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CAC Meeting Date: November 19, 2025

Fecha de reunión del CAC:





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**Understanding Deaf Education:
Supporting Every Child's Journey**

**Comprendiendo la educación de Sordos:
Apoyando el camino de cada niño**





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Agenda

1. Key Terms & Terms to Avoid
2. Placement Options
3. Hearing Technology Tools
4. Deaf Norms
5. Laws Pertaining to Deaf Education
6. Deaf MythBusting

Agenda

1. Términos clave y términos que se deben evitar
2. Asignación Educativa
3. Herramientas de tecnología auditiva
4. Normas del Sordo
5. Leyes relativas a la educación de las personas sordas
6. Derribando mitos sobre la sordera



Objectives

Participants will gain foundational knowledge of Deaf Education, including:

- Deaf culture and communication modalities (ASL, spoken language, bilingual approaches)
- Importance of language access and early intervention

Objetivos

Los participantes adquirirán una comprensión fundamental de la educación para sordos, Incluyendo:

- la cultura sorda, las modalidades de comunicación (por ejemplo, lenguaje de señas americano, lenguaje hablado, enfoques bilingües)
- y la importancia del acceso al lenguaje y la intervención temprana.



Key Terms

Términos clave



Acronyms

Acrónimos

	Examples	Ejemplos
AEB	ASL English Bilingual	lenguaje de señas americano inglés bilingüe
LSE	Listening and Spoken English	escucha y lenguaje hablado
AVT	Auditory Verbal Therapy	terapia verbal auditiva
LSLI	Listening and Spoken Language Intervention (formerly AVT)	Intervención en la escucha y el lenguaje hablado
AUD	Audiology	audiología
TOD	Teacher of the Deaf	Profesor/a de sordos
ITOD	Itinerant Teacher of the Deaf	Profesor/a itinerante de sordos
AOD	Assessor of the Deaf	Asesor de personas sordas
DEP	Deaf Education Program	Programa de educación para sordos



Key Terms

Deaf: deaf is used as an all-inclusive term to include people who may identify as deaf, deafblind, deafdisabled, hard of hearing and late-deafened.

Términos Clave

Sordo: Sordo se utiliza como un término general para incluir a las personas que pueden identificarse como sordas, sordociegas, sordodiscapacitadas, con dificultades auditivas o sordera tardía.

“Deaf means all.”

– Dr. Nancy Hlibok Amann

Deaf, Hard of Hearing, DeafBlind,
Deaf Disabled, & Late-Deafened



Key Terms

LSE: Listening and Spoken English is an approach that focuses on developing language skills and learning spoken language through listening (for students with auditory access); children with different hearing levels are taught through spoken language with the use of appropriate hearing technologies, and are taught to listen through specific LSE strategies and techniques.

Términos Clave

LSE: El inglés auditivo y hablado es un enfoque que se centra en el desarrollo de habilidades lingüísticas y el aprendizaje del lenguaje hablado a través de la escucha (para estudiantes con discapacidad auditiva). A los niños con diferentes niveles de audición se les enseña a través del lenguaje hablado mediante el uso de tecnologías auditivas apropiadas y se les enseña a escuchar mediante estrategias y técnicas específicas de LSE.



Key Terms

AEB: The ASL/English Bilingual approach focuses on developing language skills in a visually accessible language as well as print English (reading and writing). For students with auditory access, spoken language development is supported with the use of appropriate hearing technologies (listening and speaking). Fluency in both languages is an expected outcome of the program.

Términos Clave

AEB: El enfoque bilingüe en el lenguaje de señas americanas e inglés se centra en el desarrollo de habilidades lingüísticas en un idioma visualmente accesible, así como en inglés impreso (lectura y escritura). Para los estudiantes con acceso auditivo, se apoya el desarrollo del lenguaje oral mediante el uso de tecnologías auditivas apropiadas (escucha y habla). Se espera que el programa alcance la fluidez en ambos idiomas.



Key Terms

LSLI/AVT: a specialized intervention for individuals with hearing differences that aims to improve their ability to listen, understand, and use spoken language

Términos Clave

LSLI/AVT: una intervención especializada para personas con diferencias auditivas que tiene como objetivo mejorar su capacidad para escuchar, comprender y utilizar el lenguaje hablado.



Key Terms

Audiology: a healthcare profession focused on diagnosing, treating, and managing hearing and balance disorders

Términos Clave

Audiología: una profesión de la salud centrada en el diagnóstico, tratamiento y manejo de los trastornos de la audición y el equilibrio.



