

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

SPECIAL EDUCATION COMMITTEE

5:00 p.m., Wednesday, January 11, 2023
333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

Committee Members

Mr. Scott M. Schmerelson, Chairperson
Dr. George J. McKenna, III, Board Member
Ms. Jackie Goldberg, Board Member

District Members

Deneen Cox, Deputy General Counsel
Alesha Haase, Special Education Administrator

Board Secretariat Contact

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External Representatives

Kelly Bedford, Board District 1 Parent
Lisa Bennett, UTLA
Marc Bowman, Board District 5 Parent
Pam Cohen, Decoding Dyslexia CA
Dr. Amy N. Hanreddy, California State University
Northridge
Nataly Martinez Juarez, Student Representative,
Van Nuys High School
Gavin Mirigliani, Willenberg Career & Transition Center
John Perron, CAC Representative
Carl Petersen, Board District 3 Parent
Jolan Smith, California State University Long Beach

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 213-338-8477 and entering the Meeting ID: **836 6097 2478**, or (3) in person. Please note that due to the continued public health risks associated with COVID-19, the Board Room will be operating at reduced capacity.

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. Each speaker will be allowed a single opportunity to provide comments to the Committee.

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

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

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

1. Call 213-338-8477 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. Inclusive Education: Dr. Amy Hanreddy
Historical, Legal, and Research Foundation Associate Professor and Chair
Department of Special Education, California State University Northridge
2. Least Restrictive Environment in LA Unified Ms. Alesha Haase
Administrator of Instruction
Ms. Lela Rondeau
Administrative Coordinator of Instruction
Division of Special Education
3. Supporting Inclusive Practices Overview Dr. Kristin Brooks
Executive Director
Supporting Inclusive Practices
4. Voices from the Field: Principal Sonia Baron & Team
Limerick Elementary School

III. Public Comment

IV. 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://achieve.lausd.net/site/Default.aspx?PageID=18628&DomainID=1057#calendar73805/20230111/event/65301>

TAB 1

Inclusive Education: Historical, Legal, and Research Foundations

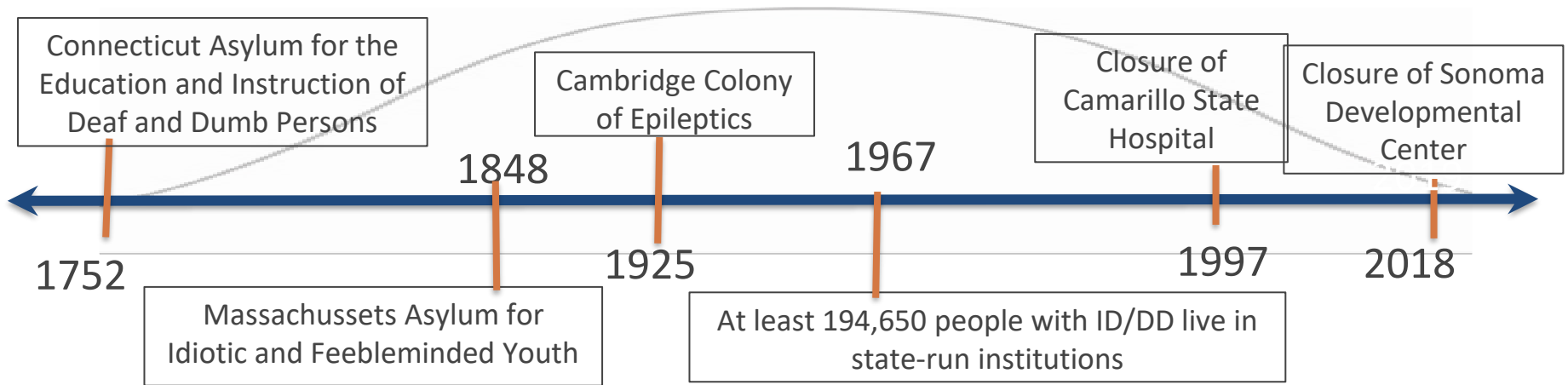
Amy Hanreddy, Ph.D
Associate Professor and Chair
Department of Special Education
Cal State Northridge

Inclusive education is about access, specially designed instruction, acceptance, and belonging in the Least Restrictive Environment

Inclusive practices are rooted in over 40 years of research and legal foundations

Inclusive education “focuses on the full and effective participation, accessibility, attendance, and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized” (United Nations, 2016, p. 3).

