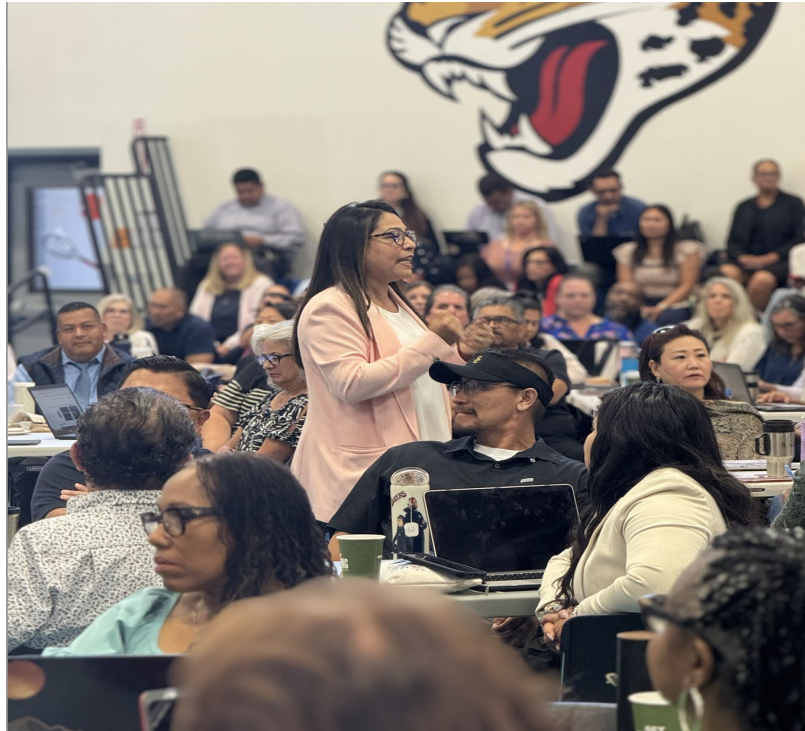
1. Rightful Presence
2. High Expectations
3. Differentiation

<https://www.lausd.org/Page/16729>



# Investing in Staff for Students

## APEIS Leadership Academy




July 29 – 31, 2024





# Investing in Staff for Students

## Region SPED Staff



### Special Education Regional Support Staff Monthly Meetings 2024 - 2025

Enhance your understanding and capabilities to support special education in your region by attending informative breakout sessions. These sessions will cover various topics, such as curriculum, best practices for inclusive education, and other crucial aspects of special education. You will have the opportunity to engage in discussions to gain valuable insights and perspectives.

Join us and be part of an informative and collaborative experience.



**Meetings are Scheduled from 2:00 PM - 3:30 PM**  
**Zoom ID: 468 551 1123**

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

For more information, contact:  
Joyce Radcliffe, Specialist, TK-12 Instruction  
Division of Special Education  
joyce.radcliffe@lausd.net

Mark Your Calendar

- 1 Sept. 19
- 2 Oct. 17
- 3 Nov. 21
- 4 Jan. 23
- 5 Feb. 20
- 6 Mar. 20
- 7 Apr. 23
- 8 May 15






### Learning Bursts for Region Staff 2024 - 2025

#### Build Your Knowledge & Capacity to Support Special Education Educators in Your Region

Get ready to be empowered! Mark your calendar for the upcoming Learning Bursts, where you'll have the chance to learn from expert vendors on diverse topics. These sessions will prepare you with the skills and knowledge to support special education in your region. By attending, you'll be taking a significant step towards enhancing your professional development and building a stronger support system for students with special needs.