Key Terms

Teacher of the Deaf: an educator who works with students who are deaf in the classroom setting



Términos Clave

Profesor/a de sordos: un educador que trabaja con estudiantes sordos en el salón de clases



Key Terms

Itinerant Teacher of the Deaf: an educator who works with students who are deaf across educational settings which often includes traveling between various school sites



Términos Clave

Profesor/a itinerante de sordos: un educador que trabaja con estudiantes sordos en distintos entornos educativos, lo que a menudo implica viajar entre distintos de sitios escolares



Key Terms

Assessor of the Deaf: an assessor who specializes in evaluating deaf students' language and communication skills as well as their auditory skill levels and needs

Términos Clave

Asesor de personas sordas: un evaluador que se especializa en evaluar las habilidades lingüísticas y de comunicación de los estudiantes sordos, así como sus niveles y necesidades de habilidades auditivas



Key Terms

Deaf Education Program: the LAUSD Deaf* Education Program serves eligible students with documented hearing differences that may impact their language, communication skills, and access to the core curriculum. Services are provided to students from ages 3 to 22 with Itinerant Program services and/or in Deaf Education Special Day Classes.

Términos Clave

Programa de educación para sordos: El Programa de Educación para Sordos* del LAUSD atiende a estudiantes elegibles con diferencias auditivas documentadas que pueden afectar su lenguaje, habilidades de comunicación y acceso al currículo básico. Se ofrecen servicios a estudiantes de 3 a 22 años mediante el Programa Itinerante y/o en Clases Especiales de Educación para Sordos.



Terms to Avoid

Deaf and Dumb: Medieval English era

Deaf-Mute: 18th–19th century

Hearing-Impaired: No longer accepted by most in the community

Hearing Loss: Terminology addressing hearing abilities, hearing status, or hearing levels. *Reframe: hearing levels or hearing differences*

Total Communication: This approach has lead to inconsistent language exposure, potentially hindering language development for deaf students.

Términos que se deben evitar

Sordo y mudo: época medieval inglesa

Sordomudo/a: Siglo XVIII–XIX

Personas con impedimento auditiva: Ya no es aceptada por la mayoría en la comunidad.

Pérdida de audición: Terminología que aborda las capacidades auditivas, el estado auditivo o los niveles de audición.
Reformular: niveles de audición o diferencias auditivas.

Comunicación Total: Este enfoque ha dado lugar a una exposición inconsistente al lenguaje, lo que potencialmente obstaculiza el desarrollo del lenguaje de los estudiantes sordos.



Deaf Education Roles: IA, SLI, SPED

SLI – Sign Language Interpreter

facilitates communication between students who are Deaf, hearing instructors, staff members, and peers within an educational environment

IA – Instructional Assistant for Deaf Students

assists by presenting educational materials and exercises related to classroom instruction

SPED – Special Education Assistants

assists by caring for the physical needs of students with disabilities and helps in their training and education through the presentation of educational materials or exercises

Roles en la educación al sordos: IA, SLI, SPED

SLI-Intérprete de lenguaje de señas

facilita la comunicación entre estudiantes sordos, instructores de audición, miembros del personal y compañeros dentro de un entorno educativo

IA-Asistente instruccional para estudiantes sordos

Ayuda presentando materiales educativos y ejercicios relacionados con la instrucción en el aula.

SPED-Asistentes de educación especial

Asiste atendiendo las necesidades físicas de los estudiantes con discapacidades y colabora en su formación y educación mediante la presentación de materiales o ejercicios educativos.





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Placement Options for Deaf Students

Opciones de colocación para estudiantes sordos



Deaf Education

The Deaf* Education Program serves eligible students with documented hearing differences that may impact their language, communication skills, and access to the core curriculum. Services are provided to students from ages 3 to 22 in Itinerant or Deaf Education Special Day Classes.

In accordance with the California Department of Education, the Los Angeles Unified School District

- Accepts and respects all languages.
- Accepts and respects all communication supports (i.e., ASL/English Interpreters, assistive listening devices, hearing technology, captioning, etc.).
- Accepts and respects all educational approaches in the education of Deaf children (i.e., ASL, English, and students' heritage languages).

A hearing difference is a low-incidence disability. California Education Code Section 56026.5 defines a low-incidence disability as "...a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12. For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof." Additionally, Section 56000.5 (a)(2) finds and declares that "...Pupils with low incidence disabilities require highly specialized services, equipment, and materials."

*Deaf is an umbrella term encompassing identities that may change over time and place, including Deaf, Hard of Hearing, DeafBlind, Deaf with Disabilities, & Late-Deafened. When the term Deaf is used, consider that it does not encompass all the lived experiences of multiple identities of individuals with varying hearing levels.



Contact Us

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Visit our website:

<https://sped.lausd.org/apps/pages/deafeducation>

Visita nuestro sitio web

Placement Options for Deaf Students



- **Deaf Education Itinerant Program**

- School of Residence (SOR)
- Magnet program
- Non-Deaf SDC
- Carlson Home
- Virtual Academies
- NPS (Non-Public Schools)

- **Listening and Spoken English (LSE) Special**

Day Program (SDP) – English Only

- **ASL/English Bilingual (AEB) Special Day**

Program (SDP) – ASL/English

- **Marlton Day School for the Deaf** – ASL/English

- **The State Schools for the Deaf in Riverside**

and Fremont – ASL/English

- **Programa Itinerante de Educación para Sordos**

- (SOR) Escuela de Residencia
- Programa magnético
- programa de día especial
- Hogar de Carlson
- Academias virtuales
- escuelas no públicas

- **Especialización en inglés auditivo y hablado (LSE)**

Programa de día (SDP)–Inglés

- **Escuela de Marlton para sordos– ASL/Inglés**

Programa (SDP)– ASL/Inglés

- **La escuela estatal de sordos en Riverside y**

We currently serve approximately **1,700 Deaf students** districtwide.

