



SPOTLIGHT on ACTION



March 2018

Action Plan 2017-2019

Achieving Breakthroughs in
Outcomes for Students with
Disabilities

UPDATES

Multi-Tiered System of Support (MTSS):

MTSS Trainings:

A MTSS professional development to the Division of Instruction (Elementary and Secondary Instruction, Advanced Placement Options, MMED, Counseling, Health Education Programs, and Student Health Education Programs, etc.) was conducted. We appreciate the support of Derek Chau, Executive Director, Division of Instruction, in the MTSS launch efforts.

MTSS Cohort 2 California Scale Up MTSS (SUMS) Grant Awardees:

Authorization to provide the required trainings to the Cohort 2 LAUSD SUMS grant awardees has been received. Scope and sequence of the trainings has been developed and department representatives have been notified.

MTSS Trainings to Local District Executive staff:

LD Central training is scheduled for March 16, 2018. The other LD trainings are complete.

Coming Soon:

MTSS Campaign Video, MTSS Reference Guide, MTSS Toolkit

Dyslexia Support Plan:

Maryanne Wolf, Tufts University, Center for Reading and Language Research, was the keynote speaker at two events: Dyslexia Learning Group and Elementary Principal Organization (EPO) meeting. Dr. Wolf announced the development of new center on [dyslexia](#) and diverse learners to be located at UCLA.

The Dyslexia General Awareness Module, an interactive 45-minute online course on MyPLN, was launched and made available to all District staff.

BUL-045788.0: *Identification and Education Support of Students with Characteristics of Dyslexia* was published on February 6, 2018. All school psychologists and Assistant Principal, Elementary Instructional Specialists (APEIS) will be trained on the new Bulletin at the Special Education Leadership Academy (SPELA) during spring 2018. In accordance with the new policy, Welligent changes to the Specific Learning Disability (SLD) Certification page will be activated.

A series of parent workshops on [dyslexia awareness](#) and supports for parents was launched on February 14, 2018 at Wadsworth Elementary. There will be four additional sessions Districtwide.

Increase Reclassification of Long Term English Learners:

REF-044782: *LAUSD Accessibility and Accommodations Guidelines for English Language Proficiency Assessments for California Assessments* published January 12, 2018, by the Office of Data and Accountability describes new accessibility resources for students with disabilities taking the English Language Assessment for California (ELPAC) Summative assessments from February – June 2018.

Parent workshops were launched on the new reclassification policy and how to support English Learners at home to accelerate their academic English proficiency.

Behavior Intervention Implementation (BII) Improvement Program:

Recruitment has commenced for the Spring BII Pilot Training Session. The planning team has taken the following actions to advertise: met with SEIU, posted flyers on the LD South website, disseminated the flyer with all principals (as part of their Principal's Meeting packet), and provided the flyer to all APEIS staff so they may post at their schools. Please click [HERE](#) to access the flyer.

Below are the training dates for the spring session, all trainings are on Saturdays from 8:00 am-5:00 pm at Banneker Career and Transition Center (CTC):

- April 7th
- April 14th
- April 21st
- April 28th
- May 5th

Successful Exit of Students in Special Education:

Parent workshops began with a presentation in LD Northwest and Northeast on February 15, 2018.

Reduce Disproportionality of African-American Students with Disabilities in Special Education:

The Division of Special Education will be conducting a symposium on April 13, 2018 about alternatives to suspensions for African-American students with disabilities. Forty select school teams will be invited to attend the various workshops offered and to conduct action planning.

Reduce Over-Identification of English Learners (ELs) with Disabilities:

The Division of Special Education is collaborating with the Multilingual Multicultural Education Department (MMED) and the Academic English Mastery Program (AEMP) to identify resource materials and develop training content on Contrastive Analysis linguistic features that address common language errors for English Learners.

Integrating Students with Disabilities into General Education:

Planning meetings with the 2018-2019 Integrated Sites have begun. Topics include: review of integration plans, outline of professional development plans, program objectives, and resource allocation.

SAVE THE DATE: The Annual **One Conference** at Cal State Los Angeles will be held on May 12, 2018. A save the date flyer will be distributed the first week in March along with a call for proposals. Marco Tolj, Geri Fuchigami, Dr. Lavon Flowers, and Lonnie Shell are the core planning team for LAUSD.

Byrd Middle School Performance

An integrated group of students from Byrd Middle School performed for the LAUSD Board's Committee of the Whole at Pacoima Middle School on Tuesday, January 23, 2018. The parents who attended expressed they were very happy to see their children on stage, and very proud as well. Thank you to Mr. Shome, Ms. Mills, and Ms. Bourygina for supporting students to integrate into their community and for the celebration of their individualities and cultures.



Heading to Kindergarten!

Early Childhood Special Education, ECSE, teachers attended Transition to Kindergarten staff developments during the month of January. They are beginning the process of transitioning preschool children to kindergarten programs. Least Restrictive Environment is the priority as teams review the supports each child will need to participate with their same-age peers in daily activities. Currently all ECSE programs use a general education curriculum with adaptations to assure that all children participate. As part of preparatory activities for the IEP team, teachers of transitioning students are to consider the accommodations and modifications necessary to allow children to continue to access the general education curriculum in kindergarten programs. The Classroom Team Assessment Report, CTAR, is designed to report progress in all areas and is reviewed and signed by all special education support staff as well as general education teachers. This collaboration between general and special educators provides a well-designed transition IEP that meets the needs of our youngest students.

