



# Division of Special Education

Intentionally Designing and Delivering Inclusive Environments at Every Opportunity to Maximize Learning



## Local Plan 2021-2024 Feedback Received from LP Advisory Committee & CAC Memebers

Date Comment Submitted	Section	Embdded in Local Plan	Comments / Comentarios
02/12/21	Section B	added to #1	We are the 2nd largest school district in the country.
02/12/21	Section B	added to #1	Include preschool
2/12/2021	Section B	added to #2	We should be more specific about what the Local Plan does. For example, we ought to say that it provides a comprehensive description of how programming and services are structured and implemented for equitable access to Free & Appropriate Public Education
02/12/21	Section B	added to #1	Add the municipalities that are covered. And if they are unincorporated L.A. County areas.
02/12/21	Section B	added to #1	Do we want to include support we provide to students within our boundaries but who may attend NPS/RTC?
02/12/21	Section B	question #1 is about geography and not about specific demographics	Average percentage of SPED students per school or per local district?
02/12/21	Section B	added to #1	Why not include ALL of the Municipalities and geographic areas? This would really drive home the diversity of our student population
02/12/21	Section B	clarified in #1	It unclear if LAUSD includes all OR parts of 31 municipalities. Might sound stronger and more confident without the ambiguity.
02/12/21	Section B	(No) Comment was only reviewed	Geo location description looks great- disregard NPS/RTC you did say "programs".
02/12/21	Section B	added to #2	I recommend that language be included to describe how this SELPA is split into six local districts or seven board districts as well as our community of schools structure. It should also include the names of the incorporated areas within Los Angeles County.
02/12/21	Section B	cities within boudaries added, provision of adult eduation added	Might we think about naming a few of the area that we service or a reference where they can quickly find the information. also might we include the age beyond 12th grade the incarcerated youth age 22.



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02/12/21	Section B	adult education added. Do not need to include info on East San Gabriel - that comment was just to inform that all SELPAs using the same template.	I understand the district description of the City of LA and the other municipalities that are included in LAUSD. At the start, it was mentioned that several districts in the East San Gabriel Valley are also going to be using this document. Is it necessary to include a statement about that? Or, is that stipulated in another portion of the Local Plan? In the second point, should there be a mention of the students who are beyond Pre 12?
02/12/21	Section B	cities within boudaries added	While I know that the span of 720 miles was noted, people may not realize just how large the district really is. Perhaps if a description of the true span were noted, for example, San Pedro in the South to Eagle Rock in the Central area to Huntington Park in the East and Pacoima/Chatsworth in the San Fernando area (of course, more accurate descriptions would be documented).
02/12/21	Section B	preschool and adult ed added	Our preschool students are not included in this? What about our students at the CTCs?
02/12/21	Section B	added to #1	Geographic area is to include students who reside within District boundaries and receive services at parentally placed private school settings as well as Non Public School settings that operate outside the District boundaries.  Also should include Pre-K/Early Childhood Programs & COP
02/12/21	Section B	LP is inclusive of all students	What do it look like for black kids
02/12/21	Section B	added to #1	We should also say that non public schools contracted by LAUSD are part of the SELPA, and Home Hospital programs.
02/12/21	Section B	added to #1	Please also add service to infants and toddlers with low incidence needs
02/12/21	Section B	Adult Transition described in and added to #14 Rgionalized Ops/Services	As to "Feeder" network approach into secondary education realm and "Real World" transition for students leaving LAUSD; where does this fit into org. chart & structure.
02/12/21	Section B	(No) Comment was only reviewed	I think the second item seemed clear.
02/12/21	Section B	(No) Comment was only reviewed	2) I think this area description connects well with chain of command diagram