Actualmente atendemos a aproximadamente **1,700 estudiantes Sordos** en todo el distrito.

Placement Options for Deaf Students



ASL/English Bilingual (AEB) Special Day Program (SDP) – ASL/English

- Direct instruction through ASL with spoken English Interpreters for mainstreaming and extracurricular activities
- Multiple Deaf Ed SDC classes, access to hearing peers, and mainstream opportunities
- Have access to hearing technology and educational audiologists
- The expectation at an AEB program is that:
 - students will become fluent in both ASL and English
 - For all students, English fluency includes reading and writing
 - For some students, spoken English if the student has auditory access

ASL/Ingles Bilingue (AEB) Programa de dia especial (SDP)– ASL/Ingles

- Instrucción directa a través de ASL con intérpretes de inglés hablado para actividades de integración y extracurriculares.
- clases múltiples de SDC para educación para sordos, acceso a
- Tener acceso a tecnología auditiva y audiólogos educativos.
- La expectativa en un programa AEB es que:
 - Los estudiantes adquirirán fluidez tanto en ASL como en inglés.
 - Para todos los estudiantes, la fluidez en inglés incluye lectura y escritura.
 - Para algunos estudiantes, inglés hablado si el estudiante tiene acceso auditivo

Placement Options for Deaf Students



Listening and Spoken English (LSE) Special Day Program (SDP) – English Only

- Direct instruction through spoken English through the use of hearing technology
- Multiple Deaf Ed SDC classes, access to hearing peers, and mainstream opportunities
- Have access to hearing technology and educational audiologists
- The expectation at an LSE program is that:
 - Students will become fluent in spoken English
 - This includes listening, speaking, reading, and writing English
 - Students need to have sufficient hearing and listening skills in order to be successful in this program

Programa especial diurno (SDP) de inglés oral y auditivo (LSE) – Sólo inglés

- Instrucción directa a través del inglés hablado mediante el uso de tecnología auditiva.
- Múltiples clases de educación para sordos de SDC, acceso a compañeros oyentes y oportunidades para la integración.
- Tener acceso a tecnología auditiva y audiólogos educativos.
- La expectativa en un programa de LSE es que:
 - Los estudiantes adquirirán fluidez en el inglés hablado.
 - Esto incluye escuchar, hablar, leer y escribir en inglés.
 - Los estudiantes necesitan tener suficientes habilidades auditivas y auditivas para tener éxito en este programa.

Placement Options for Deaf Students

North	West	South	East
AEB – ASL/English Bilingual (Multilingual program)			
Mayall ES (PreK-5th) Cantara EI – (1st-4th)* Vista MS Taft HS* Core + *Modified Core Curriculum	Marlton School ES, MS, HS (PreK-age 22)* Core + *Modified Core Curriculum	President ES (PreK-5th) Carnegie MS Carson HS Core Curriculum	2nd Street EI – (2nd-4th)* Utah Span ES, MS (PreK-8th) Cortines VAPA HS Core + *Modified Core Curriculum
LSE – Listening and Spoken English			
Saticoy ES (PreK-5th) Vista MS Core Curriculum	Palms ES (PreK-5th) Core Curriculum	153rd St. ES (PreK-5th) Core Curriculum	Breed St. ES (PreK-5th) Orchard Academies MS Core Curriculum

Breed ES, Utah ES, and Palms ES– DELC/LILC Program

10/1/25

These are all our programs the district offers and where they are located.

Estos son todos nuestros programas que ofrece el distrito y dónde están ubicados.

Placement Options for Deaf Students



Deaf Ed Itinerant Program

Itinerant Teachers of the Deaf (ITODs) provide services based on students' IEP-determined needs and goals, ranging from weekly to monthly sessions. Services include:

- Collaboration with educators, staff, and parents
- Support for self-advocacy, language development, and academics
- Assistance with hearing technology
- LSLI/AVT supports
- Alternate forms of communication (i.e., multimodal and sign language)
- ASL/English Interpreters access

Programa itinerante de educación para sordos

Los Maestros Itinerantes para Sordos (ITOD) ofrecen servicios basados en las necesidades y objetivos determinados por el IEP de los estudiantes, con sesiones semanales o mensuales. Los servicios incluyen:

- Colaboración con educadores, personal y padres.
- Apoyo para la autodefensa, el desarrollo del lenguaje y lo académico.
- Asistencia con tecnología auditiva.
- LSLI/AVT apollo
- Formas alternativas de comunicación (es decir, multimodal y lenguaje de señas)
- Acceso a intérpretes de ASL/inglés



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Deaf Education Accommodations and Considerations

Adaptaciones y consideraciones para la educación de personas sordas



Considerations

The primary challenge for Deaf Students is...

