



LOS ANGELES UNIFIED SCHOOL DISTRICT  
PARENT, COMMUNITY AND STUDENT SERVICES



# COMMUNITY ADVISORY COMMITTEE

Parent, Community and Student Services  
1360 W. Temple Street, Los Angeles, CA 90026  
(213) 481-3350

PCSS Auditorium  
Wednesday, February 17, 2016  
10:00 a.m. – 1:00 p.m.

## Meeting AGENDA

- |       |   |  |
|-------|---|--|
| I.    | Welcome/Call to Order   | Kathy Kantner, Chairperson   |
| II.   | Pledge of Allegiance  | Member   |
| III.  | Parent, Community and Student Services Update   | Rowena Lagrosa, Chief Executive Officer<br>Parent, Community and Student Services  |
| IV.   | Public Comment<br><i>Five speakers, two minutes each</i>  | Brent Andersen, Parliamentarian  |
| V.    | School/Community Praise Reports   | Kathy Kantner, Chairperson   |
| VI.   | Chairperson's Report  | Kathy Kantner, Chairperson   |
| VII.  | Roll Call/Establish Quorum  | Geo Cable, Secretary   |
| VIII. | <i>Action item</i><br>Minutes<br><i>Review and approval of the January minutes</i>  | Geo Cable, Secretary   |
| IX.   | Unfinished Business<br><i>Navigating the IEP Process</i>  | Lucio Garcia, Parent Educator Coach<br>Parent, Community and Student Services  |
| X.    | Division of Special Education <ul style="list-style-type: none"><li>• <i>Meeting for Local Plan Revisions</i></li><li>• <i>Revised Informal Dispute Resolutions Process</i></li><li>• <i>Every Student Succeeds Act and Early Childhood Education</i></li><li>• <i>How to Find Current Information on the Modified Consent Decree (MCD)</i></li></ul> | Emily Kuwahara, Administrator<br>LRE Programs and Special Projects<br>Division of Special Education<br>Susan Arguello, Specialist<br>Division of Special Education |
| XI.   | Partnerships to Support Student Success   | Phyllis Spadafora, Parent Educator Coach<br>Local District Northwest   |
| XII.  | Announcements from members and PCSS Staff   | Jacquelyn Smith-Conkleton, Vice Chairperson  |
| XIII. | <i>Action item</i><br>Adjournment   | Kathy Kantner, Chairperson   |

For individual questions or concerns, please see a staff member in attendance from the Division of Special Education. Visitors' parking is limited. Please make plans to carpool or to arrive early. **To review or obtain copies of materials, please visit the Parent, Community and Student Services office. To request a disability-related accommodation under the Americans with Disabilities Act (ADA), please call Leah Brackins at (213) 481-3350 or email her at [leah.brackins@lausd.net](mailto:leah.brackins@lausd.net) at least 24 hours in advance. Childcare is not provided.**

## **Early Childhood Education & Parent Engagement report for the Community Advisory Committee**

### **January 19, 2016**

#### **Update from Mr. Dean Tagawa of LAUSD Early Education:**

- Transitional Kinder offered in all Elementary Schools
- TK may reduce Long Term English Learners
- A recent study shows that by the end of first grade, gains in assessment scores of former TK students level off
- Professional Development trainings to focus on differentiating instruction
- Slots exist for 2,800 students; only 2,400 are enrolled due to quick implementation of ETK this year
- 41 programs have been paired with Special Ed programs
- Dual Language programs in Early Ed are being developed

#### **Update from Leilani Yee, Office of Government Relations, on Legislative Priorities:**

- AB 47, which would have ensured a year of pre-K to eligible students who don't qualify for TK was vetoed by Governor Brown
- The ESSA act replaces NCLB and incorporates Early Ed into K-12
- Early Ed Block Grant Proposal recommends that services be expanded with existing funding— not new funding — to serve 4 year olds

#### **Expanding Early Ed Opportunities through Joint Use Agreements - Ms. Andrea Joseph and Ms. Natasha Reyes**

- Cities should understand the importance of, and dedicate resources to, Early Ed
- When programs or facilities are lacking, joint use agreements allow private nonprofits to expand seats; 16 new LAUSD Early Ed programs have launched this way

#### **Update on PAC, DELAC, & Parent Engagement Goals of the LCAP - Mrs. Rowena Lagrosa, Chief Executive Officer of Parent, Community Student Services**

- Overview of membership representation on these two central committees.
- Increased participation on the School Report Card and School Experience Surveys;
- Bond funds to establish Family Centers; a list of 100 priority schools to receive this funding has been created
- Student Engagement is also a goal; there is a new student advisory member on the Board of Education and a student advisory group.

### **February 2, 2016**

**Tina Ochoa and Sandy Mendoza of Families in Schools discussed Parent Engagement** in the context of a new program: Long Term English Learner Families for College Initiative, being piloted in Moreno Valley.

- Family academies focus on fostering a college-going environment at home

**Presentation on the Challenges and Opportunities of District Central Committees**

by Rachel Greene, Chair of the Parent Advisory Committee

Kathy Kantner, Chair of CAC

Juan Jose Mangandi, Chair of District English Learners Advisory Committee

Here is what was conveyed about CAC:

- The CAC advises on matters pertinent to the local plan to the LAUSD SELPA Director, the Board of Education and to the Superintendent's Cabinet.
- Recommends annual priorities to be included in the local plan;
- Assists in parent education and in recruiting parents/other volunteers and promote maximum interaction with the Division of Special Ed and LAUSD;
- Encourages community involvement in development/review of local plan;
- Supports activities on behalf of students with exceptional needs;
- Assists in parent awareness of the importance of regular school attendance;
- Supports the successful integration of students with exceptional needs into a general education environment;
- Supports activities, trainings, workshops to promote the success of SWDs in such areas as college attendance, independent life skills, socialization and transition activities;
- Advises the Division of Special Ed on issues related to SWDs who are English Learners and Standard English Learners.
- Promotes People First Language.

We can accomplish many of these objectives via the newsletter, by hosting a Weekend Summit, by attending Legislative Days in Sacramento, and by attending and promoting workshops, trainings and events hosted by the Division.

CAC's greatest challenge is struggling to achieve quorum.

The three chairs are invited back to give recommendations and highlight positive developments at an upcoming meeting.

A presentation for review and content was also given on the **Preschool-2nd Grade Early Literacy and Language Plan by Ms. Kathleen McGrath, Director of Elementary Instruction.**



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
PARENT, COMMUNITY AND STUDENT SERVICES  
COMMUNITY ADVISORY COMMITTEE**

Approved



Date: Wednesday, January 20, 2016  
Time: 10:00 a.m.  
Location: PCSS Auditorium

Administrators present: Mrs. Rowena Lagrosa, Chief Executive Officer and Alvaro Alvarenga, Administrator

**I. WELCOME/CALL TO ORDER**

Kathy Kantner, CAC Chairperson called the meeting to order at 10:10 a.m. and welcomed those in attendance.

**II. PLEDGE OF ALLEGIANCE**

The flag salute was led by Brent Andersen, CAC Parliamentarian.

**III. PARENT COMMUNITY AND STUDENT SERVICES UPDATE**

Mrs. Lagrosa, Chief Executive Officer PCSS gave the members and the guests a brief update. She shared how she appreciated the work of the CAC Committee. She also mentioned participating on the Early Education and Parent Engagement Committee, chaired by Ref Rodriguez, LAUSD Board Member on February 10, 2016. Mrs. Lagrosa commented on the School Experience Survey distribution, online access and the due date. She stated that all schools should have a workshop prior to the end of February on the importance of School Experience Survey and the School Report Card. The workshop materials may be accessed online. Mrs. Lagrosa introduced Antonio Reveles, PACE Administrator from Local District Northwest, Special Education Educator Coaches, Marisol Castro and Phyllis Spadafora and Leah Brackins for supporting the Community Advisory Committee.

**IV. PUBLIC COMMENTS**

*The public was allowed a limited time of two (2) per speaker to address the membership (Pursuant to Board Rules 131-137).*

Public Comments were facilitated by Brent Andersen, CAC Parliamentarian. There were no public comments given at this meeting.

**V. GROUNDING ACTIVITY**

Sharnell Blevins, CAC Member facilitated a grounding activity. The members were asked to select a partner and share something about themselves.

**VI. Chairperson's Report**

Kathy Kantner did not give a report from the Early Childhood Education and Parent Engagement Committee. She did however, mention the artistic hand created from last month's grounding activity.

**VII. ROLL CALL/ESTABLISH QUORUM**

Members were seated and roll was conducted by Geo Cable, CAC Secretary at 10:35 a.m. Quorum was established with 19 of the 32 members present. Zella Knight, CAC member, attended the meeting via telephone conferencing.

**VIII. MINUTES**

A vote to approve minutes was facilitated by Geo Cable, CAC secretary. It was asked if there were any corrections, deletions or additions; followed by discussion. Carla Vega made a motion to approve the



minutes from November 18, 2015 and December 9, 2015 with the necessary corrections, deletions or additions. Rosa Vega, seconded the motion.

18 were in favor, 0 were against 1 abstained. The motion carries.

## **IX. Division of Special Education Updates**

Susan Arguello, Specialist Parent Community Liaison from the Division of Special Education gave an update on:

Parent Workshops, are available throughout the Local Districts. They are usually held from 8:30 am to 10:30 am so that it is convenient for parents. The workshops vary from Common Core, Autism, physical therapy and more. Ms. Arguello encouraged the members to check the website for more information. She was asked about future trainings for Special Education and Surrogate Parents. She gave the members her contact information for questions.

- **Literacy - Local Plan Section XI**

Diana Inouye, Coordinator K-12 Instruction Support Team, made a PowerPoint presentation on Literacy. She said she appreciated that this committee wanted money to be spent wisely. She pointed to her own background, born to a father who moved to California at the age of 16 and was placed in the 1<sup>st</sup> grade because they were no remedial programs for children who spoke little or no English. He worked hard in the Laundromat but insisted on taking his children at least once a week to the library. She herself worked 25 years as a teacher and then joined administration, very aware of the importance of literacy.

Diana then pointed out the LAUSD brochure Section IX on Literacy. The district goals are to increase the participation of students with disabilities in statewide assessment, increase the percentage of students with disabilities who are literate and assure that students with disabilities attain higher standards in reading. To achieve these goals, students will have full access to textbooks and supplemental textbooks, access to all required core curriculum, and so on. In addition staff development was very important to bring teachers up to par regarding all the available programs.