**Save the dates now and get ready to be inspired!**

**2:30 PM - 3:00 PM**  
**ZOOM: 468 551 1123**


 Structured Literacy	 iReady	 Math
● September 9th	● September 16th	● September 23rd
● October 7th	● October 14th	● October 21st
● November 4th	● November 18th	● December 2nd
● January 6th	● January 13th	● January 27th
● February 3rd	● February 10th	● February 24th
● March 3rd	● March 10th	● March 17th
● April 7th	● April 21st	● April 28th
● May 5th	● May 12th	● May 19th

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For more information, contact:  
Joyce Radcliffe, Specialist, TK-12 Instruction  
Division of Special Education  
joyce.radcliffe@lausd.net

# Investing in Staff for Students

## Newly Assigned Staff



LAUSD

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## 24-25 Professional Development Opportunities for NEW Special Education Teachers


Alternate Curriculum MyPLN keyword "altcurr"	Core Curriculum MyPLN keyword "Ed4All"
<ul style="list-style-type: none"> <li>FACIT - Foundations of Alternate Curriculum Instructional Training</li> <li>ULS 2.0</li> <li>Assessment Tools</li> <li>Community Based Instruction</li> <li>Including Students with Extensive Support Needs in General Education</li> <li>Alternate Curriculum Webinars</li> <li>Diploma Information Sessions</li> </ul> <p>Additional Opportunities Posted at: <a href="https://bit.ly/altcurrsupport">https://bit.ly/altcurrsupport</a></p>	<ul style="list-style-type: none"> <li>95 Percent Group PLL New Teacher Training</li> <li>Progress Monitoring Students with Disabilities</li> <li>Establishing Meaningful Accommodations and Modifications</li> <li>CKLA: A Deeper Dive for Working with Students with Disabilities</li> <li>Best Practices for the Learning Center</li> <li>Small Group Instruction for Students with Disabilities</li> <li>Belonging: How to be an Ally for Inclusive Practices</li> <li>Kindergarten Inclusion Series</li> </ul>
Behavior MyPLN keyword "SPEDBTEACHER"	
<ul style="list-style-type: none"> <li>Functional Behavior Assessment (FBA) Webinar Training</li> <li>SPED Behavior Support Clinics</li> </ul>	

### Asynchronous Professional Development Opportunities

<ul style="list-style-type: none"> <li>Evidence Based Practices- Social Narratives</li> <li>Evidence Based Practices- Prompting</li> <li>Evidence Based Practices- Reinforcement</li> <li>Inclusion Ally and Changemaker</li> <li>Evidence Based Practices- Visuals</li> <li>SANDI Training</li> <li>Developing Present Levels of Performance for Students on the Alternate Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Research Guided Literacy</li> <li>Woodcock Johnson Refresher Training</li> <li>Preventing and Responding to Escalating Behavior Parts 1-3</li> <li>Behavior Intervention Development (BID) Service Model Training</li> <li>Online Functional Behavior Assessment (FBA) Training</li> </ul>
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All sessions are found in MyPLN unless otherwise indicated

For additional professional development opportunities, please visit <https://bit.ly/2425spedpd>



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## **24-25 Professional Development Opportunities for NEW Special Education Paraprofessionals**

<b>Alternate Curriculum</b> MyPLN keyword "altcurr"	<b>Core Curriculum</b> MyPLN keyword "Ed4All"
<ul style="list-style-type: none"> <li>Community Based Instruction 2.0</li> <li>ULS 2.0</li> <li>Supporting Students with Extensive Support Needs in the General Education Setting</li> <li>Diploma Information Sessions</li> </ul> <p>Additional Opportunities Posted at:  <a href="https://bit.ly/altcurrsupport">https://bit.ly/altcurrsupport</a></p>	<ul style="list-style-type: none"> <li>Supporting Small Group Instruction</li> <li>95 Percent Group PLL Paraprofessional Training</li> <li>CKLA Paraprofessional Training</li> <li>IReddy Paraprofessional Training</li> <li>New IDEC Paraprofessional Training</li> <li>Best Practices for the Learning Center</li> <li>Small Group Instruction for Students with Disabilities</li> <li>Belonging: How to be an Ally for Inclusive Practices</li> </ul>
<b>Operations and Compliance</b>	

- Paraprofessional Roles & Responsibilities
- Service Tracking Training

### **Asynchronous Professional Development Opportunities**

<ul style="list-style-type: none"> <li>Preventing and Responding to Escalating Behavior Parts 1-3</li> <li>Introduction: The Why of Our Work</li> <li>Module 1: Roles and Responsibilities</li> <li>Module 2: PBIS</li> <li>Module 3: Functions of Behavior</li> <li>Module 4: Function Based Interventions</li> <li>Module 5: Behavior Intervention Plan</li> <li>Module 6: Data Collection</li> <li>Module 7: Proactive Evidence Based Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Prompting in the Digital Classroom for Student Engagement</li> <li>Inclusion Service- Paraprofessional Training</li> <li>SIP Webinar Inclusive Practice Series for Paraeducators</li> </ul>
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All sessions are found in MyPLN unless otherwise indicated