... limited or no access to incidental learning...

... which causes receptive and expressive language delays

...which impacts access to all academic learning

(no matter what mode of communication they use)

El principal desafío para los estudiantes sordos es...

... acceso limitado o nulo al aprendizaje incidental...

... lo que provoca retrasos en el lenguaje receptivo y expresivo

...lo que afecta el acceso a todo el aprendizaje académico

(No importa qué modo de comunicación utilicen)

Considerations

Deaf students will have varying ability in:

- Receiving information via hearing (even with hearing aids or cochlear implants)
- Speaking
- Lipreading
- Signing
- Reading & Writing

Student choice of communication modality should be honored, regardless of hearing/speaking ability.

Los estudiantes sordos tendrán diferentes capacidades en:

- Recibir información a través de la audición (incluso con audífonos o implantes cocleares)
- Hablado
- Leer Labios
- Senas
- Lectura y escritura

Se debe respetar la elección de la modalidad de comunicación por parte del estudiante, independientemente de su capacidad auditiva o verbal.

Considerations

Creating an inclusive and effective learning environment for students who are deaf involve implementing **accommodations** and strategies

Specific accommodations vary:

- Individual students
- Hearing levels
- Learning environments
- Preferred mode of communication

Crear un entorno de aprendizaje inclusivo y eficaz para estudiantes sordos implica implementar **adaptaciones** y estrategias.

Las adaptaciones específicas varían:

- Estudiantes individuales
- Niveles de audición
- Entornos de aprendizaje
- Modo de comunicación preferido

Accommodations

General Classroom Practices

- Check for understanding
- Pre-teach new vocabulary
- Facilitate turn-taking in discussions
- Promote deaf awareness and inclusion

Prácticas generales en el aula

- comprobar la comprensión
- Enseñar previamente nuevo vocabulario
- Facilitar la toma de turnos en las discusiones
- Promover la concienciación y la inclusión de las personas sordas



Accommodations

Communication strategies

- Preferential seating
- Get students' attention
- Face students when speaking
- Ensure good lighting
- Speak clearly at a moderate pace
- One voice at a time
- Visual cues and aids
- Minimize background noise
- Use gestures and body language
- Sign Language Interpreters

Estrategias de comunicación

- Asientos preferenciales
- Llamar la atención de los estudiantes
- Enfrentar a los estudiantes al hablar.
- Asegurar una buena iluminación.
- Hablar con claridad a un ritmo moderado.
- Una voz a la vez
- Señales y ayudas visuales
- Minimizar el ruido de fondo
- Utilice gestos y lenguaje corporal
- Intérpretes de lenguaje de señas

Accommodations

Working with Sign Language Interpreters

- Speak directly to the student
- Acknowledge the interpreter's role
- Allow for processing time
- Ensure proper positioning and lighting



Trabajar con intérpretes de lengua de señas

- Habla directamente con el estudiante
- Reconocer el papel del intérprete
- Permitir tiempo de procesamiento
- Asegúrese de que el posicionamiento y la iluminación sean adecuados

Accommodations

Technology

- Hearing Assistive Technology
- Closed captioning and transcripts
- Speech-to-text software
- Note-taking services

Tecnología

- Tecnología de asistencia auditiva
- Subtítulos y transcripciones
- Software de voz a texto
- Servicios de toma de notas



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Hearing Technology Tools

Tecnología Auditiva



Hearing Devices



Hearing Aids **Audífonos**



Cochlear Implant
Implante coclear



BAHA – Bone Anchored Hearing Aid

BAHA – Audífono anclado al hueso



Classroom Technology



Receivers attach to the student's hearing aid or cochlear implant or can be used independently

Los receptores se conectan al audífono o implante coclear del estudiante, o pueden usarse de manera independiente.



District provided equipment for greater access to spoken language.

Equipo proporcionado por el distrito para un mayor acceso al lenguaje hablado.



Pass around mic and soundfield speaker

Micrófono portátil y altavoz de campo sonoro.



Classroom Acoustics

Challenges

- Reverberation
- Background noise
- Distance from sound source
- Group Situations

Strategies

- Be mindful of open windows and doors as well as AC and heating units; decrease background noise
- During group work, space groups far apart
- Be mindful of topic changes- visually and auditorily highlight key words

Desafíos

- Reverberación
- Ruido de fondo
- Distancia de la fuente de sonido
- Situaciones de grupo

Estrategias

- Tenga en mente las ventanas y puertas abiertas, así como con las unidades de aire acondicionado y calefacción; reduzca el ruido de fondo.
- Durante el trabajo en grupo, mantenga los grupos separados.
- Tenga en cuenta los cambios de tema: resalte visual y auditivamente las palabras clave.