## **X. PRESENTATION**

- **Navigating the IEP Process**

Claudia Valladarez, Parent Educator Coach, Local District Northeast and Marisol Castro, Parent Educator Coach, Local District West, did a PowerPoint presentation on Navigating the IEP Process. They pointed out 13 disabilities that make students eligible for Special Education funding and IEP's. If you feel your child is not getting the right IEP, you have a right to call the Least Restrictive Environment Coordinator at school. They shared what was needed before, during and after an IEP meeting.

There was a motion by Zella Knight, to extend the meeting to complete the IEP presentation and seconded by Jacquelyn Smith-Conkleton, followed by a discussion on the motion.

4 were in favor, 13 were against 0 abstained. The motion failed.

Reginald Green made a motion to table the presentation until the next meeting. It was seconded by Jacquelyn Smith-Conkleton, followed by a discussion on the motion. 15 were in favor, 1 were against, 0 abstained. The motion carried. Another roll call was made by the secretary and there still was quorum.

## **XI. ANNOUNCEMENTS FROM MEMBERS AND PCSS STAFF**

Jacquelyn Smith-Conkleton, Vice-Chairperson facilitated the announcements from the membership and PCSS staff.

Kathy Kantner announced that the CAC was still working on a newsletter. Brent Anderson referred to the 3D presentation of the previous meeting and added that it was already used medically in Florida. Geo Cable added that there was still room for more members. Linda Hall mentioned that her son had cerebral palsy and she planned to have a cerebral palsy prom on March 6th, and name it the Special Needs Family Prom. The theme would be Alice in Wonderland. PCSS staff members said that PCSS was willing to help in the event.

## **XII. SCHOOL/COMMUNITY PRAISE REPORTS**

None presented at this time.

## **XIII. Adjournment**

The meeting adjourned at 12:57 p.m.

These notes were respectfully submitted by Geo Cable, CAC Secretary.



**COMMUNITY ADVISORY COMMITTEE**  
**CORRECTION(S) TO MINUTES**

[illegible]

Date \_\_\_\_\_



Distrito Escolar Unificado de Los Ángeles  
Servicios para los Padres, La Comunidad y los Estudiantes

## COMITE ASESOR COMUNITARIO CORECCION(ES) A LAS ACTAS

\_\_\_\_\_  
Fecha de la Reunión

Número de Página: \_\_\_\_\_

Asunto en la Agenda con el Número Romano: \_\_\_\_\_

Corrección (es)

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Firma del Miembro

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Fecha

## Division of Special Education

### Follow-up to questions raised at the January 20, 2016 CAC meeting

1. Why is the CAC receiving outdated information regarding activities associated with Special Education? The information provided in the Dec. 2015 update is actually activities that occurred in October 2015, which means it should have been provided in the November CAC. Example AB 1369 was signed by the Governor in October.  
***AB 1369 contains the information that was shared regarding the “Dyslexia” language. This Bill requires the CDE to develop guidelines at the State level which will then be shared with local districts. Once additional information comes to us, updates will be provided.***
2. Where is the update regarding the increase to states of IDEA funding (Federal budget approximately worth 415 million)? ***The Special Education budget is the topic currently slated for the May 18, 2016 meeting and a representative from Fiscal Services will be presenting and can answer all related questions at that point.***
3. What is LAUSD doing to recruit qualified special education teachers? ***The recruitment of personnel is an item that can be addressed through HR and that PCSS should be able to assist on.***
4. When and where is training for surrogate parents provided? ***Training for surrogate parents are provided by designated SELPA Surrogate Parent Trainers throughout the city when there is a need. There is no set schedule.***
5. Based upon what was reported that there is a decline in parent participation, which is why there are reductions in providing parent workshops, why would this practice continue and continue to be funded? ***Parent workshops are continuing to be offered as calendared for the remainder of the school year. Changes will be made for the 2016-17 school year, based on data collected for this year (attendance, workshop topic, etc.).***
6. Why aren't the State's elements incorporated in the literacy plan, the new legislation regarding decoding dyslexia? ***The first part of this question is unclear. The legislation related to Dyslexia (AB 1369) was signed by the Governor on Oct. 8, 2015. According to AB1369, Section 56335 is added to the Ed Code and Section 56335(d) states, “The Superintendent shall complete the program guidelines in time for use no later than the beginning of the 2017–18 academic year.”***

There were a number of additional questions asked in regards to the presentation that was shared on the Literacy section of the Local Plan. These questions all pertained to data. If the CAC is interested in receiving “baseline data”, the Division can offer a presentation on data upon request and with ample notice.

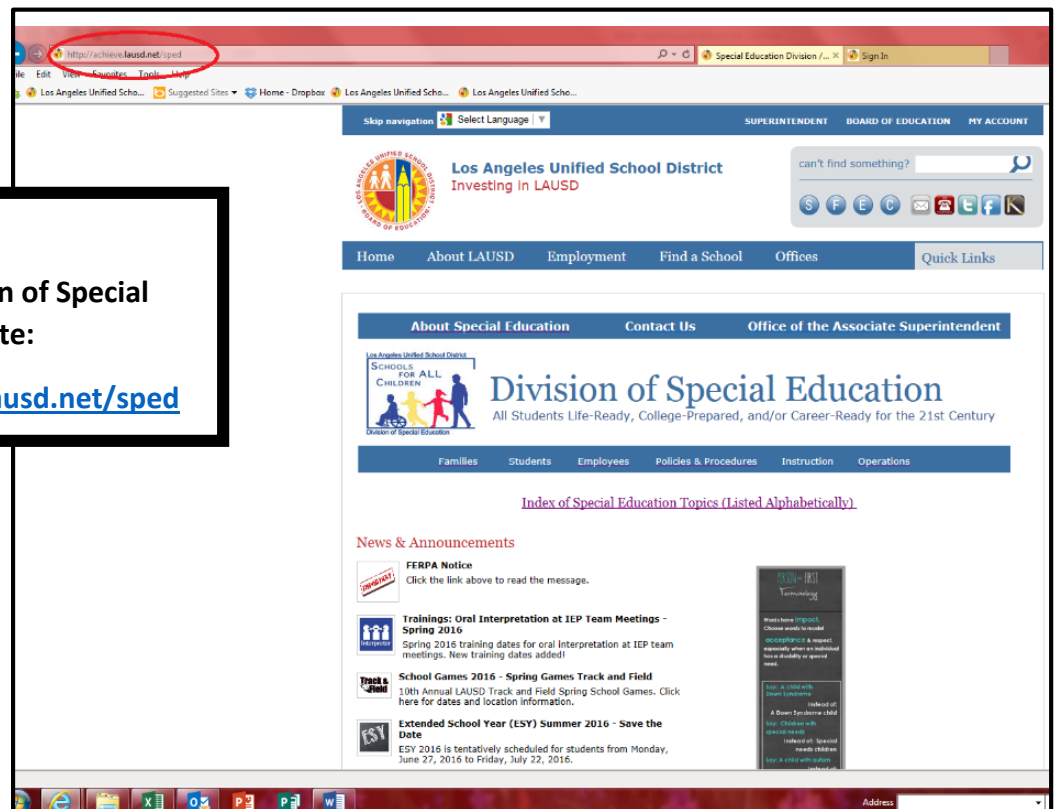
The CAC presentations that the Division of Special Education has scheduled for this school year are aligned to the Local Plan and are meant to educate members of the CAC on the various Local Plan components, so that the CAC can better understand and fulfill its responsibilities as defined in **Ed Code Section 56194**.

# How to Access Information from the Office of the Independent Monitor (OIM)

## Step 1

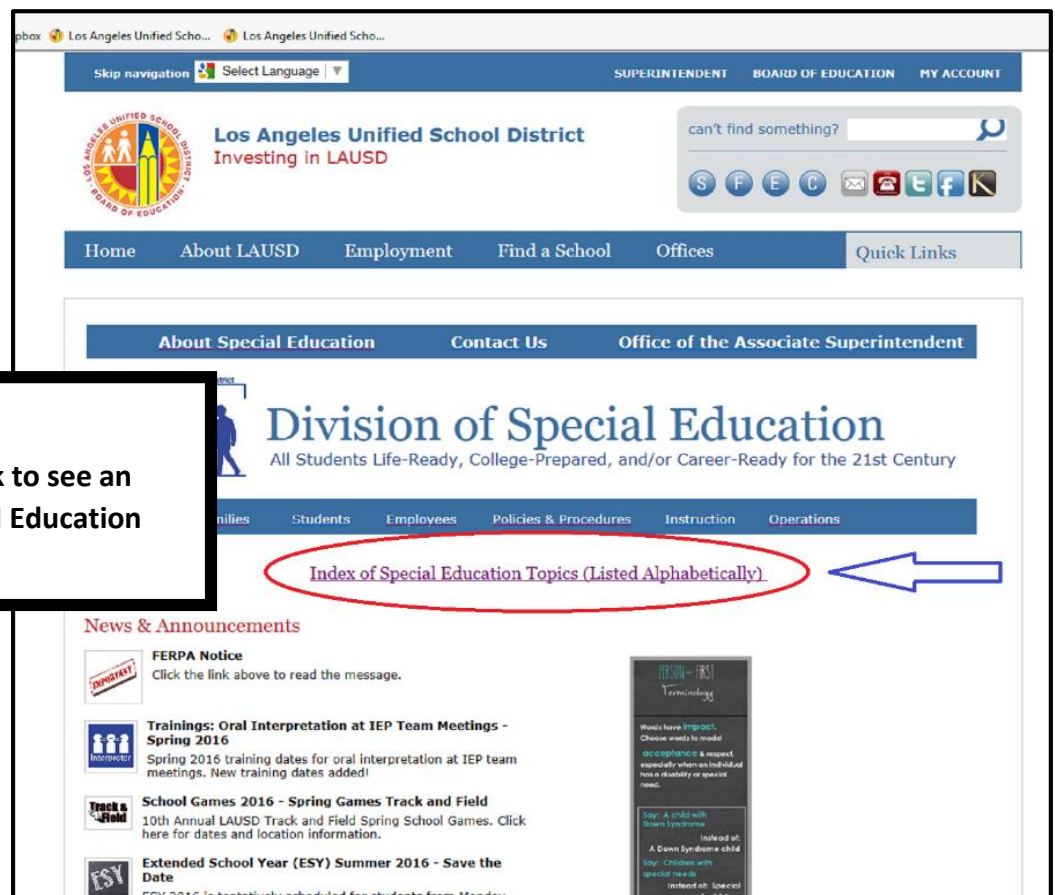
Go to the Division of Special Education Website:

<http://achieve.lausd.net/sped>



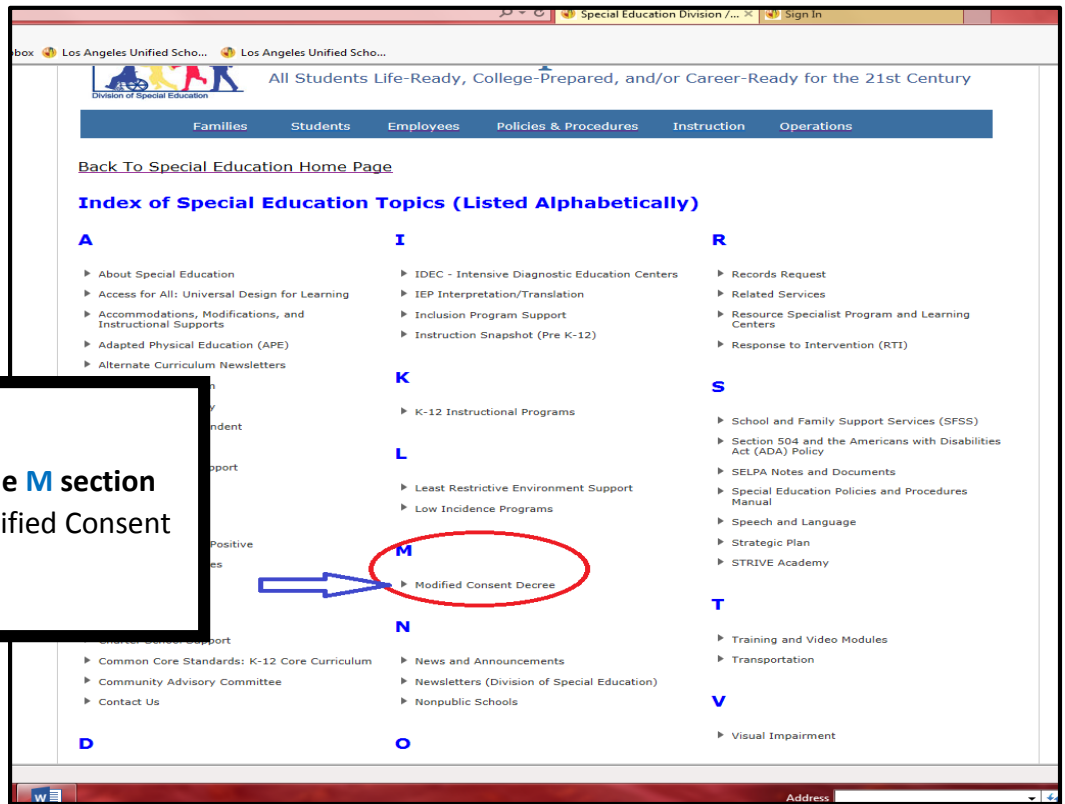
## Step 2

Click on the link to see an index of Special Education topics



### Step 3

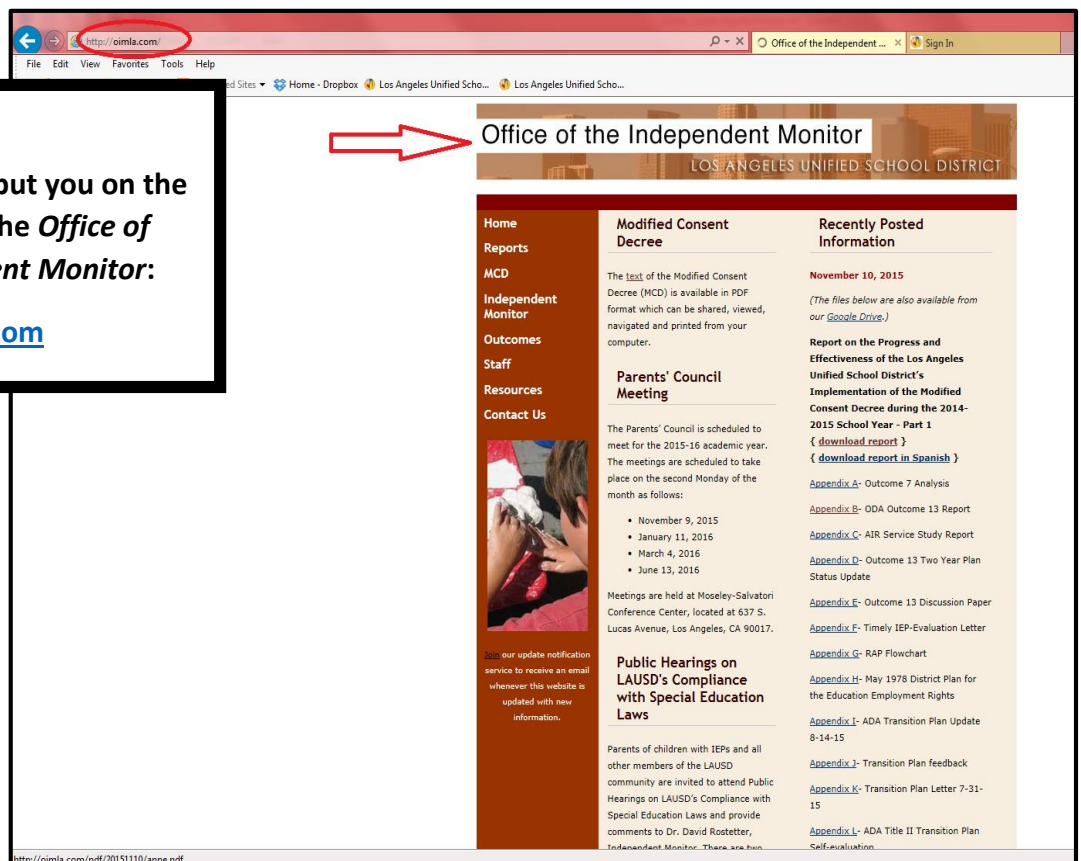
Scroll down to the **M** section and click on Modified Consent Decree



### Step 4

This will now put you on the webpage for the *Office of the Independent Monitor*:

<http://oimla.com>



### Step 5

Here you can gain access to the entire Modified Consent Decree by clicking on the **text** link

The screenshot shows the website of the Office of the Independent Monitor for the Los Angeles Unified School District. The browser address bar shows 'http://oimla.com/'. The website has a navigation menu on the left with links: Home, Reports, MCD, Independent Monitor, Outcomes, Staff, Resources, and Contact Us. The main content area is divided into three columns. The first column, 'Modified Consent Decree', contains a link to 'The text of the Modified Consent Decree (MCD) is available in PDF format which can be shared, viewed, navigated and printed from your computer.' A blue arrow points from the text 'text' in the instruction box to this link. The second column, 'Parents' Council Meeting', provides information about the 2015-16 academic year meetings. The third column, 'Recently Posted Information', lists various reports and appendices, including 'Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree during the 2014-2015 School Year - Part 1' with links to download the report and its Spanish version. A red box highlights the 'Modified Consent Decree' section, and a blue arrow points from the text 'text' in the instruction box to the link 'The text of the Modified Consent Decree (MCD) is available in PDF format which can be shared, viewed, navigated and printed from your computer.'

### Step 6

The most recent information posted by the OIM can be found in the right column. Reports can be accessed and downloaded in English or Spanish

The screenshot shows the same website as in Step 5, but with a red box highlighting the 'Recently Posted Information' section. A blue arrow points from the text 'Here you will find the most recent information posted by the OIM' to the 'November 10, 2015' entry. Another blue arrow points from the text 'Download the report here' to the 'download report' link. The 'Recently Posted Information' section lists various reports and appendices, including 'Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree during the 2014-2015 School Year - Part 1' with links to download the report and its Spanish version. The 'Modified Consent Decree' section is also visible on the left, with a link to 'The text of the Modified Consent Decree (MCD) is available in PDF format which can be shared, viewed, navigated and printed from your computer.'



## Step 7

To view a list and description of the individual MCD Outcomes click on the link found on the left-hand side of

These links will go into more detail. By clicking on the "Outcomes" link you will then get a list and description of all the MCD Outcomes



## Step 8

Outcome 13 is the only outcome that LAUSD has not met as of the last update posted by the OIM

LAUSD has not met Outcome 13. We met the frequency of services requirement (85%), but fell short on the duration of services provided.

Table A

#	Outcome		Status 6/30/13	Outcome Determination Status	Outcome Target	Outcome Met
1	Participation in the (STAR) Statewide Assessment Program (without modifications)	ELA/Math	86.2%	85.2%	75%	Yes 6/30/06
		Comparable to Non-Disabled	97.6%	95.0%	95%	
2	Performance in the (STAR) Statewide Assessment Program (at basic or above)	ELA	48.41%	35.74%	27.5%	Yes 6/30/11
		Math	41.58%	34.96%	30.2%	
Current Status - 6/30/15						
1	Participation in the (Smarter Balanced and alternate assessment) Statewide Assessment Program	English/Language Arts/Math	86.7%	85.2%	75%	Yes 6/30/06
		Comparable to Non-Disabled	96.4%	95.0%	95%	
2	Performance in the (Smarter Balanced and alternate assessment) Statewide Assessment Program – Met or Exceeded Standards	English/Language Arts	7.73%			Yes 6/30/11
		Math	6.13%			
	Performance in the (Smarter Balanced and alternate assessment) Statewide Assessment Program – Nearly Met, Met, Exceeded Standards	English/Language Arts	21.62%			
		Math	18.71%			
3	Increase Graduation Rate		To be determined	55.98%	39.79%	
4	Increase Completion Rate/Reduce Drop-Out		To be determined	72.4%	76.3%	Yes by Stipulation of the Parties 9/14/12
5	Reduce Suspensions of Student with Disabilities		1.50%	7.6%	8.6%	Yes 6/30/09
6	Increase Placement of Students with Specific Learning Disabilities (SLDs) and Speech and Language Impairment (SLI) in the Least Restrictive Environment		87.7%	73.7%	73%	Yes 6/30/06
7	Part 1: Placement of Students at Special Education Centers		1,277	41.69%	33%	Yes 6/30/15
	Part 2: Students at Co-Located Sites Will Participate 12% of the Instructional Day with Their Non-Disabled Peers		275	25.36%	12%	
8a	Increase Home School Placement: SLI/SLD		93.8%	92.7%	92.9%	Yes by Stipulation of the Parties 9/16/08
8b	Increase Home School Placement: All Other Disabilities	Grade K	62.2%	59.1%	65%	
		Grade 6	70.1%	65.0%	65%	
		Grade 9	70.8%	60.0%	60%	
8c	Increase Home School Placement: All Other Disabilities	Grades 1-5	61.0%	58.8%	62.0%	
		Grades 7-8	72.3%	60.3%	55.2%	
		Grades 10-PG	56.7%	41.4%	36.4%	
9	Individual Transition Plan in IEP (14 years and above)		99.9%	99.8%	98%	Yes 6/30/06