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02/12/21	Section B	added #6 (Administration of Regionalized Operations and Services	The process by which information and policy and implementation oversights is communicated from Division of SpEd to Local Districts Admins and their LREs (and the COSs) should be delineated clearly.
02/12/21	Section B	added to #3	Question 3: I would recommend language that also states the CAC's role in advising on the local plan.
02/12/21	Section B	(No) Comment was only reviewed	The Annual Budget and Services plan needs to be presented more thoroughly to the CAC. Last year the CAC only received a presentation on what the ABS is, but not of the actual plan.
02/12/21	Section B	added #6	If there is room for it... maybe an explanation where the members of the committees come from. I think it would be nice to make it clear that people volunteer to be part of some of the committees and what roles parents have/can have.
02/12/21	Section B	(No) Comment was only reviewed	First meeting
02/12/21	Section B	(No) Comment was only reviewed	Well organized!
9/19/2021	Section B	Local Plan addresses child find and the method by which the district collects complaints Included in section B and E	Here it needs to be a clear point of data collection for all special ed complaints. There needs to be a mechanism to ensure a ccountability of deliver of services, quality of services, frequency and enough minutes for each service, identification of students in needs of services (i.e. eligible for an IEP), etc.
02/19/21	Section B	#1 (Admin Opr Reg Serv) added description of implementation of LP system	What kind of systems are in place? I recommend that they be defined; I also recommend identifying the district policies
02/19/21	Section B	both added to #4	* There is no mention of the COE in all of #4, nor names any of the roles of the COE * Include "guardians" or something to reference those with legal educational rights (who may not be parents), in statement "Ensuring systems are in place to address ...."



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02/19/21	Section B	added	Instead of using just parents, add guardians. There are students living with other relatives or adults that have educational rights
02/19/21	Section B	(No) Comment was only reviewed	This appears comprehensive.
02/19/21	Section B	Comment not applicable to this quesiton (section specific to COE) added PCS function to #6	Need to include PCS as the house keeper and the recruitment plan
02/19/21	Section B	added to #5	Are the charter school options 1, 2, & 3 detailed in the local plan?
02/19/21	Section B	(No) Comment was only reviewed	My attention will be focused on how parents of Spec. Ed. students can make use of the STAR program for students not reaching a "C" grade in classrooms. Especially for transition out of LAUSD auspices to the arena of DACE style program and the "Real World".
02/19/21	Section B	LP document how quality Sped Prog and Serv will be provided to students and not necessarily detail the location as this will make this document much longer	Does the local plan address magnet schools? They have very low enrollment of students with (dis)abilities.
02/19/21	Section B	LP document how quality Sped Prog and Serv will be provided to students and not necessarily detail the location as this will make this document much longer	Does the local plan address magnet schools? They have very low enrollment of students with (dis)abilities. Does the local plan address the issue of low enrollment of high need (mod/severe) students with (dis)abilities?
02/19/21	Section B	Charter options and contacts added to #5	I recommend that the three options for charter schools be defined; this section does not include information on where charter school parents can file a complaint or who to contact for concerns and questions



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02/19/21	Section B	IEP service provision requirement added	I'd like to see very strong language regarding charter schools enrollment and service of students with disabilities. The phrase "student otherwise eligible" feels like a way for a child to be denied acceptance.
02/19/21	Section B	added to #6	There should be clear language around who manages/supports/facilitates the CAC. In the past the CAC was managed directly by the Division of SpEd, and now it's PCS. Should this be detailed in the local plan?
02/19/21	Section B	part of #6	Does the annual priorities include the annual budget plan and annual services plan? If not, I would recommend that this be included as part of the responsibilities under the CAC
02/19/21	Section B	added to #6	Please provide more information as to HOW the CAC members are chosen by the BOE - on what is the appointment based? do people apply for membership, and from there, the BOE appoints the members?
02/19/21	Section B	added to #6	It should be detailed in the local plan that (as per Ed Code) the CAC members should be selected by their peers.
02/19/21	Section B	added to #6	Is there a prescribed number of members? It appears that the types of members are clear, but is there a number, a minimum or maximum? When stating the parent membership, the word majority is used. Should a more definitive value be listed? Like a percentage? Can the community be defined ("community involvement in the development...")? What does "Supporting activities on behalf..." mean? Does that imply providing funding? Does "Recommending annual priorities" mean that the CAC will advise the Board for funding SPED? This section seems somewhat vague.
02/19/21	Section B	added to #6 #7 and #2 LP Service	I had one more comment about the CAC: it doesn't mention special ed teachers. Also, in ed code, it doesn't mention UTLA or AALA, but only "teachers". I don't think we should designate the union or AALA, since it excludes teachers who are not part of the union.