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Deaf Norms

Normas para sordos



Communication Tips

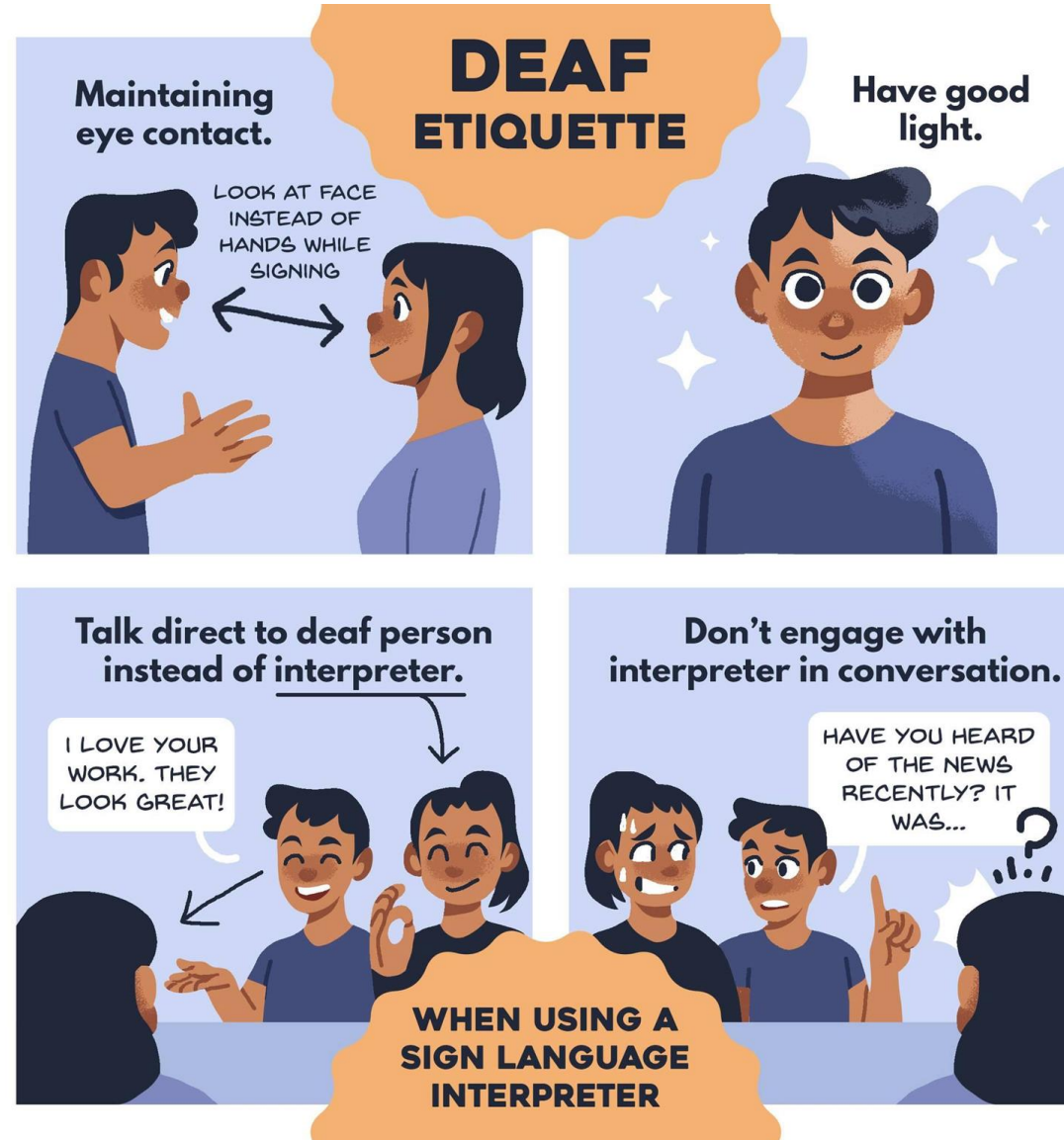
THAT DEAF GUY



Deaf Culture Norms



Deaf Culture Norms



Deaf Culture Norms



Deaf Education Laws

Leyes de educación para sordos



Federal + State Laws

- **IDEA – Special Factor 4**
“Individuals with Disabilities Education Act”
- **Assembly Bill – 1836**
“The Deaf Child’s Bill of Rights”
- **Senate Bill – 210**
“Language Developmental Milestones”
- **Assembly Bill 1938**
“Special Education: Inclusion and Universal Design for Learning”

Leyes federales y estatales

- IDEA-Factor Especial 4
“Ley de Educación para Individuos con Discapacidades”
 - Proyecto de ley de la Asamblea – 1836
“La Declaración de Derechos del Niño Sordo”
 - Proyecto de ley del Senado – 210
“Hitos del desarrollo del lenguaje”
 - Proyecto de ley de la Asamblea de 1938
“Educación especial: inclusión y diseño universal para el aprendizaje”