Table A

#	Outcome		Current Status 6/30/15	Outcome Determination Status	Outcome Target	Outcome Met
10	Timely Completion of Initial Special Education Evaluations	60 Days	89.2%	90%	90%	Yes 6/30/08
		75 Days	94.6%	96%	95%	
		90 Days	96.8%	98%	98%	
11	Response Time to Parent Complaints	5 Days	47.5%	54%	25%	Yes 6/30/06
		10 Days	69.7%	82%	50%	
		20 Days	93.1%	97%	75%	
		30 Days	100%	99.9%	90%	
12	Informal Dispute Resolution Prior to Formal Due Process (within 20 days)		92%	77%	60%	Yes 6/30/06
13a	Delivery of Special Education Services	SLD Only	97.6%	90.8%	93%	No
		Other Disabilities	98.1%	94.5%	93%	
13b	Delivery of Special Education Services	Frequency (# of times)	87.4%	81.8%	85%	
		Duration (length)	72.4%	68.9%	85%	
14a	Increased Parent Participation (Attendance at IEP meetings)	Attendance	84.1%	82%	75%	Yes 2/1/08
14b	Increased Parent Participation (Attempts to convince parent to attend IEP)	Sufficient Attempts	NA	96%	95%	
15	Timely Completion of IEP Translations	30 Days	97.3%	96%	85%	Yes 6/30/07
		45 Days	99.2%	99%	95%	
		60 Days	99.5%	99%	98%	
16	Increase in Qualified Special Education		92.3%	88%	88%	Yes 7/15/08 Not disengaged
17	IEP Team Consideration of Behavior Support Plans for Autistic and Emotionally Disturbed Students	Autism	75.3%	61%	40%	Yes 6/30/06
		ED	100%	97%	72%	
18	Comprehensive Evaluation of African American Students Identified as Emotionally Disturbed	% Meeting Criteria	78.5%	81%	90%	Yes 6/30/10



Tabla A

#	Resultado		Estatus 6/30/13	Estatus de la determinación del resultado	Meta del Resultado	Resultado logrado
1	Participación en el Programa de Evaluación de todo el Estado (STAR) (sin modificaciones)	Lenguaje y Literatura en Inglés/Matemáticas	86.2%	85.2%	75%	Sí 6/30/06
		Comparable a los Estudiantes sin Discapacidades	97.6%	95.0%	95%	
2	Desempeño en el Programa de Evaluación de todo el Estado (STAR) (nivel básico o superior al básico)	ELA	48.41%	35.74%	27.5%	Sí 6/30/11
		Matemáticas	41.58%	34.96%	30.2%	
#	Resultado		Estatus actual 6/30/15	Estatus de la determinación del resultado	Meta del Resultado	Resultado logrado
1	Participación en el Programa de Evaluación de todo el Estado (Smarter Balanced y evaluación alternativa)	Lenguaje y Literatura en Inglés/Matemáticas	86.7%	85.2%	75%	Sí 6/30/06
		Comparable a los Estudiantes sin Discapacidades	96.4%	95.0%	95%	
2	Desempeño en el Programa de Evaluación de Todo el Estado (Smarter Balanced y evaluación alternativa)– Alcanzó o excedió las Normas	Lenguaje y Literatura en Inglés	7.73%			Sí 6/30/11
		Matemáticas	6.13%			
	Desempeño en el Programa de Evaluación de Todo el Estado (Smarter Balanced y evaluación alternativa – Casi se alcanzó, Se alcanzó, Excedió las Normas	Lenguaje y Literatura en Inglés	21.62%			
		Matemáticas	18.71%			
3	Aumentar el Índice de Graduación		Por determinarse	55.98%	39.79%	
4	Aumentar el Índice de Culminación /Reducir la Deserción Escolar		Por determinarse	72.4%	76.3%	Sí Por estipulación de las partes 9/14/12
5	Aumentar el Índice de Culminación /Reducir la Deserción Escolar		1.50%	7.6%	8.6%	Sí 6/30/09
6	Aumentar la Asignación de los Estudiantes con Discapacidades Específicas de Aprendizaje (SLD), Impedimentos del Habla y del Lenguaje (SLI) en un Entorno con Restricciones Mínimas		87.7%	73.7%	73%	Sí 6/30/06
7	Parte 1:Asignación de estudiantes en Centros de educación especial		1,277	41.69%	33%	Sí 6/30/15
	Parte 2: Estudiantes en planteles coubicados participaran el 12% del día de instrucción con sus compañeros no discapacitados		275	25.36%	12%	
8a	Aumentar las Asignaciones en las Escuelas correspondientes a la residencia de los estudiantes: SLI/SLD		93.8%	92.7%	92.9%	Sí Por estipulación de las partes 9/16/08
8b	Aumentar las Asignaciones en las Escuelas correspondientes a la residencia de los estudiantes: Todas las Demás Discapacidades	Kindergarten	62.2%	59.1%	65%	
		6o grado	70.1%	65.0%	65%	
		9o grado	70.8%	60.0%	60%	
8c	Aumentar las Asignaciones en las Escuelas correspondientes a la residencia de los estudiantes: Todas las Demás Discapacidades	1o-5o grado	61.0%	58.8%	62.0%	
		7o – 8o grado	72.3%	60.3%	55.2%	
		10-PG grado	56.7%	41.4%	36.4%	
9	Plan de Transición Individual en el IEP (mayores de 14 años)		99.9%	99.8%	98%	Sí 6/30/06



Tabla A

#	Resultado		Estatus actual 6/30/15	Estatus de la determinación del resultado	Meta del Resultado	Resultado logrado
10	Terminación Oportuna de las Evaluaciones Iniciales de Educación Especial	60 Días	89.2%	90%	90%	Sí 6/30/08
		75 Días	94.6%	96%	95%	
		90 Días	96.8%	98%	98%	
11	Tiempo de Respuesta a las Quejas de los Padres	5 Días	47.5%	54%	25%	Sí 6/30/06
		10 Días	69.7%	82%	50%	
		20 Días	93.1%	97%	75%	
		30 Días	100%	99.9%	90%	
12	Resolución Informal de Disputas Antes del Proceso Formal Debido (dentro de 20 días)		92%	77%	60%	Sí 6/30/06
13a	Prestación de Servicios de Educación Especial	Solamente SLD	97.6%	90.8%	93%	No
		Otras discapacidades	98.1%	94.5%	93%	
13b	Prestación de Servicios de Educación Especial	Frecuencia (# de veces)	87.4%	81.8%	85%	
		Duración (tiempo)	72.4%	68.9%	85%	
14a	Mayor participación de los padres (Asistencia a las reuniones del IEP)	Asistencia	84.1%	82%	75%	Sí 2/1/08
14b	Mayor participación de los padres (intentos para convencer a los padres a que asistan a las reuniones del IEP)	Intentos suficientes	NA	96%	95%	
15	Tim Finalización oportuna de las traducciones de IEPs	30 Días	97.3%	96%	85%	Sí 6/30/07
		45 Días	99.2%	99%	95%	
		60 Días	99.5%	99%	98%	
16	Aumento en la Educación Especial Calificada		92.3%	88%	88%	Sí 7/15/08 No se ha independizado
17	Consideración del Comité del IEP de los Planes de Apoyo de Conducta para los Estudiantes Autistas y con Trastornos Emocionales	Autismo	75.3%	61%	40%	Sí 6/30/06
		ED	100%	97%	72%	
18	Evaluación Integral de los Estudiantes Afroamericanos identificados con Trastornos Emocionales	% que cumple los criterios	81%	81%	90%	Sí 6/30/10

**Office of the Independent Monitor**

May 5, 2014

## Discussion Paper

## Outcome 13

As noted in the 2012-13 annual report, despite progress and the District meeting two of the three targets, due to factors related to the structure of the outcome, the Independent Monitor (IM) believes it is doubtful that it can achieve the remaining target (duration) in the foreseeable future. Additionally, the current structure of the outcome does not allow for the District's performance to be compared to the performance of other school districts. Therefore, the IM encouraged the parties to reexamine the appropriateness of the duration target and consider alternative requirements to enhance the provision of services.

This paper is intended to facilitate discussion between the parties and provide alternative methods for ensuring service delivery and overall compliance. The following alternatives are aimed at ensuring that schools and staff have the necessary personnel and resources to meet the service requirements as specified in students' IEPs. These recommendations are based on the following assumptions:

- The District will not meet the duration target within the next two years
- The purpose of the outcome is to ensure students with disabilities get the services specified within their IEP
- There is a reasonable method for determining the District's capacity to deliver services and identify non-compliance
- Parents should be informed regarding the delivery of their children's services

**Current Outcome:**

By June 30, 2006, 93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. In addition, by June 30, 2006, 93% of the services identified on the IEPs of students with a specific learning disability will show evidence of service provision.

By June 30, 2006, the District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance. For the purposes of assessment of frequency, provider absences will not constitute evidence of non-provision of service if such absence is the result of short-term (maximum two consecutive weeks) illness, family emergency or jury duty. Student absences/no shows will not constitute evidence of non-provision of service. For the purposes of assessment of duration, sessions not completed as the result of conflicts with a student's school schedule or late arrival/early departure by a student will not constitute evidence of an incomplete session.

**Intent of Current Outcome:**

- To increase the number and percentage of students with evidence that they are receiving services as specified within their IEP.

- To increase the amount of services students receive to meet the frequency and duration of sessions prescribed within their IEPs.
- Overall, the District must increase the percentage of students with evidence of service provision to 93%. The District must also show that 85% of these students received the total number of sessions and for the complete duration of time as specified.