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02/19/21	Section B	added to #3B (Revsions/amendments are considered annually)	CAC... "amend" and modify, for clarity - the language based on stated intent of the code. Does CAC need permission to amend or do we request amendments.
02/19/21	Section B	clarified in #8	*Explain what is RLA/AU prior to use of the acronym * Description in "Responsibilities of The LAUSD Board of Education" is word-for-word repetitive of language at beginning of section 4. The language is not narrowed down to "Regionalized" Operations and Services
02/19/21	Section B	Comment received and reviewed and will be considered for next revision	CAC involvement in legislative process. Add language to the Local Plan. CAC is considering having a possible Standing Committee or Ad Hoc Committee.
02/19/21	Section B	Policy development process is extensive and makes it challenging with such limited time	Allow CAC to have actual concrete input for policy revisions. Not merely revise language for clarity. We believe the Code allows us to be involved in the DEVELOPMENT of these policies and desire to press for our role.
02/19/21	Section B	#4 edited for clarity / Comment noted	The first sentence under Description is awkward. It begins with the Board and then the staff. It would work better to delineate the responsibilities of each stakeholder separately. Doesn't the Board also fund, along with reviewing, adopting, etc.? I see that budgeting comes later, but providing funds is a necessity and should be mentioned with the other responsibilities. In regards to the role of the Superintendent, what does "with staff assistance" mean? Is there a particular group of individuals? Is there a committee? What is "appropriate authority and responsibility" mean? Is the terminology purposely vague?



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02/19/21	Section B		In general, there are some places where I feel that more exact verbs should be used to describes the responsibilities of positions. There are some terms that I, as a general ed teacher, am not familiar with. Is there a glossary included with the plan? That would be helpful for committee names, acronyms, titles, etc.
02/19/21	Section B	added to #3 and #6	Clarify for the CAC leadership what role is intended under the Development Of the Local Plan section.
02/26/21	Section B	Not incorporated due to missing details	CAC will consider a review process for programs selection.
02/26/21	Section B	SFSS info number and email included in #2 and #3 of LP Services	1 Stop Shop approach with teachers & patents getting a required follow up to complaints and inquiry.
02/26/21	Section B	added	We need to make sure that the local plan states clearly in all relevant sections that related services may be combined with set programs like PALS depending on the child's needs, and the determination of the IEP team. For example, at the beginning of the Early Child Ed programs section, insert language that clearly states that these programs may be combined with related services and only serve as a baseline, not a ceiling for what is possible.
02/26/21	Section B	(No) Comment was only reviewed	Reviewing this information is very beneficial and helpful so there is clear understanding. The dialogue and comments I feel are valid to ensure most families understand where they can receive support.
02/26/21	Section B	noted and added in SFSS	I believe that parents have access, simply by going onto the district's website, if they have specific issues of concern whether it is with the school site, Local District, specific departments, etc.
02/26/21	Section B	added to #2 and #3 of LP Services	Can we highlight that there is one special education hotline (the SFSS number) through which all special ed concerns, questions and complaints should be funneled?



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02/26/21	Section B	document edited	There are many typos which need to be corrected. Words that need to be separated, that are together. "withexceptional" and "mayaddress" in paragraph 3
02/26/21	Section B	SFSS info and contacting COS added	There is no mention of the Communities of School structures. In addition, if there is a system in place that gathers concerns, I would recommend that this system be included in this description.
02/26/21	Section B	ADR added to #3 of LP Services. Hyperlinks included in Appendix as applicable	Including hyperlinks to committees/organizations/offices. Add Alternate Dispute Resolution
02/26/21	Section B	comment noted and moving forward accronyms will be spelled out in at least in the first instance	Make sure acronym is ALWAYS followed by fully spelled out language and descriptions.
02/26/21	Section B	SFSS info number and email included in #2 and #3 of LP Services	Perhaps place the phone number and/or email where concerns could be funneled.
02/26/21	Section B	section expanded and clarified	#3) 2nd paragraph, last sentence - I don't understand how complainants can "resolve complaints directly at the school, WORK SITE..." Which work site would that be? "Work site" is already followed by Local District, so....
02/26/21	Section B	added to #3 of LP Services	In the section regarding the resolution of issues from an IEP at the school, is it possible to mention who is available at the school site to contact, please (in third paragraph)? I know that this document is for all stakeholders, but I think parents may not be aware of all structures in place at their school of service or within the district, and maybe not the names or titles of individuals. If a problem can be resolved at the school site, and is encouraged, a more specific delineation of the process at the school site would be beneficial. It could avoid the higher levels of due process proceedings. The remaining levels of complaint procedures seem well described.