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Deaf Ed Mythbusting

Desmintiendo mitos sobre la educación para sordos



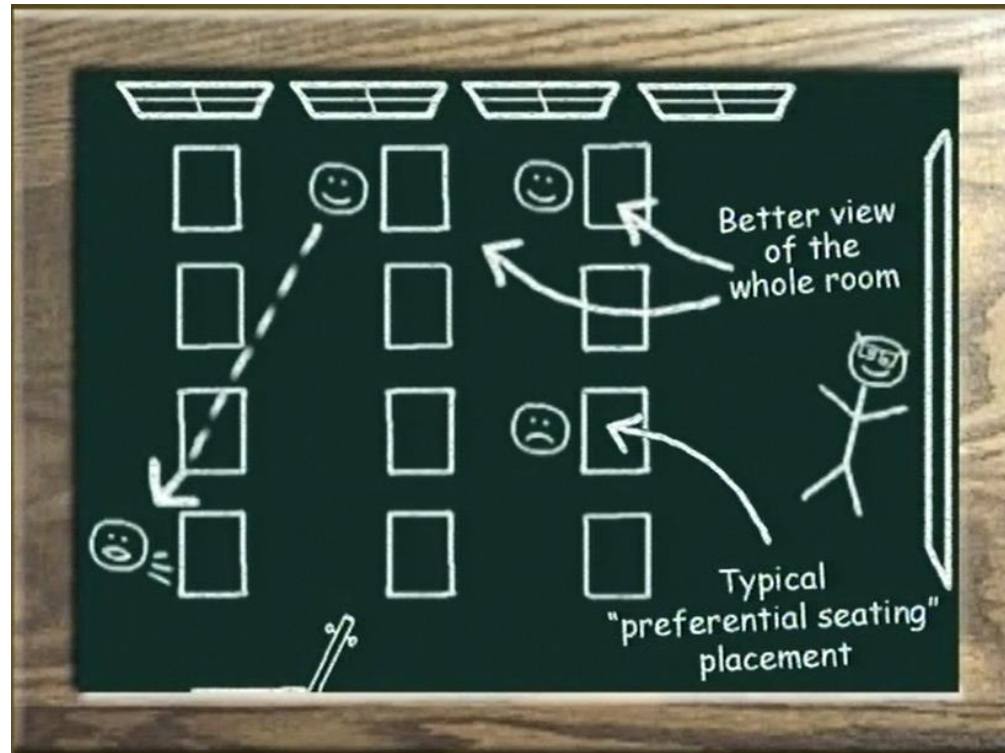
Self-Advocacy: “Preferential Seating”

Myth:

Flexible preferential seating means only in the front of the room.

Fact:

Sometimes front and side are best as they allow for the deaf student to see/hear the teacher and the other students.



Mito:

Asientos preferenciales flexibles significa sentarse solo en la parte delantera de el salon.

Hechos:

A veces, las mejores opciones son las de frente y de lado, ya que permiten que el estudiante sordo vea y escuche al maestro y a los otros estudiantes.

Listening Access

Speak loudly?

Myth:

I have a loud voice so I don't need a mic.

Fact:

It's not about volume but clarity. Use visual strategies along with auditory strategies to promote the greatest success.



It is not always clear!

"I HAVE A LOUD VOICE"

LOUD vs. LOUD

Mito:

Tengo una voz fuerte así que no necesito un micrófono.

Hechos:

No se trata de volumen, sino de claridad. Use estrategias visuales junto con estrategias auditivas para lograr el mayor éxito.

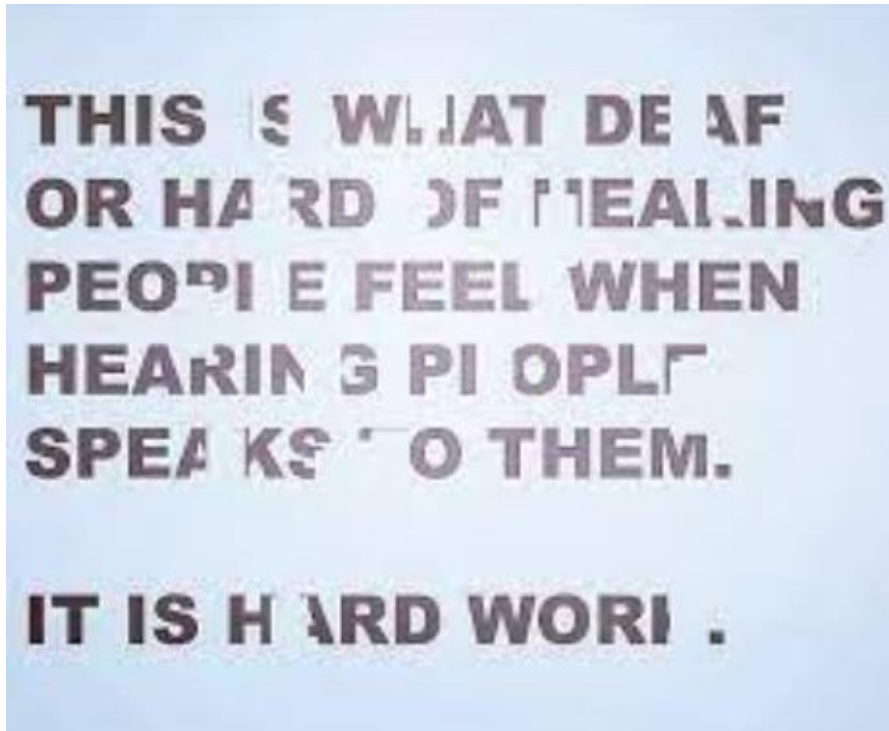
Accessibility

Myth:

Students with hearing technology hear everything perfectly.