200+ Years of Institutionalization



***Mental Hospital
Project Under Way***

**\$10,000,000 Hospital Plant Envisaged in Plan
For Care of Psychopaths**

Sonoma State Home for the Mentally Defective is well launched on a building program that will eventually mean an outlay of nearly \$10,000,000, according to Dr. F. O. Butler,



“His physical condition produces a depressing and nauseating effect upon the teachers and school children...he interferes with the progress of the school...” (Beattie vs. WI Bd of Ed. 1919)

Mentally disabled students “represent an unassimilable accumulation of human clinkers, ballast driftwood, or derelicts which seriously retards the rate of progress of the entire class and which often constitutes a positive irritant to the teacher and other pupils” (Wallace Wallin, 1924)

1975

Children with Disabilities Granted the Right to Education

Education for All Handicapped Children Act (1975 → IDEA 2004)

Before 1975, **1.75 million** students with disabilities in the US were excluded from public schools.

IDEA mandated that all students with disabilities be provided with “a free and appropriate education in the least restrictive environment”

Special education is supports and services **in addition to**, not instead of, what is offered to all students

PRESIDENT GERALD FORD
SIGNING A NEW LAW



Parents with handicapped children are optimistic about this

On Nov. 29, 1975, President Gerald Ford signed into law the Education of All Handicapped Children Act (Public Law 94-142). The adoption of this law opens public schools to many children with disabilities, a foundation of commitment to children with disabilities, opportunities to share talents, share contribute communities
Skagen, February



All Students are General Education Students First

Least Restrictive Environment: Reflects IDEA's **strong preference** for educating students with disabilities in **general education classes** with the **access to general education curriculum**.

Placement in the general education classroom is the first placement option the IEP team must consider at each annual IEP meeting.





“Meeting the unique communication and related needs of a student who is deaf is a fundamental part of providing a free appropriate public education (FAPE) to the child. **Any setting, including a regular classroom, that prevents a child who is deaf from receiving an appropriate education that meets his or her needs including communication needs** is not the LRE for that individual child.”

US Office for Civil Rights, 1992



When can Alternate Placement be Considered?

Students may only be removed from the general education setting “when the nature or severity of the disability of a child is such that education in regular classes with the use of **supplementary aids and services** cannot be achieved satisfactorily.” (IDEA § 612(a)(5))

Supplementary Aids & Services

Aids, services, and other supports that are provided in regular education classes, other education -related settings, and in extracurricular and nonacademic settings, to **enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate**” (IDEA §300.42(B)(a)).

Curriculum Access

Students who receive special education services are also entitled to ***adjustment of the curriculum*** “to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general curriculum” (IDEA §300.39(b)(3)).

D.R. vs. Redondo Beach Unified School District (2022), 9th Circuit Court of Appeals



The test that the court used:

1. Compare the academic benefits a child receives from placement in their general education classroom with the academic benefits available in a special education classroom.
2. **Consider the non-academic benefits a child with disabilities derives from being educated in a gen ed classroom**, such as “the development of social and communication skills from interaction with nondisabled peers.”
3. Understand that the school must weigh the potential negative effects that the needs of a child with disabilities may have on the education of peers

Time in Self Contained Settings Generally Does Not Lead to Improved Outcomes

Limited access to peers without disabilities, the general education curriculum, and educators with expertise and experience in general education content and in pedagogy (Morningstar, Kurth, & Jackson, 2017)

Self-contained settings offer a high level of distraction, fewer opportunities to respond to instructional cues, and a lack of tailored instruction for individual students (Causton-Theoharis, Theoharis, Orsati, & Cosier, 2011; Kurth, Born, & Love, 2016)

Students spending 80% or more of their day in self contained settings in high school experienced poor outcomes upon graduation (daily living, employment, and post-secondary education) (Bouck, 2012)