For additional professional development opportunities,  
 please visit <https://bit.ly/2425spedpd>



# Investing in Staff for Students

## General Education Teachers



### INCLUDING STUDENTS WITH EXTENSIVE SUPPORT NEEDS IN GENERAL EDUCATION

Participants will gain an understanding of supports for students with extensive support needs & the benefits of inclusion in general education. The training will review components of differentiated instruction, including environmental supports, universal lesson design, accommodations, & modifications.



#### Audience:

- ✓ General Education Teachers
- ✓ Special Education Teachers
- ✓ Administrators
- ✓ Paraprofessionals

#### Training Details:

- ✓ Registration is available on MyPLN, Keyword – altcurr
- ✓ Dates & locations vary, schedule available on MyPLN

*\*Administrator approval is required to attend trainings*

For more information, contact James Koontz,  
Coordinator, jck6411@lausd.net



### GENERAL EDUCATION TEACHERS TRAINING:

### UNDERSTANDING DISABILITIES AND ACCOMMODATIONS

General education teachers are invited to enroll in a self-paced professional learning opportunity that will focus on:

- Reviewing key information in student IEPs
- Understanding how disabilities impact student learning
- Becoming familiar with accommodations for students

This is not a paid professional development opportunity.



CLICK IMAGE TO ACCESS TRAINING

For more information, contact:  
Joyce Radcliffe, Specialist, TK-12 Instruction  
Division of Special Education  
joyce.radcliffe@lausd.net



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



### Interested in Earning a Los Angeles Unified Special Education Micro-Credential?

#### Special Education Micro-Credentialing Program At-A-Glance

##### Prerequisite

Candidates aspiring to join the program must be general education teachers

##### Course Work

A three salary point program consisting of three courses of two modules each, completed over the span of one academic year

##### Learning Approach

Course content is delivered using a blended learning approach that includes both instructor-led, face-to-face (synchronous) and high-quality eLearning content (asynchronous)

#### Educators who earn the Special Education Micro-Credential:

Deeply understand the current research and practices in the field of special education to support increasing inclusive opportunities for all students

Engage in ongoing student progress monitoring to ensure that all students are provided with high-quality instruction

Continuously plan, design, and deliver differentiated instruction and incorporate accommodations to meet the needs of all students

Engage in reflection of current practices to enhance instruction and foster professional growth

Collaborate and lead the building of partnerships with stakeholders to support all students



# Investing in Staff for Students

## Rightful Presence and Inclusive Practices

2025	5a	LRE Rate: In Regular Class <b>more than 80%</b>	<b>70%</b>
2025	5b	LRE Rate: In Regular Class <b>less than 40%</b>	<b>12% or less</b>



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### INCLUSIVE PRACTICES KICKOFF 2024 - 2025

**FRIDAY SEPTEMBER 6, 2024**  
**8:30 AM - 10:30 AM**

Join us for an exciting event that marks the beginning of the 2024-2025 school year with a focus on inclusive practices. Our program will provide an overview of the latest developments, upcoming events, and available resources dedicated to supporting inclusive practices. It's an excellent opportunity for you to expand your knowledge and network with other professionals who share a common interest in promoting inclusivity. We hope you will join us and be part of this truly inspirational experience.