### **Progress to Date:**

#### Evidence of Service Provision Estimates:

	Population without SLD	SLD Only
2012-13	98.1%	97.7%
2011-12	94.1%	94.5%
2010-11	94.5%	90.8%

- The percentage of students (excluding SLD) with evidence of service provision for at least one session during the eight-week period exceeds the 93% target for the past five years.
- The percentage of students with SLD with evidence of service provision for at least one session during the eight-week period exceeds the 93% target for the past two years.

#### Evidence of Frequency and Duration Estimates:

	Frequency	Duration
2012-13	86.0%	71.4%
2011-12	83.5%	70.2%
2010-11	81.8%	68.9%

- The target was met during the 2012-13 school year for students who received all of the sessions (frequency) for an eight-week period as prescribed in their IEP.
- Evidence of students receiving the complete time as specified within their IEP continues to be well below the 85% target. While slight increases have been noted during the past three years, it is unlikely the District will meet this target in the near future with the current structure of the outcome.
- Examination of 2012-13 data to understand areas of low performance for meeting the frequency requirement demonstrate the following:
  - ◆ By Service – School Mental Health (78%), OT (77%), DHH (81%) and Speech and Language (82%) are the service types well below the target. All other services are meeting or exceeding the target.

- Examination of 2012-13 data to understand areas of low performance for meeting the duration requirement demonstrate the following:
  - ◆ By Service – Non-Public Agency (43%), School Mental Health (72%), Speech and Language (72%), OT (72%), RSP (69%), Preschool (76%) and APE (77%) are the service types well below the target. All other services are at or above 80%.
- Additional analyses of cases not meeting frequency and duration showed that:
  - ◆ Of the cases that did not meet the frequency target, 53% were missing only one session.
  - ◆ Of the cases that did not meet the duration target, 42% were missing service time equivalent to one session.
  - ◆ 76.3% of the sample received at least 90% of their total prescribed minutes.
  - ◆ 83.8% of the sample received at least 85% of their total prescribed minutes.

### **Problems Identified with Current Structure of the Outcome:**

- To receive credit for meeting the frequency and duration targets, the outcome only includes those students who received 98%-100% of their prescribed service for each frequency and duration. This means that if a student receives 96% of all of his or her prescribed minutes, he or she is considered as not having met the duration requirement. Similarly, if a student receives seven out of eight sessions, he or she is considered as not having met the frequency requirement.
- The frequency and duration measures of this outcome are interconnected and may negatively impact the ability to meet these targets. For example, a student may not meet the frequency target due to a missed session; however, the provider may have given additional time during another session to cover the minutes prescribed for that week or month. In other instances, a session that was missed, such as RSP, may be difficult to make up and therefore the duration will not be met.
- This outcome is limited to only an eight-week period, and contains many excusable reasons for missing a target which may result in an overestimate of service delivery. Similarly, it does not capture months where students may have received service time beyond their prescribed minutes.
- Many services are delivered in a flexible format, such as flexibility in frequency or the delivery model. This, coupled with the dynamic nature of schools, creates challenges in measuring progress.
- The District's varying school schedules, including different tracks, various vacation or non-school days (mainly for charters) and block schedules make obtaining precise measure of service delivery a challenge.
- The outcome is limited only to evidence of those services delivered, and does not measure whether services are made up or if personnel were held accountable for non-compliance.



### **New Areas to Explore or Potential Alternatives to Measuring Progress:**

- Consider lowering the duration target of the current outcome. Considering that 76.3% of the sample received at least 90% of their total prescribed minutes, and 83.8% of the sample received at least 85% of their total prescribed minutes, a new target could focus on students who meet a majority of their services within the eight-week timeframe.

Consider the three targets of Outcome 13 met upon the completion of one or more of the following:

- Identify schools which do not have a special education teacher and/or related service provider (due to leave or shortage of personnel). For these schools, personnel should be hired or contracted within a reasonable period of time, and parents should be notified of noncompliance and offered compensatory services. Staffing reports will be provided to the parties and Office of the Independent Monitor (OIM) on a monthly basis.
- Examine and establish caseloads based on work load to ensure that providers have sufficient time to fulfill all duties without compromising service delivery.
- Provide analysis and plan for improving service delivery by the following service providers: RSP, school mental health, speech and language, occupational therapy and NPAs. This plan should include for each service the nature of the problem or reason why services are being under-delivered; staffing recommendations, including additional provider support and/or accountability measures for failure to provide services; a timeline for implementing a remedy; a copy of the notification to parents of noncompliance; and an offer of compensatory services.
- Provide access to the Welligent system to all providers including non-District employees (contractors, BII's) and substitute teachers/providers.
- Provide access to parents to view service logs within the parent portal of MiSIS. For parents cannot access MiSIS, service logs should be provided within five school days upon request.
- Create a monthly report for parents within Welligent showing the level of service provision received.



Navigating Through the IEP

# Objectives

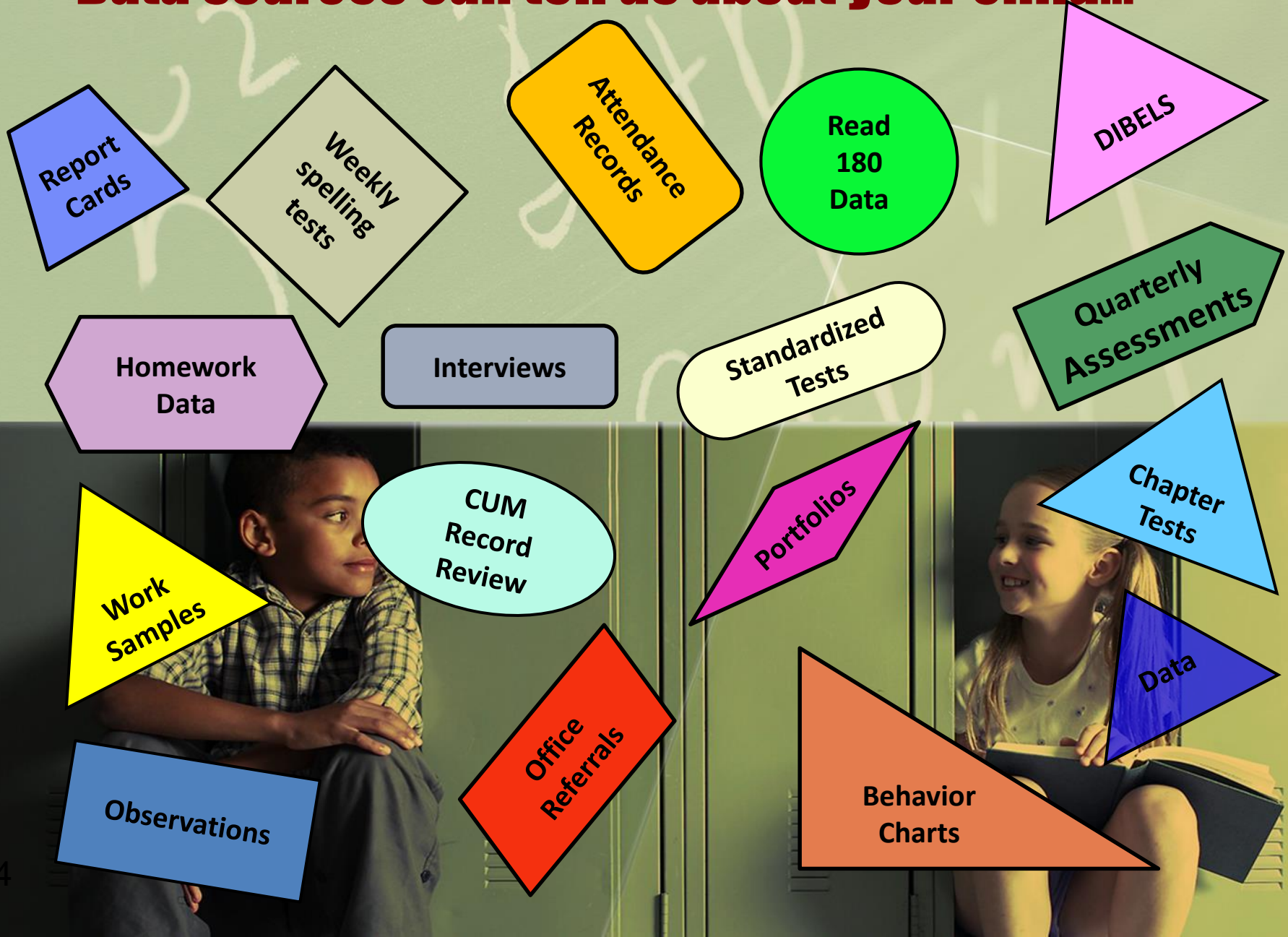
- Understanding the IEP guidelines and knowing who should be the participants of an IEP
- Understanding what we need to know before, during and after the IEP
- Understanding the difference between eligibility and disability
- Becoming familiar with the placement, support and services offered to students under the law
- Understanding the connections between assessments, evaluations and the present level of performance (PLP) of an IEP
- Understanding how student academic goals are generated





**Assessment, Evaluation, and  
Present Level of Performance**

# Data sources can tell us about your child...

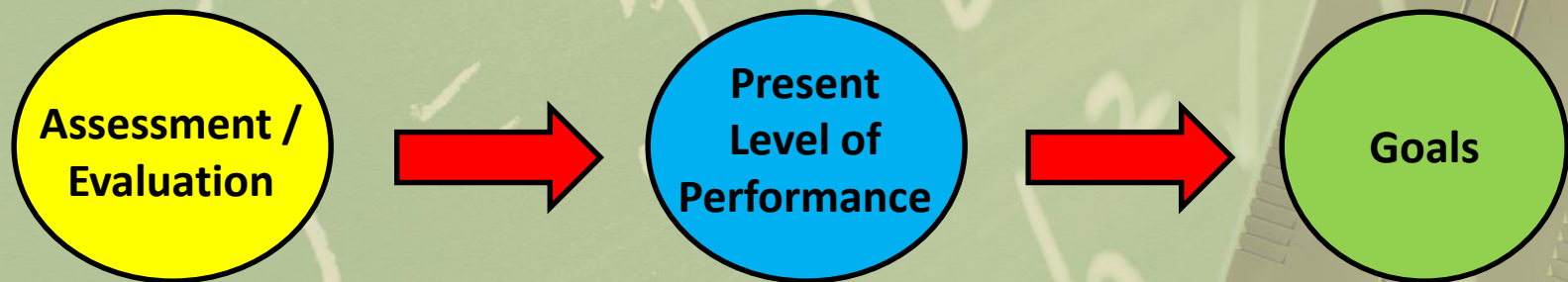


# Goals

**What we want the child to know and be able to do...**

In what performance area (s) are goals needed?