Research-Based Benefits of Increased Time in General Education Settings



Improved communication, literacy, and academic skills



Development of relationships and a network of support



Improved long term outcomes

- When done well, **all students benefit** academically and socially (Staub & Peck, 1995)
- **Addresses equity** by ensuring high quality instruction for all students
- **Promotes acceptance** of differences and community membership (Janney & Snell, 2006, Lyon, Blue-Banning, & McCart, 2014)

The Relationship Between Special Education Placement and High School Outcomes

Sandi M. Cole¹, Hardy R. Murphy², Michael B. Fri
and James Robinson¹

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**A Landmark Study Strikes a Resounding
for Inclusion**

Abstract

Propensity score matching was used to create intervention and comparison groups to compare students with disabilities in Indiana placed in more inclusive settings with those placed in less inclusive settings. School demographic and outcome data were analyzed from the eighth grade in 2013 through graduation in 2018. Students with disabilities spending 80% more time in inclusive classrooms did better in reading and math than peers spending more time in special education classrooms. The study shows differences in diploma types of students in more inclusive settings than those in less inclusive settings, indicating that students in inclusive settings engage in more rigorous course of study and are more prepared for successful post-secondary educational and employment opportunities.

After analyzing the academic records of nearly 24,000 adolescents with mild to moderate disabilities who qualified for special education, researchers conclude that spending 80 percent or more time in general education classes improved reading scores by an average of 24 points and math scores by 18 points, compared to students who spent more time in special education classrooms.

More Summary of Research Foundations

Students perform better in inclusive settings, have higher participation in society following graduation, and no negative impacts were found. Meta-analysis of studies on inclusive education, **over 4 million students**. (Kramer, Moller, & Zimmerman, 2021)

General education settings offer increased **opportunities to learn, benefit from targeted instruction, and interact with typical peers** (Hehir et al, 2017; McDonnell, Thorson, & McQuivey, 2000; Taub, McCord, & Ryndak, 2017).

Improved literacy, language, and math skills compared to students educated in segregated settings (Buckley, Bird, Sacks, & Archer, 2006; Hehir et al, 2017)

Improved social competence and communication skills (Fisher & Meyer, 2002; Ryndak, Ward, Alper, Storch, & Montgomery, 2010)

Improved outcomes related to **employment and community involvement** as an adult (Bouck, 2012; Wagner et al., 2006)

Myths

Peers are negatively impacted academically by having students with the most significant cognitive disabilities in their class (e.g., takes time away from general education students or they are not academically challenged).

Peers are negatively impacted socially and emotionally by having students with the most significant cognitive disabilities in their class.

Facts

Nondisabled peers who are involved in peer support arrangements have either remained the same academically or improved. Furthermore, teachers reported these peers being out of the classroom less and more actively engaged than peers not involved in peer support arrangements (Carter et al., 2016).

On the contrary, nondisabled peers have developed empathy, advocacy and leadership skills, as well as lasting friendships with people who may be dissimilar in some way to themselves as a result of these inclusive experiences (Carter et al., 2016).

Myths

Students with the most significant cognitive disabilities need prerequisite academic and behavior skills before they can enter a general education classroom.

IEP goals and therapy cannot be delivered in general education settings.

Facts

Students with the most significant cognitive disabilities are more likely to be engaged in an academic task related to standards when in a general education setting (Soukup, Wehmeyer, Bashinski, & Bovaird, 2007). Another benefit is students exhibit less problem behavior in inclusive settings (Lee, Wehmeyer, Soukup, & Palmer, 2010).

IEP goals, including functional skills and related services, can be met in the general education classroom (Heinrich, Collins, Knight, & Spriggs, 2016).

Inclusive Education and Equity

Males, African Americans, English Learners, and Foster Youth are still **disproportionately identified as disabled** *and* **disproportionately placed in segregated settings** (2020, CDE)

“Students identified as **Black, Latinx, English Language learners, and eligible for free and reduced meals were less likely to be included** in general education classrooms. District region and neighborhood income were also factors associated with lower odds of being included in general education classrooms.” (Solone, 2020)

55% of students with intellectual disability, 71% of students with multiple disabilities, and 44% of students with autism were placed in primarily separate settings (self-contained classrooms; separate schools; home, hospital or residential settings) compared to just 19% of *all* students with disabilities that same year (Kleinert et al., 2015)

The likelihood that a student with extensive and pervasive support needs will have **access to an inclusive education differs based on where the student resides** (e.g., region of the country; suburban, urban, or rural setting; specific school district) (Brock & Schaefer, 2015).