**Zoom Link:** <https://lausd.zoom.us/j/4685511123>  
**Meeting ID:** 468 551 1123

**JOIN US!**  
USE LINK BELOW

**LEARN ABOUT:**

- Inclusive Practices Updates
- School Highlights
- MyPLN Professional Development
- Additional Resources

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

For more information, please contact:  
Lela Rondeau, Administrative Coordinator,  
TK-12 Instruction  
[lela.rondeau@lausd.net](mailto:lela.rondeau@lausd.net)

# Investing in Staff for Students

## Leveraging Partnerships

### CEEDAR

- Principal Institute to Maximize LRE

### SIP

- Direct on site support



### Inclusion Matters

- Inclusive Schools Week (Dec 2-8, 2024)

### Principal Inclusive Practices Advisory Committee

- Feedback throughout the year



**DSE | LAUSD** Elementary **PRINCIPAL INSTITUTE** To Maximize LRE

We are seeking principals at elementary sites who have a high number of students with disabilities served in special education settings. Learn how to increase inclusive opportunities at your site and receive time to work on resources and tools to support your staff.

**In-Person Meetings**  
Receive support from District leaders and leading inclusive education experts.

**SATURDAY DATES**  
September 7, 2024 at CSULA ✓  
November 2, 2024 at Beaudry ✓  
January 25, 2025 at TBD ✓

**TIME**  
9 a.m. - 12 p.m.

**REGISTRATION**  
Google Form ✓  
Click [HERE](#) to Register ✓

Attending administrators will be paid at their hourly rate and receive coaching visits from state experts on inclusion

**PRINCIPALS ONLY** Priority given to invited schools

For more information, contact: Joyce Radcliffe, [joyce.radcliffe@lausd.net](mailto:joyce.radcliffe@lausd.net)

# Diploma For All

## Students eligible for California Alternate Assessment

- Collaboration with DOI to implement CDE Course of Study
- 12 courses revised and available in MiSiS that meet state standards-alignment
- IEP guidance available at the DSE Employee webpage
- Diploma Information Sessions being held monthly to provide updates and office hours-style support for teachers and staff
  - Registration in MyPLN



# ENGAGEMENT



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?



Zoom



Division of Special Education  
TK-12 Instruction, Parent/Guardian Resources



[https://bit.ly/DSE\\_TK-12\\_ParentGuardianResources](https://bit.ly/DSE_TK-12_ParentGuardianResources)  
(case sensitive)

TYPE OF RESOURCES		LINKS	
WEBSITES			
Division of Special Education		<a href="#">New Special Education Division / New SpEd Home</a>	
Schools, Family & Community Engagement		<a href="#">SFACE / Home</a>	
Parent Portal		<a href="#">LAUSD Parent Portal</a>	
Family Academy		<a href="#">LAUSD Family Academy</a>	
Positive Behavior Support		<a href="#">New Special Education Division / New SpEd Positive Behavior Parent Resource</a>	
SUPPORT SERVICES			
School & Family Support Services		<a href="#">SFSS_Poster_English_Spanish_FEB2021.pdf</a>	
Guide to Special Education Services		<a href="#">PDF - Parents Guide September 2018 English.docx</a>	
NEWSLETTERS			
Parent Newsletter (English)		<a href="#">DSE_PrntNwsltr_Voll_English.pdf</a> ( <i>Division of Special Education website</i> )	
Parent Newsletter (Spanish)		<a href="#">DSE_PrntNwsltr_Voll_Spanish.pdf</a> ( <i>Division of Special Education website</i> )	
WORKSHOPS			
Virtual Parent Workshops (English)		<a href="#">2023-2024 DSE Virtual Parent Workshops Catalog_100323.pdf</a>	
Virtual Parent Workshops (Spanish)		<a href="#">2023-2024 DSE Virtual Parent Workshops Catalog_ SPANISH_101023.pdf</a>	
INCREASING INCLUSIVE PRACTICES			
Division of Special Education - Inclusion		<a href="#">New Special Education Division / New SpEd Instruction Inclusion In LAUSD</a>	
Family Involvement Network		<a href="#">Family Involvement Resources   Inclusive Schools Network</a>	
Inclusive Classrooms (Reading Rockets)		<a href="#">Inclusive Classrooms   Reading Rockets</a>	
Understood - Websites & Resources	<a href="https://www.understood.org/">https://www.understood.org/</a>	<a href="#">Through Your Child's Eyes</a>	
		<a href="#">Parenting Coach</a>	
		<a href="#">Parenting &amp; Media</a>	