- All goals need to be connected to an identified need described in present level of performance
- All goals need to be connected to the Common Core State Standards - the California Content Standards





# Assessment, Evaluation, and Present Level of Performance

## Academic

- Reading
- Writing
- Math
- ELD

## Non-Academic

- Social
- Social/Emotional
- Behavior
- Communication
- Prevocational / Vocational Education
- Adaptive/Daily Living
- Health
- Gross/Fine Motor Development
- Transition (14 yrs & older)

# Sample of Pg. 3 of the IEP

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP Page 3 a b c d e f g h i j of 0

Student

Date of Birth

Meeting Date

### Section E: Present Level of Performance

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):



#### Strengths:

What can the student do in this performance area? This should clearly state what the student can do.

#### Needs:

What are the areas of need for this student? This should clearly state what the student still needs to learn.

#### Impact:

What is the student's disability and how does it impact their ability to access the general education curriculum in that performance area?





**Testing and Graduation**

# Assessment

## Guiding questions for the team...

- What type of State Assessments will the student take?
- What accommodations are necessary for this student during testing?
- Are these accommodations linked to the classroom?

# Assessment

## Assessments

**Most** students participate in standardized assessments

**For All Students -  
Including students  
with IEPs or 504  
Plans**

**Some** students participate in an accommodated assessment

**For  
students  
with IEPs**

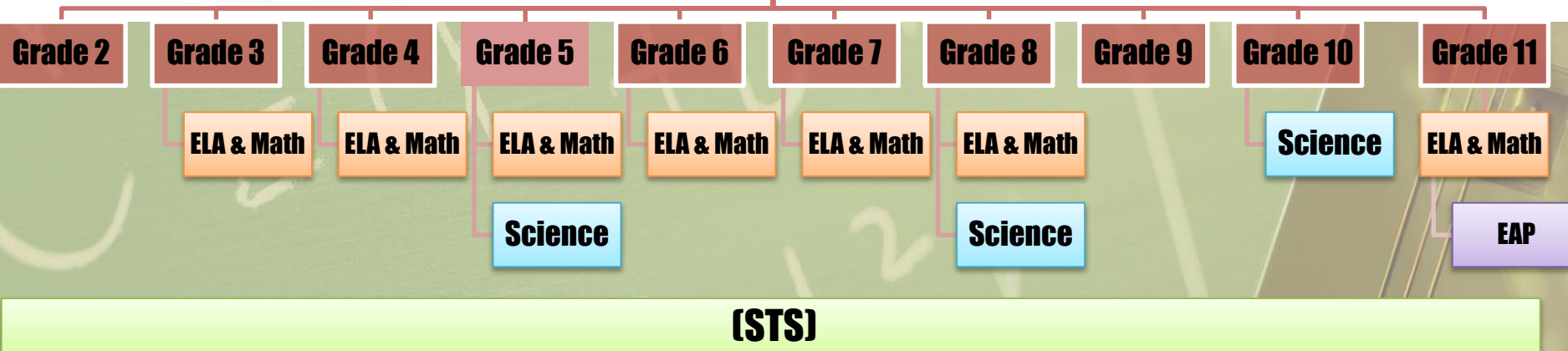
**Few** students participate in the modified assessment

**For  
students  
with IEPs**



# What Test Does My Student Take?

## CAASPP



### ELA & Math

Smarter Balanced Assessments in English Language Arts and Mathematics

### Science

California Standards Test (and CMA or CAPA) in Science

### STS

Standards-based Tests in Spanish – for *some* English learners and those enrolled in Dual-language programs *with primary instruction in Spanish*

### EAP

Early Assessment Program – assesses readiness for college-level coursework



# Smarter Balanced Assessment



True or False



Multiple Choice



Multiple  
Selection



Text Entry



Drag and Drop



Essay Type



Match  
the following



Resequence



# Placements and Services



# Placement

**This is where we begin to determine where, when, and how your child will be served...**

- Eligibility
- Curriculum
- Type of school
- Name of school
- Setting (Gen Ed or Special Ed)
- Program (Gen Ed or a named special day program)
- Special Day min/week (only used for special day students)
- Addresses goals (in the program)
- Low incidence support
- Assistive Technology support
- Transportation
- Extended School Year
- Accommodations, modifications, and supports
- Preparation for 3 Year Review
- Participation in general education
- Indicate transitions



Services



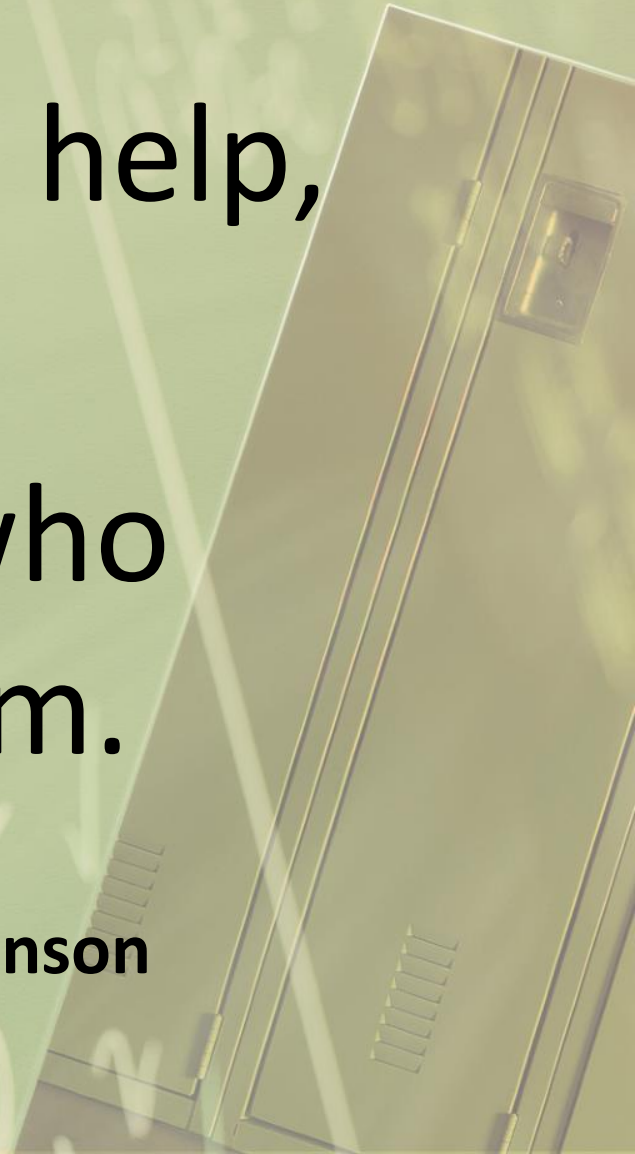
# Services

## What are the common related services?

- Adaptive Physical Education
- Audiology Services
- Behavior Intervention Therapy
- Counseling Services
- Health and Nursing Services
- Language and Speech Therapy
- Occupational Therapy
- Physical Therapy
- Psychological Services
- Rehabilitation Counseling Services
- Resource Specialist Service
- Social Work Services
- Transportation

All kids need a little help,  
a little hope,  
and somebody who  
believes in them.

Earvin “Magic” Johnson



# WORKING WITH FAMILIES: RETHINKING DENIAL

YOUNG EXCEPTIONAL CHILDREN: VOL. 5, NUMBER 2

- Read the Article (Silent Reading)
- Highlight 2 – 3 important items
- At your table, share one important item  
(30 seconds per person to share)
- Whole Group Share (1 – 2 Volunteers)



# *Working With Families:*

## *Rethinking Denial*

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*Young Exceptional Children: Vol. 5, Number 2*

Peggy A Gallagher, Ph.D., Georgia State University,  
Janice Fialka, MSW, Parent,  
Cheryl Rhodes, MSW, Georgia State University, and  
Cindy Arceneaux, Parent

Many years ago, Helen Keller's mother, Katie Keller, was insistent that their family not abandon the search to find the person who might be able to unlock the mystery of her daughter (Gibson, 1962). Despite the best advice and efforts of professionals and family, Mrs. Keller refused to have her daughter put in an asylum. Would Mrs. Keller be labeled "in denial" today? Well-meaning professionals might shake their heads at the IEP meeting and express their genuine concern that this mother is just not able to accept her daughter's pervasive disabilities. After all, it would be obvious to everyone that little Helen could not see or hear.

Table 1

### ***Shifting Your Perspectives on Denial***

#### ***Suggestions for professionals:***

- Support parents' hopes and dreams for their child.
- Suspend judgment of families and their behavior.
- Be patient. People need time to find their own personal way through unexpected events.
- View this time as an opportunity to strengthen trust.
- Educate other professionals and family members to rethink denial.

Wasn't Helen Keller's mother right to be optimistic about her daughter's potential? Mrs. Keller was acutely aware that Helen had serious and significant limitations. After all, she was helping to care for her child at home on a full-time basis. She knew through daily experiences that Helen was not like other children. However, Captain and Katie Keller had hopes and dreams for Helen and wanted her to have a chance to fulfill those dreams. Mrs. Keller wanted the professionals to have high expectations for her daughter even if she herself did not know how to reach her, and she persevered in her fight to obtain possibilities for Helen.

Even today, with research supporting well-planned and effective interventions, no one can accurately know or precisely predict what children with disabilities will accomplish and become in their future. Still, some professionals characterize parents as "in denial" when they think the parents

do not accept their child's disabilities and limitations. It is important to explore the implications of the well-worn phrase "in denial," and to begin a discussion on reframing the concept of denial.

## ***Stages and States of "In Denial"***

Sands, Kozleski and French (2000) reviewed the literature on the impact of children with disabilities on their families, and noted the focus on the distress of having a child with disabilities. They suggest that professionals may have developed a stereotypical view of these families as being under so much stress that the family cannot meet the challenges of daily life. Others have recognized that the presence of a child with a disability in a family can have many positive effects, and can even help to strengthen families (Turnbull & Turnbull, 2001).