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02/26/21	Section B	added to #2 and #3 of LP Services	We need to work in language about how the SpEd (SFSS) hotline is there for all: teachers, admin and parents and students to present concerns and complaints. We also need to detail how teachers and parents will be apprised of the availability of the SFSS hotline as a resource.
02/26/21	Section B	added to #4 of LP Servies	Can we add the fact that we are looking at 3 SSPTs to really go through the background of the child, and how we can work as a team to provide what a child needs, some accommodations, etc. The SSPT should meet aprox every 6 weeks to see what is working and what isn't. This gives opportunity for the team to work together and if needs be make a decision on whether or not an assessment is truly necessary.
02/26/21	Section B	updated/clarified to #1 LP Services	First paragraph-what does "until transition" mean? Transition out of service? Into another service? Under Program Services and Options, item 3-please add guardian after parent. Not all children will necessarily be with biological parent. Paragraph beginning Infant Support Services-only visual and hearing is mentioned. In the first part, orthopedic services were mentioned. Who services those children? The Afterschool Early Childhood Programs seems clear-very informative.
02/26/21	Section B	(No) Comment was only reviewed	This section seemed very clear.



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02/26/21	Section B	headers added. LRE section removed, as that is addressed elsewhere, and this question addressed preferral processes.	In the description of the SSPT process, is there a way for the systematic approach to be delineated more clearly. It often seems that when practiced at a school site, there are great variances depending on the members of the team-psychologists and APEIS. Some psychologists seem to welcome the referrals, in an earnest attempt to help provide tiered support, while others have questioned the referrals, almost seeming to dissuade the teacher or parent who seeks support for children struggling to reach grade level standards. There also seems to be a quick jump from the SSPT to discussing LRE and implementation of the IEP. Can a heading signal be placed to signal a change in topic?
02/26/21	Section B	data and personnel added to #5	In determining nonpublic placement, what types of recent data and evaluations will be used? Is the data from state mandated tests? Will observations be included? The roles for the personnel involved seem clear.
03/13/21	Section B	Work org description and chart added to Appendix B - Governance and Administration, and included in Section B #8 and #10	We need a clear explanation of how Special Ed services are implemented. What is the chain of command (Superintendent > Chief of SpEd, Equity, Access > Sr. Dir. of SpEd > Local District SpEd Admin. > COS >LRE Specialists > Principal, Assistant Principal > Teachers & Related Service Providers.
03/13/21	Section B	added to #6	The purpose of the Community Advisory Community is to improve and promote communication between schools, parents, and public agencies to increase community awareness, facilitite parent education and support, and to coordinate activities on behalf of children with exceptional needs.
03/13/21	Section B	added to #6	We need to expand this to include ALL of the CAC responsibilities, such as those listed under Ed Code 56194.
03/13/21	Section B	added to #6	We should add the CAC is responsible to students with (dis)abilities (first and foremost!) then to the Superintendent, etc.