# Meet the Director Team

# Director, Due Process

**Diana M. Massaria, Director**

**Alternate Dispute Resolution**

**Informal Dispute Resolution**

**Mediation Only**

**Due Process**

# Related Services, Director

**Ra'Daniel McCoy, Director**

**~ 1,400 Support Staff**

## **LANGUAGE AND SPEECH (LAS)**

- 737 PROVIDERS
- LAS (~30K STUDENTS)

## **INSTRUCTIONAL TECHNOLOGY (IT) / ASSISTIVE TECHNOLOGY (AT) / ORTHOPEDIC IMPAIRMENT (OI)**

- 30 SUPPORT STAFF
- OI (~240 STUDENTS)

## **OCCUPATIONAL THERAPY(OT) / PHYSICAL THERAPY(PT)**

- 323 PROVIDERS
- OT (~9.6K STUDENTS)
- PT (~1.3K STUDENTS)

## **ADAPTED PHYSICAL EDUCATION(APE) / RECREATIONAL THERAPY(RT)**

- 213 PROVIDERS
- APE (~5.2K STUDENTS)
- RT (~820 STUDENTS)

## **VISUAL SERVICES (VS)**

- 61 SUPPORT STAFF
- ORIENTATION & MOBILITY (O&M) (~130 STUDENTS)
- BLIND/PARTIALLY SIGHTED (~400 STUDENTS)

# Director, Charter

**Dixon Deutsch, Director**

**205 Schools**  
**~13,500 SWDs**  
**~2,800 School-Based Special Education Staff**  
**[CharterOperatedPrograms@lausd.net](mailto:CharterOperatedPrograms@lausd.net)**

## **Program Support Team (PST)**

- Focuses on the programmatic needs and general special education technical assistance
- 4 LAUSD Employees
- Provided over 83K minutes of support and 146 school visits in SY 2023-24

## **Consult Support Team (CST)**

- Focuses on in-depth support of behavioral, mental health, low incidence, and due process
- 3 LAUSD Employees
- Provided over 41K minutes of support and 189 individual student consultations in SY 2023-24

## **Operational Support Team (OST)**

- Focuses on the operational aspects of interfacing charter schools to the district's ecosystem of supports
- Extensive assistance on Welligent, CALPADS, CDE/SELPA monitoring, and communications
- 4 LAUSD Employees

## **Comprehensive Coordinated Early Intervening Services (CCEIS)**

- Consultant leadership to the CCEIS team
- Provides assistance to the Division in its efforts to exit significant disproportionality



# **Director, Psychological Services**

**Sergio Aviles, Director**

**650 Support Staff**

**School Psychologists**

**Educationally Related Counseling  
Services (ERICS)**

**Parent Counseling and Training  
(PCT)**

# Director, Early Childhood

## Ana Oregel, Director

### INSTRUCTION/OPERATIONS

- Provide technical and instructional support for Early Childhood Special Education (ECSE) preschool programs across Regions
- ~5246 District Enrolled Children
- 28 Support Staff

### PRE-KINDERGARTEN ITINERANT TEACHER(PKIT)

- Monitors PKIT service needs, IEP timelines, and case management, tracks service delivery and timelines, and supports students through case management, behavior support including BIC services, and direct services
- ~650 Children
- 56 Support Staff

### HEAD START

- Conducts assessments, facilitate IEP meetings, deliver services, and ensures smooth transitions to kindergarten for children enrolled in Head Start
- ~900 Children
- 29 Support Staff

### INFANT/TODDLER

- Serves children ages birth to 3 with DHH, VI, and Solely OI eligibilities under Part C of IDEA
- ~270 Children
- 34 Support Staff

### AFTERSCHOOL PROGRAM

- Provide services for 3-5-year-olds with special needs and their families focusing on speech, language, and social-emotional development
- ~294 Children
- 60 Support Staff

### INFORMAL DISPUTE RESOLUTION (IDR)

- Resolve issues and concerns informally for all Non enrolled Preschool Students

### INTAKE AND ASSESSMENT

- Facilitates the transitions into Part B Preschool services
- ~600-800 Referrals per month (Regional Center and Direct- Parents/guardians and community providers)
- 40 Assessment Teams

**Let's Have a Great Year!**