The use of the term "in denial" in labeling parents of children with disabilities stems from Kubler-Ross' (1969) work on death and dying in which she outlines the stages of grief, concluding with the final stage of acceptance. Many professionals in social work, psychology, nursing and education have been



taught that these stages mirror the grief that parents experience due to the loss of their “perfect” child when they learn about their child’s disability.

Howard, Williams, Port and Lepper (1997) suggest that it may not be helpful for professionals to view family members as being in particular stages of grief. Family members process information in different ways and at different times. While the feelings expressed in Kubler-Ross’ (1969) work are feelings parents may experience at given times, there are not necessarily states of feelings that parents must pass through sequentially in order to reach the next state. Some parents object to the rigidity of this model. In fact, parents report they sometimes experience feelings such as guilt, acceptance, despair, or denial all within a period of five minutes of dealing with their child with special needs. Kaster (2001) compares the feelings to a “roller coaster ride of emotions” (p.186).



Miller (1994) likewise resists the concept of a linear stage model. She reports that parents do not feel that there are clearly delineated passages they must master before moving to the next state. She instead refers to stages of adaptation to best describe the process the mothers she interviewed went through in adjusting to their children with disabilities. The four elements of adaptation she describes include surviving, searching, settling in, and separating. Miller (1994) views these stages as evolving not in a linear, developmental sequence, but rather having a circular, dynamic quality. She suggests that feelings come and go at expected and unexpected moments, some lingering, and some fleeting.

Several classic studies questioned the usefulness of a stage theory of adjustment to describe parental responses to their child with a disability. Featherstone (1980) suggested that some parents might not pass through the stages at all or might experience the stages in differing orders or at varying rates of intensities. Blacher (1984) conducted an extensive review of the existing literature and showed that families experience a wide range of responses to the diagnosis of their child’s disability. She urged that further research document parents’ feelings and responses. Winton, in 1990, reminded professionals to define “denial” as an internal coping strategy, which may be useful to some parents, rather than view the concept as a worrisome stage to be overcome before reaching the stage of acceptance.

*If professionals categorize parents as “in denial,” unaccepting, or difficult, professionals may lose the chance to understand and learn from the parents.*

Turnbull and Turnbull (2001) also urge professionals to look beyond the stages of grief. They suggest that feelings of denial and grief are emotions that may disappear and reappear in all families. These feelings often occur during transition periods for families who have children with disabilities, when the children move from one set of services to another. Thus, when a family has a child with a disability, the parents may have a range of emotional responses that all family members experience at various times (Sands, Kozleski, & French, 2000).

## Different Perspectives

Miller (1994) views denial as a protective device used by a parent when he or she is not ready to deal with a problem or its implications. She suggests that parents sometimes choose to put off dealing with issues even when deep down they know something is wrong. Fialka (2001) notes that professionals may think of parents as being “in denial” when they seem withdrawn, hostile, or uninvolved. Harry (1997) proposed that professionals sometimes use the term “in denial” when actually the parent and professionals are in disagreement about the prognosis, diagnosis, program, or intervention strategy. Unfortunately, when this happens, the phrase “in denial” is sometimes applied in a judgmental way towards parents. In reality, each party simply possesses a different perspective and may not be sharing the same vision of the child and his or her future. When



parents are judged solely from the professional's perspective, the professional may not genuinely listen to or engage parents in a conversation about their dreams and hopes for their child. If professionals categorize parents as "in denial," unaccepting, or difficult, professionals may lose the chance to understand and learn from the parents.

Parents and professionals often enter into a working relationship with different expectations and perspectives. Such differences affect how each partner perceives the next step in intervention. For many professionals, a label, diagnosis, and/or prognosis can give direction and insight to their work with a child. They can consider which intervention techniques work best with children with that particular diagnosis. They know what they expect to happen with the child. During the initial diagnosis and during transition periods, parents may not appreciate the importance of a diagnosis or label. To parents, labels may be like foreign words creating chaos and a sense of inadequacy. Parents may question the meaning of the diagnosis, unsure about how it might affect the future of their child and family. They may feel unprepared for this new twist in life, and wonder how to assimilate so much information at once. Professionals should be cautious not to expect all parents to integrate new information about their child in the same manner or within the same time frame as the professional.

The professional's motivation for involvement in the field of early childhood special education may also innocently contribute to the chasm between perceptions held by parents and professionals. Many, if not most, professionals in special education typically enter into the work because they want to make a difference in the lives of children and families and make a contribution towards making the world better. During their training and education, they learn techniques, procedures, interventions, and theories that

*Professionals should be cautious not to expect all parents to integrate new information about their child in the same manner or within the same time frame as the professional.*

assist them in learning to help take care of people. This perspective is not wrong or harmful. Indeed, the desire to have a positive impact on others is noble and valuable. There are caveats, though, that accompany such a perspective. At times the desire to intervene – to do or to help – may have more relevancy to the professional than to the parent. Parents have many activities and challenges in

their lives and may not always be able to find the time or energy to do what the therapist or teacher suggests (Fialka, 2000). When a parent does not seem to take advantage of the intervention ideas offered, professionals may be puzzled and wonder why the parent won't help the child. Professionals may feel frustrated and think that since they learned to teach children with special needs and have dedicated their professional life to doing so, the parents could at least cooperate. In such moments, professionals must seek out the support of a trusted colleague to vent their worries about the family (without breaking confidentiality, of course) and to think about other ways to support this family.

## *Understanding the Family Perspective*

Many parents and professionals have heard or used phrases such as, "that parent is in denial," or "that father can't face the reality of his child's limitations," or "that mother refuses to admit that her child won't be able to ..."

Sometimes when professionals use the phrase "in denial," the implied message is that the parents are not being realistic in their expectations of what their child can or will be able to do. Professionals should be careful not to judge a family when the family does not want to do things the way the professionals think is best.

For instance, a father may say that his hope and goal for his three-year old daughter with severe cerebral palsy is for his daughter to walk. The professionals may think that this father is "in denial" and that he is totally unrealistic in thinking that his child will ever walk! Is the father "in denial?" Perhaps not. One possible scenario is that the father knows very well that the chances of his daughter walking are not very good. Yet if there is even the slightest chance that she might walk the father will continue

to maintain that goal. Garnering all the support available to achieve this possible outcome, for his daughter to walk, is a reasonable path for this father to take.

Another possibility is that this father does understand and worries that his daughter may never be able to walk without some assistance. This thought may haunt him. His worry may be quietly and internally acknowledged, he may be able to whisper it in the privacy of his thoughts, but it may take more time and trust if he is ever to say it out loud to professionals. To formulate such worries into words is an enormous challenge, but to acknowledge them publicly to a stranger, including the caring professional, may be an unrealistic expectation for this father at this time.

*People need time to find their own personal way through unexpected news. Sometimes parents “put the pause button on” to attempt to slow down the speed of change.*

A third possible meaning is that this father, upon initially hearing the new information about his daughter, is stunned and overwhelmed with unfamiliar thoughts such as the implications of not walking for his little girl and for his family. There is not easy place to rest such nagging thoughts. People need time to find their own personal way through unexpected news. Sometimes parents “put the pause button on” to attempt to slow down the speed of change. One mother in Idaho says that “Denial” is a place for her (Thurber, 1996). She asks that professionals not shake their heads and look down upon her when she wants to retreat from the hubbub of being a parent. “I know where I am and I need to be there sometimes. Then I come back to reality,” she says.

### *Suggestions for Professionals*

Is there a better way to understand the family perspective when parents and professionals have different expectations for children with special needs? Recently, one of the authors asked her husband to explain his early impressions of their son with developmental disabilities who is now a teenager. During the first year of their son’s life, she saw a child who was not progressing and appeared unable to accomplish most of the milestones of a typical one-year-old. Her husband, on the other hand, remembered their son as a bit slower but basically doing okay. She asked her husband if, during those early years, he was “in denial.” He paused and replied, “No, I wasn’t in denial. I was in hope.” He needed to be optimistic about his son’s future. As delineated in Table 1, ways for professionals to rethink denial might include the following:



- ***Support parents’ hopes and dreams for their child.***

Professionals can reframe “in denial” as the parents’ way of being “in hope.” They can help parents explore their dreams, hopes, and fears for their child. Professionals can encourage the parents’ dedication to, determination, and high expectations for their child. This doesn’t mean that professionals can’t help the parents understand and be realistic about their child and the disability. Professionals can support parents in their many roles as teacher, advocate, record keeper, and morale booster. Professionals can encourage parents to have hopes and dreams for their child. When parents and professionals work together as a team, the role of optimist can be a shared responsibility.

Parents can be the best advocates for and supporters of their children with special needs when they are armed with information, encouragement, and optimism. As one mother said, “Anna is 14 now but I still hope that she will change and be okay. I know that is not realistic and I’m not denying that she is severely disabled, but I still like to have hope. It helps me get through the day and night sometimes. Hope is my time to just dream.” Professionals can help by giving parents information and encouragement.

Another mother explained, “Each small step today paves the way for future opportunities. The other day my 12-year-old daughter spontaneously wrote the first two letters of her name for the first time. I watched with interest as she concentrated, saying the words her teachers and I have said to her over and over during practice. After eight years of hope, challenging therapists who wanted to eliminate prewriting skills from her IEP because she will never be a functional writer, I thought ‘you go, girl.’ The accomplishment buoyed me to face the next challenge.”

- ***Suspend judgment of families and their behavior.***

Parents do not like to feel that professionals are intentionally or unintentionally judging them. An example of the real difference between denial and hope can be found in the story of a mother who set aside college funds for each of her children, including her daughter with disabilities. While the mother was aware of the extent of her young daughter’s cognitive limitations and knew that her child’s test scores indicated that she would not likely ever be a candidate for higher education, from the mother’s perspective, the college fund represented hope for the future. However, from the therapist’s perspective, this college fund was evidence of the mother’s denial. When questioned about her decision to have a college fund, the mother exclaimed, “Well, maybe not, but I can always hope.”

No one would suggest that the therapist withhold information or not offer alternative ways of viewing the child’s future. But to focus on the college fund was to miss the essence of the real goal, which is to support the child to reach her highest potential and to support the parent to remain hopeful in order to continue to work with her child. It is important to examine the full range of the actions and behaviors of the parents before assuming that a parent is in denial.