Fact:

Hearing technology is a GREAT tool, but students still struggle and have to work much harder to make sense of what they hear.

A rectangular box with a light blue background containing blurred, pixelated text in a dark purple font. The text is a distorted version of the 'Fact' text, illustrating the difficulty of hearing through technology.

THIS IS WHAT DE AF
OR HARD OF HEARING
PEOPLE FEEL WHEN
HEARING PEOPLE
SPEAK TO THEM.
IT IS HARD WORK.

Mito:

Los estudiantes con tecnología auditiva escuchan todo perfectamente.

Hechos:

La tecnología auditiva es una GRAN herramienta, pero los estudiantes aún tienen dificultades y deben trabajar mucho más para comprender lo que escuchan.

Lipreading/Speechreading

Myth:

You are deaf. Can't you read lips?

Fact:

Only 30 to 45 percent of the English language can be accessed on the lips.

Lip reading is actually "Speechreading" and includes facial cues, body language, and context to figure it out.



Mito:

Eres sordo. ¿No sabes leer los labios?

Hechos:

Solo entre el 30 y el 45 % del inglés se puede comprender a través de los labios.

La lectura labial es, en realidad, "lectura de voz" e incluye señales faciales, lenguaje corporal y contexto para comprenderlo.

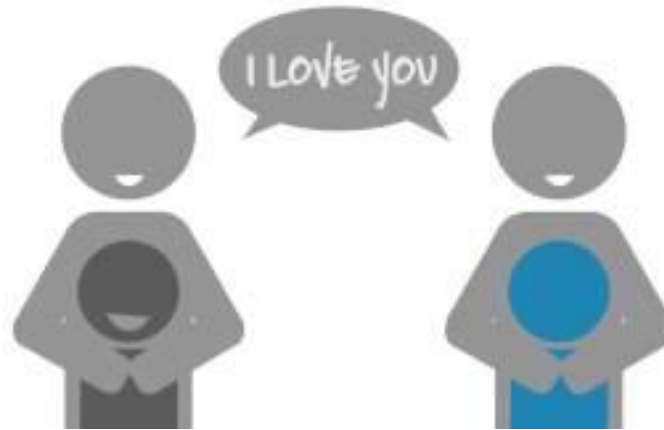
Language Access

Myth:

Don't use signs with your deaf child because they will not learn how to speak.

Fact:

Research shows that having an accessible, visual language from birth only helps to increase English fluency and gives the student a way to communicate that is easy for them to understand and use.



Mito:

No utilices señas con tu hijo sordo porque no aprenderá a hablar.

Hecho:

Las investigaciones muestran que tener un lenguaje visual y accesible desde el nacimiento sólo ayuda a aumentar la fluidez en inglés y le brinda al estudiante una forma de comunicarse que es fácil de entender y usar.



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Resources & Conclusion

Recursos y conclusión



Deaf Education Resource List



Division of Special Education
TK-12 Instruction, Deaf Education



https://bit.ly/DSE_TK12DeafResources
(case sensitive)



[Deaf Education Resource List Link](https://bit.ly/DSE_TK12DeafResources)

TYPE OF RESOURCES	LOCATION/LINK/CODE
Family Resources	
Resource Library	https://drive.google.com/file/d/1lzdOmcvGHGZiqg4Qvwf-jMo2EKrOI90O/view?usp=drive_link
California Department of Education (CDE) - Resource List	https://drive.google.com/file/d/1PI8e55Y9XB8fle1x5fmcLhugCyOWQi/view?usp=drive_link
American Society for Deaf Children	https://deafchildren.org/ https://deafchildren.org/knowledge-center/
California Hands and Voices (CA-H&V)	https://www.cahandsandvoices.org/ https://cahandsandvoices.org/resources-2/
National Deaf Center on Postsecondary Outcomes	https://nationaldeafcenter.org/ https://nationaldeafcenter.org/resources/
CDC: Parent Guides to Hearing Loss - Resource List	https://www.cdc.gov/hearing-loss-children-guide/parents-guide/resources.html
Deaf Education	
Resource Library	https://drive.google.com/file/d/1ouSgm6UwAwQqpQvVBPJ0cBxp_p0D6XG/view?usp=drive_link
CDE -Deaf Education	https://www.cde.ca.gov/sp/ss/dh/
Deaf Community Agencies/Organizations and Services	