Research-Supported Inclusive Practices

1. Emphasis on accessible instruction for all students through Universal Design for Learning
2. Culturally and linguistically sustaining practices that honor student identities and languages
3. Tiered supports for all students who need more intensive instruction and/or behavior support
4. Site- and District-level planning for inclusive systems
5. Natural proportions of students with IEPs in general education classes
6. Embedded specially designed instruction from special educators and related service providers (co-teaching and push-in support)
7. Planning/collaboration time for special ed teachers and service providers to meet with general ed teachers
8. Year-round collaboration and communication with families to refine student-level supports
9. Paraprofessional (aide) training to increase student autonomy and teacher ownership
10. Teacher and admin training in inclusive practices (service delivery, UDL, co-teaching, adapting curriculum)

References and Resources

<https://wakelet.com/wake/ih56lwu-zw0ay62RHMznt>



TAB 2



LAUSD
UNIFIED

Special Education Committee

January 11, 2023

Dr. Amy Hanreddy
Professor
Special Education Department Chair,
CSUN

What Does This Look Like in LAUSD?

It is the policy of the District as well as California and federal law that students with disabilities receive all supplementary aids and services, as determined by an individualized education program (IEP) team, in the least restrictive environment (LRE). The general education classroom with all appropriate supplementary aids and services is the first educational setting that the IEP team must consider. Students with disabilities should not be removed from all or part of the general education setting unless necessary for them to receive a FAPE.* Decisions regarding special education supplementary aids and services can only be made by the IEP team during an IEP team meeting and are the responsibility of the entire IEP team, which includes parents. (BUL 5901.5)

*FAPE= Free Appropriate Public Education

Least Restrictive Environment Determination Principles

1. Special education is a service that students with disabilities receive, not a place where students are sent.
2. IEP team determinations, including placement and supplementary aids and services, must be based on the individual needs of the student.
3. To the extent feasible, student supplementary aids and services to promote learning must be moved to the student as opposed to the student moving to the supplementary aids and services.
4. The extent to which students with disabilities are integrated with their nondisabled peers positively impacts their educational achievement and their social growth.
5. IEP teams should conclude their discussion regarding LRE by reviewing how the placement being considered for the student outweighs any potential harmful effects at this time.

What is the Continuum of Placement Options?

Least
Restrictive



Most
Restrictive

General
Education
Classroom

Special
Education
Classroom

Special
School

Homebound

Hospital/
Residential
Facility

LRE Analysis– How is LRE Determined?

Step A	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?
Step B	Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?
Step C	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?
Step D	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?
Step E	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?

LRE Analysis– How is LRE Determined?

Step F

The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):

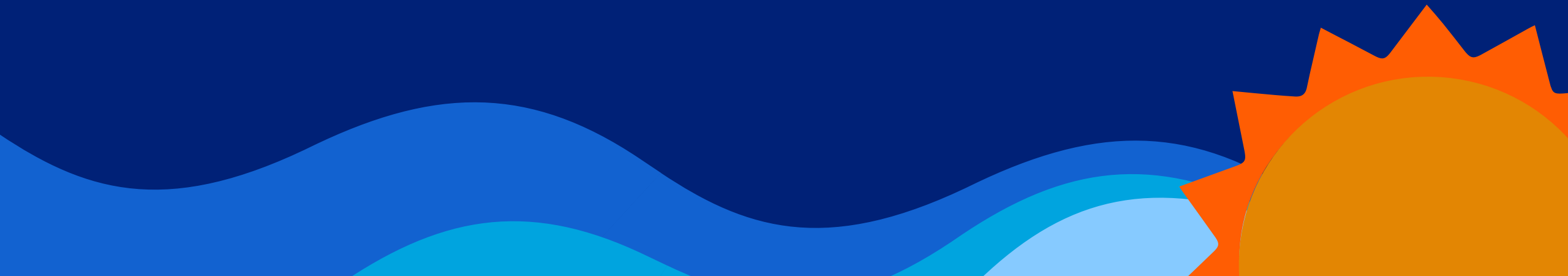
- ☐ Diminished access to the full range of the curriculum
- ☐ Missed general education instruction taught by highly qualified staff
- ☐ Rate at which student may earn credits for graduation
- ☐ Lack of opportunity for social interaction
- ☐ Lack of opportunities for age-appropriate peer role models
- ☐ Amount of socialization opportunities with typical peers
- ☐ Limited access to peers in student's home community
- ☐ Lack of exposure to appropriate behavioral models from peers
- ☐ Other:

How Does LRE Connect to Inclusive Opportunities?

in·clu·sive

/in'kloʊsiv,ɪŋg'kloʊsiv/
Adjective

1. not excluding any of the parties or groups involved in something



How We Support

- Professional Development
- Coaching
- Modeling
- Networking
- Designing resources for use with all stakeholders
- Alignment of resources
- Partnerships



**Dr. Kristin Brooks
Executive Director,
Supporting Inclusive Practices**

Team from Limerick Elementary School

An LAUSD Inclusion Story



“Children who learn together,
learn to live together.”

— *Author unknown*

TAB 3



Supporting
Inclusive
Practices

SIP Project Overview



Supporting Inclusive Practices

SIP Website: www.sipinclusion.org



SIP Mission

Our aim is to provide unparalleled statewide technical assistance to educational communities in their pursuit of inclusive and equitable systems. Together we seek to empower each student to be purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed within an environment of belonging, community, and connection.



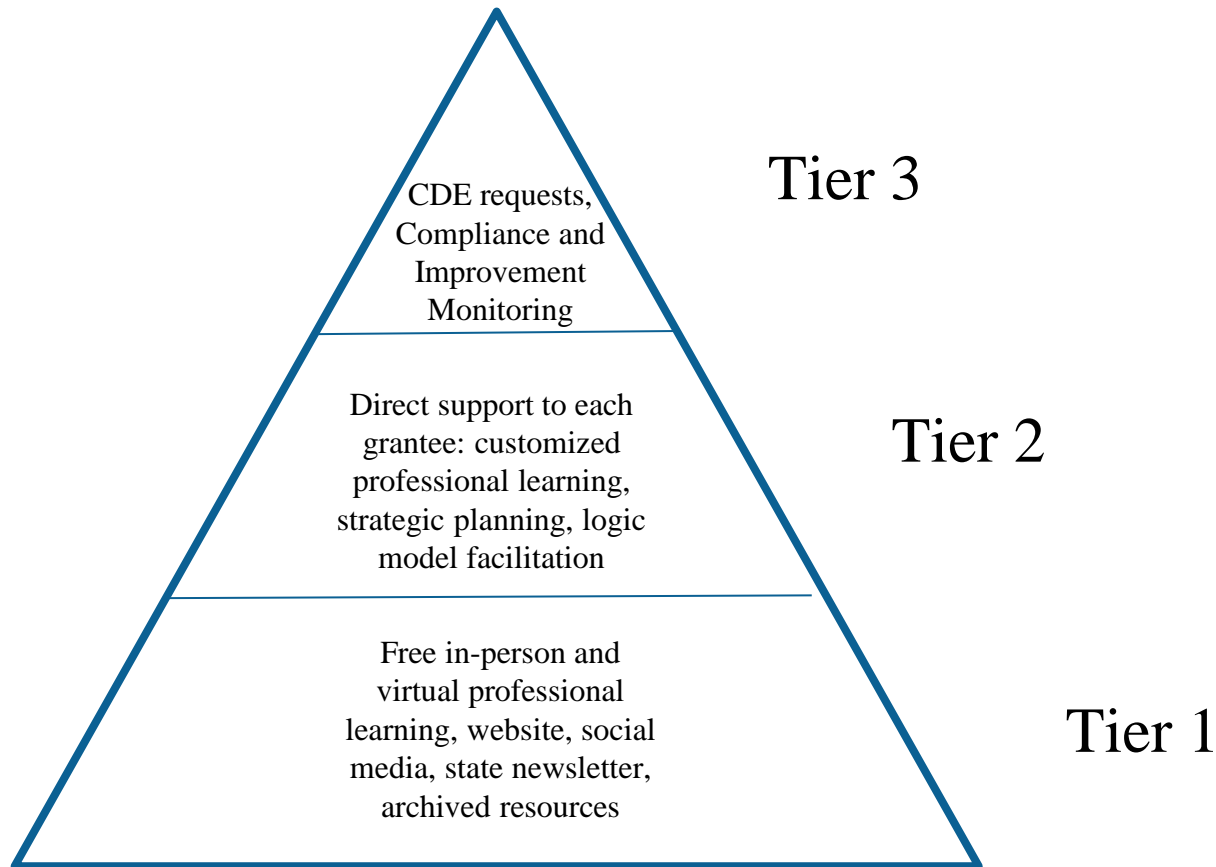
SIP Vision

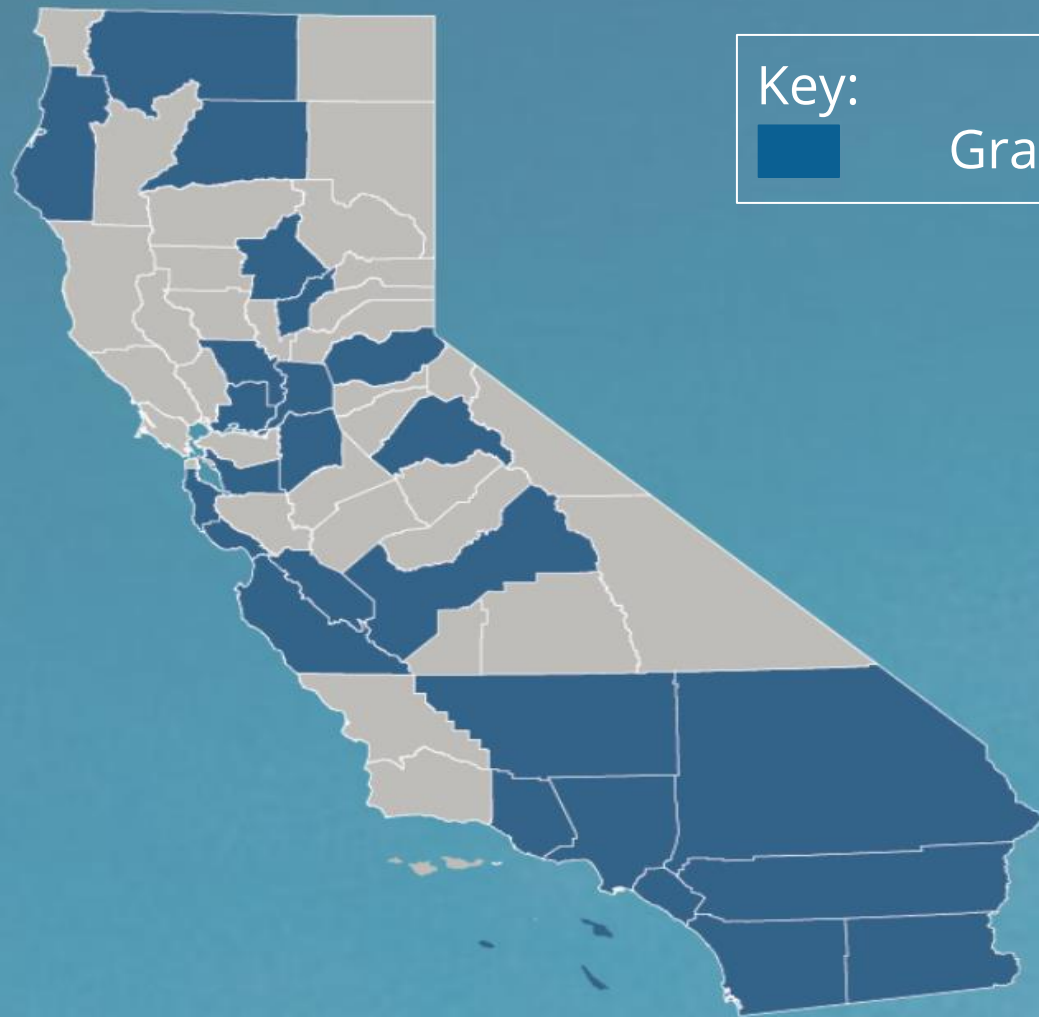
Our vision is for every student to be educated in an environment that is intentionally designed, equitable, and inclusive.