- ***Be patient. People need time to find their own personal way through unexpected events.***

Sometimes parents attempt to slow down the speed of change, particularly when they are integrating new, and sometimes painful and uninvited, information about their child. Learning and understanding is a personal and private process that continues over time.

Professionals can help parents use time and optimism to their advantage. Parents should not be made to think they have to share everything or progress according to someone else’s timetable!

- ***View this time as an opportunity to strengthen trust.***

Some parents report that they find themselves distancing from professionals, thinking, “They are not going to understand.” Others may discount professional advice that does not consider their hopes and dreams for their child. As a professional, take the opportunity to learn from each family and understand family differences. Families and individuals within families cope differently. The professional can carefully listen to and understand the parent’s perspective and can encourage the parent to talk about his or her concerns, doubts, and worries. Knowledge, acceptance, patience, and shared understanding increase trust.

*...[T]ake the opportunity to learn from each family and understand family differences. Families and individuals within families cope differently.*

- ***Educate other professionals and family members to rethink denial.***

The opportunities open to people with disabilities are expanding in ways that seemed unimaginable even a decade ago. People with disabilities, even severe disabilities, are living in their own homes, authoring books, attending colleges, holding jobs, starring in television shows,



marrying, and having children. Not all people, whether or not they have a disability, will achieve the same dreams. The current vision is a hopeful one that invites a fuller participation for all people in a variety of dreams. Over time, most parents rebuild their hopes and dreams for their child, learn to adapt to the circumstances in their lives, and remain steadfast in their concern for and commitment to their child with disabilities. The ways in which professionals understand and respect parents' efforts can significantly contribute to this process. Parenting a child with disabilities requires energy, determination, and perseverance. Perhaps hope provides the emotional fuel to persevere. We encourage professionals not to extinguish this hope by misrepresenting the parent's response as "in denial."

*Over time, most parents rebuild their hopes and dreams for their child, learn to adapt to the circumstances in their lives, and remain steadfast in their concern for and commitment to their child with disabilities.*

Professionals have the opportunity to educate others about the concept of denial. Talk to parents and other professionals and challenge them to think about how they are using the term. There can be another way to think about denial. Our hope is that through conversation and collaboration, parents and professionals will grow in their understanding of the many paths to acceptance and respect for the parents' own journey of rebuilding their dreams for their child.

## Note

You can reach Peggy A. Gallagher by e-mail at [spespag@langate.gsu.edu](mailto:spespag@langate.gsu.edu)

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[www.danceofpartnership.com](http://www.danceofpartnership.com)

# To: School Administrators and Parent Center Representatives



## “Parents As Partners Conference”

“Linking Language, Literacy and Learning for EL and SEL Students”

Welcome

**Rowena Lagrosa**

Chief Executive Director of PCSS

**José P. Huerta**

Superintendent Local District East

## “Conferencia de Padres Como Compañeros”

“Uniendo Lenguaje, Lectura y Aprendizaje para Estudiantes EL y SEL”

Bienvenida

**Rowena Lagrosa**

Chief Executive Director of PCSS

**José P. Huerta**

Superintendent Local District East

**Saturday, March 12, 2016**

8:30 a.m.-12:30 p.m. at

**Cesar Chavez Elementary School**

5243 Oakland Street

Los Angeles, CA 90032

Workshop Registration Starts at 7:00 a.m.

**\$60.00 per person**

(Morning Coffee and Light Breakfast)

**Conference Information and**

**Registration on-line at: [www.amae.org](http://www.amae.org)**

Use a credit card or school P-Card

**School Impress Checks will be accepted**

(download Conference Registration Form at

[www.amae.org](http://www.amae.org))

**School Purchase Order also accepted.**

(AMAE Vendor Number: 1000008437)

**Need more details?**

Contact Antonio José Camacho at 310-251-6306 or

e-mail at < [losangeles-amae@sbcglobal.net](mailto:losangeles-amae@sbcglobal.net) >

**sábado, 12 de marzo, 2016**

8:30 a.m.-12:30 p.m. at

**Cesar Chavez Elementary School**

5243 Oakland Street

Los Angeles, CA 90032

Inscripción de talleres empieza a las 7:00 a.m.

**\$60 por persona**

(Café y desayuno merienda)

**Información de la Conferencia y**

**Inscripción en la red: [www.amae.org](http://www.amae.org)**

Tarjeta de credito o P-Card aceptado

**Se acepta cheque de la escuela con la forma de inscripción que se encuentra en [www.amae.org](http://www.amae.org)**

**También se acepta orden de compra escolar**

**(School Purchase Order)**

(AMAE Vendor Number: 1000008437)

**Necesita más detalles?**

Contacta a Antonio José Camacho

(310) 251-6306

e-mail at < [losangeles-amae@sbcglobal.net](mailto:losangeles-amae@sbcglobal.net) >

**Please No Children**

**Por Favor No Niños**





# 41st Annual

## BLACK CHILD CONFERENCE AND SCHOLARSHIP LUNCHEON

PREPARING THE AFRICAN AMERICAN STUDENT FOR COLLEGE  
“ADMISSION THROUGH GRADUATION”

**Saturday April 23, 2016 7:00 a.m. - 3:00 p.m.**

**Sheraton Gateway Los Angeles Airport Hotel**

6101 W. Century Blvd. | Los Angeles, CA 90045 | 310-642-1111

**EARLY REGISTRATION IS HIGHLY ENCOURAGED.**

Early registration will guarantee reserved seating for groups of 10 or more.

Fee includes: Complimentary hotel valet parking\*, breakfast, workshops, scholarship luncheon and souvenirs in a COBA tote bag.

*\*Self-parking is NOT included.*

Participants will have an opportunity to purchase items from conference vendors.



For more information,  
contact the COBA Office:  
**323-296-2040**

COBA Website:  
[www.cobalausd.net](http://www.cobalausd.net)





# El Niño Resources for LAUSD Parents



El Niño weather is expected this winter and will bring rain, flooding, and high winds. LAUSD schools have extensive emergency plans in place. Ask to review plans at your child's school.

**All students are expected at school daily, and each school is prepared for emergencies.**



## School Preparedness

- School is one of the safest places for students to be during an emergency. LAUSD is working hard to make sure that schools will be safe during El Niño, including repairs, weather information, and training.
- Every LAUSD school has emergency water, food, first aid supplies, and search and rescue equipment.
- Download the LAUSD Community Emergency Plan app <http://achieve.lausd.net/emergencyapps>
- School emergency information sources:
  - Recorded messages sent to your phone
  - KLCS, LAUSD television station
  - AM news radio 1070
  - <http://achieve.lausd.net>
  - Your school's website
  - LAUSD Facebook/Los Angeles Schools
  - LAUSD Twitter feed@LASchools
  - LAUSD Transportation 1-800-LA BUSES
  - Before/After school programs: Beyond the Bell 213-241-7900
- A downloadable school emergency information wallet card is available at <http://achieve.lausd.net/peicard>. Keep the completed card with you in case of a school emergency.



## Internet Resources

- Learning activities about El Niño  
<http://www.elNino.noaa.gov/>
- LAUSD El Niño resources  
<http://achieve.lausd.net/elNino>
- LA County El Niño resources and general guidelines  
<http://www.lacounty.gov/elNino>
- LA City resident El Niño resources and general guidelines  
<http://www.elNinola.com/>
- Disaster preparedness  
<http://www.redcross.org/prepare>
- Disaster preparedness  
<http://www.ready.gov/natural-disasters>



## Weather Alert Lingo

- **Watch:** Conditions are favorable for an event; usually covers a large area and timeframe.
- **Advisory:** Conditions are likely to occur but not severe enough to prompt a warning.
- **Warning:** An event is already occurring or is likely to occur immediately. Warnings are only issued for severe events that threaten life safety.





# El Niño Resources for LAUSD Parents

Please review the below tips with your family.



## Family Preparedness

- Check the weather forecast and have children dress appropriately for weather expected throughout the day. Send extra clothing if needed.
- If your child has a disability or medical condition, discuss the impact of flooding, power outages or other weather effects with your child's teachers.
- Remind children never to play in river/creek channels or storm drains. A few inches of water can easily knock someone off their feet.
- Keep emergency contact information updated. If weather-related changes are made to school schedules and activities, you will usually be notified by phone.



## Parent/Student Walking Tips

- Avoid areas subject to sudden flooding. If you are caught outdoors during a heavy rain or flood, climb to high ground and stay there.
- Stay back from rushing water, as during flash floods water can increase suddenly.
- If you come upon a flowing stream where water is above your ankles, STOP! Turn around and go another way.
- Don't walk through flooded areas. As little as six inches of moving water can knock over an adult.
- Children should NEVER play around high water, storm drains, viaducts, or arroyos.
- Stay away from downed power lines and electrical wires. Electrocutation is another major source of deaths in floods. Electric current passes easily through water.



## Driving Tips

- **Headlights on** will help you see better on foggy or rainy days and it will help other drivers see you.
- **Increase following distance** and watch for brake lights ahead.
- **Slow down.** It takes longer to stop in wet weather, and the faster you drive, the greater the chances of hydroplaning.
- **Turn around, don't drown.** Never drive through moving flood waters. It takes just 12 inches of water to move a car.



## Community Advisory Committee Member Priorities

The CAC should work to address the issues that are of top concern to members.

If there is one issue or change you would advocate for, related to special education, what would it be?

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You may also email Leah Brackins of PCSS at: [leah.brackins@lausd.net](mailto:leah.brackins@lausd.net) or email CAC Chair, Kathy Kantner at: [kathy@lawfogel.com](mailto:kathy@lawfogel.com)

Thank you.



Los Angeles Unified School District  
Parent, Community and Student Services  
COMMUNITY ADVISORY COMMITTEE

Wednesday, February 17, 2016

Evaluation Form
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Please answer the following question.

Which part of the meeting was **most** helpful?

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I would like more information about:

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Suggestions on how we can improve:

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Additional comments, suggestions, or ideas for future training?

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Distrito Escolar Unificado de Los Ángeles  
Servicios para Padres, la Comunidad y los Estudiantes  
COMITÉ ASESOR COMUNITARIO

miércoles, 17 de febrero de 2016

Formulario de Evaluación
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Conteste la siguiente pregunta.

¿Qué parte de la reunión fue **más** útil?

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Me gustaría más información sobre:

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Sugerencias sobre cómo podemos mejorar la capacitación

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¿Tiene algún otro comentario, sugerencia o ideas para reuniones futuras?

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