Topic Alignment and Connections to the Local Plan

Alineación de temas y conexiones con el plan local



Topic Alignment to the Local Plan

November 19, 2025	Understanding Deaf Education: Supporting Every Child’s Journey
<u>Guiding Question</u> How can families, educators, and community members better understand Deaf education to create inclusive, accessible, and affirming learning environments for all students? • Participants will gain a foundational understanding of Deaf education, including Deaf culture, communication modalities (e.g., American Sign Language, spoken language, bilingual approaches), and the importance of language access and early intervention.	
Local Plan	Section B: Governance and Administration (Page 91)
Connection	Section E: Annual Services Plan (Page 125)

Alineación del tema con el plan local

19 de noviembre de 2025	Comprender la educación para sordos: Apoyando el viaje de cada niño
<u>Pregunta orientadora</u> ¿Cómo pueden las familias, los educadores y los miembros de la comunidad comprender mejor la educación para sordos para crear entornos de aprendizaje inclusivos, accesibles y afirmativos para todos los estudiantes? • Los participantes obtendrán una comprensión fundamental de la educación para sordos, incluida la cultura sorda, las modalidades de comunicación (por ejemplo, lenguaje de señas americano, lenguaje hablado, enfoques bilingües) y la importancia del acceso al idioma y la intervención temprana.	
Conexión al	Sección B: Gobernanza y administración (página 91)
Plan local	Sección E: Plan anual de servicios (página 125)



Preschool for All Learners (PAL):

The Preschool for All Learners is an educationally based specialized program that operates 4 hours and 30 minutes per day, 5 days a week. The preschool curriculum is delivered through evidence-based practices.

The multidisciplinary classroom collaborative team is comprised of an early childhood special education teacher, District special education assistants, and a speech-language pathologist. The Speech Language Pathologist provides 2 hours of support in the classroom each week. Per Ed code section Part 30, Chapter 4.45 Section 56441.5, the classroom shall not exceed an instructional adult to child ratio of one to five.

Preschool Deaf and Hard of Hearing (DHH) and Visually Impaired (VI) Special Day Programs:

The DHH and VI Preschool Categorical classes are provided to eligible students on general education campuses. The staff includes a special education DHH or VI credentialed teacher and a special education trainee/assistant. Students attend Monday through Friday for 4.5 hours daily.

Preschool Comprehensive (PSC):

The PSC is a highly specialized therapeutic program that operates 6 hours a day Monday through Thursday. The program operates for 3 hours and 20 minutes on Friday to provide time for classroom progress monitoring and student data analysis. The preschool curriculum is delivered through evidence-based practices including applied behavior analysis. Individualized instruction targets "learning to learn" skills such as joint attention, imitation, and turn taking.

The multidisciplinary classroom collaborative team is comprised of an early childhood special education teacher, special education assistant, a speech/language pathology assistant (SLP-A), and a non-public agency or District behavior intervention provider. A speech language pathologist provides weekly support to the SLP-A.

Nonpublic School or Nonpublic Agency:

When determined appropriate by an IEP team, the District provides for preschool service/s through a State-certified Nonpublic/Nonsectarian School or Nonpublic/Nonsectarian Agency.

Transition from Preschool to Kindergarten:

Prior to kindergarten enrollment, a reevaluation is conducted for all

☐ Service is Not Currently Provided

☒ 610—Specialized Service for Low Incidence Disabilities

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Low Incidence services are defined as those provided to the student population with a documented Low Incidence disability such as orthopedic impairment (OI), visual impairment (VI), deafness (DEA), hard of hearing (HOH), or deaf-blind (DB). Typically, services are provided in educational settings by an itinerant teacher or specialist in the designated area. The need for Low Incidence Support is individualized to each student. Collaboration and/or consultation is provided to the teacher, staff, and parents as needed. These services are prescribed as part of the student's Individualized Education Program (IEP). All service provision is based upon the student's assessed need and is provided in accordance with the mandates of the IEP and state and federal guidelines. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 710—Specialized Deaf and Hard of Hearing

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This program serves eligible students with a documented hearing loss that negatively impacts communication skills and/or access to their curriculum (core or alternate). These services include auditory training/auditory learning, self-advocacy skill development, receptive and expressive language development and/or instruction in the student's mode of communication. Services may include Listening and Spoken Language Intervention/Auditory Verbal Therapy to students who qualify. Services may include collaboration and/or consultation with teachers, other school personnel, students, and parents, adaptation of curricula, teaching methods, and the learning environment. DHH Special Day Programs are also offered to promote academic progress by developing language and literacy skills, utilizing either listening and spoken language or ASL with the goal of students acquiring language skills on par with typical peers. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 715—Interpreter

☐ Service is Not Currently Provided

Conclusion

Understanding Deaf Education laws, communication access, and cultural considerations helps ensure equitable learning and full participation for Deaf students.

Conclusión

Comprender las leyes de educación para sordos, el acceso a la comunicación y las consideraciones culturales ayuda a garantizar un aprendizaje equitativo y una participación plena de los estudiantes sordos.