Innovate. Include. Impact.



Tiered Technical Assistance







Supporting Inclusive Practices Logic Model 2021 to 2026

Innovate. Include. Impact.

Resources

California Department of Education (CDE)

Riverside County Superintendent of Schools (RCSS)

El Dorado County Superintendent of Schools (EDCSS)

Technical Assistance Partners

Grantees

- Year 1 50
- Year 2 75
- Year 3 to 5 100

Data Systems

Annual Performance Reports

External Evaluator

Activities

Overarching

- Project data collection and analysis to examine impact
- Pre and Post grantee surveys
- Collaboration with System of Support Lead Agencies
- Statewide presentations
- Creation of inclusion/equity resources

Tier One

- Regionalized technical assistance
- Professional development events
- "The Special EDGE" Newsletter

Tier Two

- Welcome Webinar
- Technical Assistance Provided by SIP Team Members
- Spring Institute
- Process of continuous improvement for grantees

Tier Three

- Compliance and Improvement Monitoring (CIM)

Evidence

Local Education Agency (LEA)

- Creation of coherent leadership teams driving inclusive culture, policy, and practices
- Continuous improvement strategic plans and logic models

Participation in SIP Events

Survey Results of Educator Practices

Quarterly and Final Reports for CDE

(2) Online "The Special EDGE" Newsletters

Website Pages

Padlet Walls

Twitter, Facebook

Archived Web Modules

Short Term (3 yrs.)

Increase

...inclusion supporting policy in LEAs

...educator classroom inclusion practices

...school leadership support for inclusion

...educator support for inclusion practices & policy

...use of continuous improvement processes

...use of data to advance inclusion and accountability

...creation and implementation of inclusion plans in LEAs

...bi-lateral communication pathways across stakeholders

...use of universally designed instruction, assessments, and environments

...collaboration between general and special educators

Grantees will develop a state / project approved improvement plan

Long Term (5 yrs.)

Broad

...adoption of culture, policy, and practice associated with inclusion across participating LEAs

...LEA leader and educator participation in networks/ organizations to promote inclusion

...implementation of universally designed instruction, assessments, and environments

Access to statewide professional learning on inclusive practices for educators and families at no cost

Evidence of grantee measurable improvement in self-identified areas of focus

Grantees will implement and maintain a state/project approved improvement plan

Extensive LEA leader and educator implementation of inclusive policies and practices

Improvement in indicators 3,5,6, and 7 of the State Performance Plan





Indicator 5						
Summary of Changes	To align with the federal data collection file specifications, states now must include five-year-olds who are enrolled in kindergarten (and transitional kindergarten in California) in the calculation.					
Target by Year	2020	2021	2022	2023	2024	2025
5a	58%	60%	62%	64%	67%	70%
5b	19.5%	18%	16.5%	15%	13.5%	12%
5c	3.4%	3.2%	3.0%	2.8%	2.6%	2.4%

Indicator 6						
Summary of Changes	There are two changes to this indicator: 1. The removal of five-year-olds who are in kindergarten or transitional kindergarten (now included in indicator 5). 2. The addition of the third subcategory- 6c: Home. While data for this setting has always been collected it has never been reported before in the SPP/APR.					
Target by Year	2020	2021	2022	2023	2024	2025
6a	39%	41%	43%	45%	47%	49%
6b	33%	31%	29%	27%	25%	23%
6c	3.5%	3.5%	3.5%	3.5%	3.5%	3.4%



Stories From the Field



Supporting
Inclusive
Practices

SIP Project Overview

TAB 4

**No Materials
Currently
Available**