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03/13/21	Section B	added to #6 (R)	I would like to recommend that we include what the CAC is responsible for in the first sentence that describes who they are responsible to, and include families of students with disabilities as a party in that list.
03/13/21	Section B		The review process needs to allow for more time. There should at least two more meetings with the Special Ed Local Plan working group, and we should spend less time on ice breakers and inclusion activities. I would recommend one icebreaker activity at the first meeting only, then let's roll up our sleeves and get to work. There did not seem to be enough time to really dig into the work.
03/13/21	Section B	added to #6	Can you add the number to be members in each group to a max of participants?
03/13/21	Section B	added to #6	This section should include the the CAC need to reflect the make up of the LEA diversity.
03/13/21	Section B		We should include students with (dis)abilities from the CAC in the local plan working group.
03/13/21	Section B	IEE is not part of the assessment process for all students	I would like to recommend the inclusion of the IEE process in the description of identification and assessment.
03/13/21	Section B	Added to #4 of Admin Regionalized Services	I wish to see an outline of minimum SpEd training that SpEd and GenEd teachers are expected to complete to be in good standing with the district.
03/13/21	Section B	Added to #3, section 4C	In the Local Plan, there needs to be a very clear statement that this is not only for special educators and administrators. The Local Plan is something that all admin and educators need to understand and be invested in.
03/13/21	Section B	Added to #4 of Admin Regionalized Services	To make sure kids' needs are met: More monitoring, more professional development, and more transparent communication with parents. We need to embed this into the Local Plan.
03/13/21	Section B	added to #6 (R)	We should add the CAC is responsible to students with (dis)abilities (first and foremost!) then to the Superintendent, etc.



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03/13/21	Section B	(No) Comment was only reviewed	There's a misconception, even amongst sped educational leaders in the district, that a child must be all least one year behind academically to qualify for a psycho-educational assessment (and a possible subsequent) IEP. This is not supported by IDEA, which states that any child with a (dis)ability that impacts his/her education may be found eligible for an IEP. We need to clarify this in the local plan.
		added to #2 of Admin of Regionalized Services	Publish the rubric for the Identification & assessment system "BASELINE - TREND - GOALS - METRICS - RESULTS. Then track the efforts over time to measure improvement.
03/13/21	Section B	Work in progress	Also, I would like to see a limited appendix that lists "only" the changes/modifications made in any revised Local Plan. I understand the highlighted areas are being presented for us but the stakeholders & public have different needs & approaches - and I think each revised Local Plan should have that limited appendix so the stakeholders & public do not need to hunt & peck for modification & revisions every year. If a person has basic knowledge of the Plan they can easily be made aware of any/all updates. Will people need to read the entirety to find changes? I put it in the feedback.
03/13/21	Section B	added to #2 of Admin of Regionalized Services	General education teachers be provided with professional education regarding child find/identification and any updates on a yearly basis. Techers should be given an instrument by which to evaluate all children to certify any child with exceptional needs within their class and to better find those children who are missed and certified by the school principal.



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03/13/21	Section B	added to #2 of Admin of Regionalized Services	Also, grade level performance should be the baseline, not the ceiling, for students with (dis)abilities. If the student is performing above grade level, the IEP team needs to honor this, and understand that perhaps the student is 2e, and needs supports in their areas of (dis)abilities to fully realize their giftedness.
03/13/21	Section B	added to #2 and #3 of LP Area Services	There needs to one place where all special ed inquiries, feedback, concerns and complaints are received, responded to, and analyzed to discover and address systemic issues. The SFSS (Special Ed Hotline) is a great start. We need to ensure that all SpEd stakeholders (parents/guardians, teachers, students, administrators) know to go to this hotline.
03/13/21	Section B	SSPI added to Appendix A	Specify the indicators of success for students who receive SpEd supports that uphold high expectations and potential for our students.
03/13/21	Section B	added to #2 and #3 of LP Area Services	Maybe add how to present and offer questions Via phone call, email, mail address and offer check boxes to what their concers could be?
03/13/21	Section B	(No) Comment was only reviewed	I think that if a child coming in with IEP the staff needs to come address parents concern that at least 3 members of IEP team see the parent when any child arrives in school. If the whole IEP cannot see the child or parent. For the parent to know they need to contact via office, number and or zooming.



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03/13/21	Section B	added to #2 and #3 of LP Area Services	<p>The number of places where a parent may address questions and concerns are too many, and there is no single place where all the info is funneled. It's a labyrinth for parents to navigate, and does nothing to create a system of accountability where all the information and data around complaints is aggregated, analyzed and addressed.</p> <p>Local District Special Education Offices, Division of Special Education School and Family Support Services (SFSS) Call Center, the Federal and State Education Programs Office, and/or the Educational Equity Compliance Office, for investigation and, when necessary, corrective action.</p>
03/13/21	Section A	Added to #4 of Admin Regionalized Services	<p>Que se provea Capacitación para padres con IEP en Todas las escuelas que tengan estudiantes con IEP Requerido en las áreas de su condición de aprendizaje o Acomodaciones</p>
03/13/21	Section E	<p>terms decribed in Section E LAS; The updates provided to the description are in line with CA education code and updated with more appropriate professional terminology. As language is already addressed, it is not necessary to include pragmatic and social language separately</p>	<p>In our working group, I gave input that Speech and Language should include pragmatic and social language as a deficit to be addressed. I don't see this feedback incorporated here.</p>
03/13/21	Section E	terms decribed in Section E OT	<p>I also gave input in our local plan working group that OT needs to list proprioceptive and vestibular issues as ones that OT may remedy. Please add this, as ability in this area deeply impacts a child's access to FAPE.</p>



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03/13/21	Section B	Section E describes services to any eligible student who qualify for those services. 2e has been included in Section B - Admin Regionalized Services #15 and #2	Section E, please add service and description for Twice Exceptional and what services are provided and how the supports are provided to 2E kids
03/13/21	Section E	embedded within Section E PT	It needs to specifically say that PTs not only work with the IEP team to recommend services but also render services directly to students . . . . School-based PT focuses on independence as well as promoting development and improvement in the child's ability to gain physical access, functional mobility and gross motor skill development and muscle strength. I have heard of school PTs saying their only function was to collaborate with the IEP team and to ensure that the child's walking equipment was functional, and the child received no actually exercises to develop his/her skills and strength.
03/13/21	Section C	(No) Comment was only reviewed	Que se Agregue en el Plan Selpa que las escuelas agreguen una hoja especifica que diga cómo atenderán las necesidades académicas y sociemocional de nuestros Estudiantes con IEP así como está para otros subgrupos porque deben ser Integrados y No Segregados
03/13/21	Section E	Nursing - #435 on Section E , Transportation is in Section B #13, Admin Regionalized Services.	I do not see health or nursing services, nor transportation as a related service. Descriptions of these services should be included.
03/13/21	Section E	(No) Comment was only reviewed	It has to be simple for parents like an outline for the parents or template for example speech/PT/OT/APE with indications room or where and who. The can be included in the IEP after done for child so parents know what they have or do not have just simple but IEP is the agreement contract document. Just a thought
03/17/21	Section B	language clarified in #6	"One confirmed quality for LAUSD SELPA" is unclear.
03/17/21	Section B	included in #7	let the cac be involed in the seeion on the local plan with parents member



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03/17/21	Section B	(No) Comment was only reviewed	I think there should be a detail of groups and have members to choose which groups to participate with a limit number for each group. This way it show information group and option to choose for example 3 out 6 group so we all distributed nicely for meeting involved. I hope this makes sense.
03/17/21	Section B	(No) Comment was only reviewed	I would live to see the specification of Working Group and other committees that have diverse stakeholders involved. I don't believe there is a Working Group open for non-parent community members, but CAC members can include non-parent community members.
03/17/21	Section B		give a good expalation to all the stakeholder and what is the responabiity of all stakeholder
03/17/21	Section B	(No) Comment was only reviewed	I believe that everyone one should identify of who is who since some teacher are not special education teacher or have special education assistance it would be good for parents to know because this not said at times in IEP at times.
03/17/21	Section B	(No) Comment was only reviewed	I believe that everyone one should identify of who is who since some teacher are not special education teacher or have special education assistance it would be good for parents to know because this not said at times in IEP at times.
03/17/21	Section B	(No) Comment was only reviewed	I think there should be a detail of groups and have members to choose which groups to participate with a limit number for each group. This way it show information group and option to choose for example 3 out 6 group so we all distributed nicely for meeting involved. I hope this makes sense.