COMMUNITY ADVISORY COMMITTEE

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

PCSS Auditorium
Wednesday, January 20, 2016
10:00 a.m. – 1:00 p.m.

Meeting
AGENDA

> The CAC meeting will be publically teleconferenced from:
> 10817 White Street Unit 204
> Sun Valley, CA 91352

I.	Welcome/Call to Order	Kathy Kantner, Chairperson
II.	Pledge of Allegiance	Member
III.	Parent, Community and Student Services Update	PCSS Staff
IV.	Public Comment *Five speakers, two minutes each*	Brent Andersen, Parliamentarian
V.	Grounding Activity	Sharnell Blevins, CAC Member
VI.	Chairperson's Report	Kathy Kantner, Chairperson
VII.	Roll Call/Establish Quorum	Geo Cable, Secretary
VIII.	*Action item* Minutes *Review and approval of the November and December minutes*	Geo Cable, Secretary
IX.	Division of Special Education	
	• *Division of Special Education Updates*	Susan Arguello, Specialist Division of Special Education
	• *Local Plan Section XI- Literacy*	Diana Inouye, Coordinator K-12 Instruction Support Team
X.	Navigating the IEP Process	Claudia Valladarez, Parent Educator Coach Local District Northeast
		Marisol Castro, Parent Educator Coach Local District West
XI.	Announcements from members and PCSS Staff	Jacquelyn Smith-Conkleton, Vice Chairperson
XII.	School/Community Praise Reports	PCSS Staff
XIII.	*Action item* 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 at least 24 hours in advance. Childcare is not provided.***

LOS ANGELES UNIFIED SCHOOL DISTRICT
Parent, Community and Student Services

COMMUNITY ADVISORY COMMITTEE
OFFICIAL ELECTION MINUTES

Date: <u>November 18, 2015</u>
Time: <u>10:00 a.m.</u>
Location: <u>PCSS Auditorium</u>

Administrator present: <u>Alvaro Alvarenga, Administrator</u>

CALL TO ORDER/WELCOME
The welcome was given by <u>Alvaro Alvarenga</u> at 10:23 a.m.

PLEDGE OF ALLEGIANCE
The flag salute was led by <u>Jacquelyn Smith-Conkleton</u>.

Alvaro Alvarenga went over the packet participants received. He went over the agenda for the day, the handouts, motion form, the correction of minutes form, evaluation, reimbursement form, and the CAC Calendar.

PUBLIC COMMENTS
The public was allowed a limited time of two (2) minute per speaker to address the membership (Pursuant to Board Rules 131-137).
Public Comments were facilitated by <u>Kathy Kantner, CAC Secretary</u>.
There were no public comments given at this meeting.

GROUNDING ACTIVITY
Leah Brackins, Sr. Parent Facilitator lead the grounding activity.

Ms. Kantner gave a report on the Early Education Committee for the Board of Education meeting where she attended in Adan Prieto's place. At that meeting, the Advancement Project presented data on the level of need of early education centers in the county, with the highest areas of need being in the southeast. At that meeting, Ruth Yoon, Administrator at PCSS, presented on the use of parent and family centers at schools.

ROLL CALL/QUORUM
Members were seated and roll call was conducted by <u>Kathy Kantner, CAC Secretary</u>.
Quorum was established at <u>10:44 a.m.</u> There were <u>18</u> members present.

APPROVAL OF MINUTES:
Review and approval of minutes: April, May and September
Kathy Kantner, CAC Secretary, facilitated the approval of the minutes.
Brent Andersen made a motion to approve the minutes from April, May, and September at the same time.
Jacquelyn Smith-Conkleton seconded the motion. 17 were in favor, 0 were against, 1 abstained. The motion passed.

<u>ORIENTATION</u>

Officers' Roles and Responsibilities:
<u>Alvaro Alvarenga, Administrator</u> conducted a brief orientation outlining the purpose, function, and responsibilities of the membership and elected delegates to CAC.
Review of the Election Process and Guidelines:
Election guidelines were read and reviewed by <u>Leah Brackins, Senior Parent Facilitator</u> as distributed to all members.
<u>Leah Brackins</u> indicated that if no one has the majority of votes in the first round, then there is a second round among the top two vote-getters.
<u>Alvaro Alvarenga</u> indicated that only parents of Special Ed students can run as Chairpersons or Vice Chairperson and that the other offices were open to the entire membership. As members signed in this morning, the ballot numbers were distributed.
Operating Norms and Code of Conduct for Advisory Committees and School Site Councils BUL-6332.0 were distributed to all members and a review was facilitated by <u>Lisa Porter, Senior Parent Facilitator.</u>

ELECTION OF OFFICERS – Leah Brackins was the Electioneer
Ms. Brackins thanked all the outgoing officers and declared all seats vacant.
The floor was open for nominations to elect Chairperson to the Community Advisory Committee (CAC). The following representatives were nominated:

Rosa Villegas, who declined her nomination by Carla Vega
Kathy Kantner accepted being nominated by Brent Andersen

The Electioneer asked three (3) times if there are any other nominees, then entertained a motion to close nominee's list to the Community Advisory Committee (CAC). A motion was moved by <u>Brent Andersen</u> and seconded by <u>Jacquelyn Smith-Conkleton.</u>

Motion carried. Motion passed.

20 # of all in favor
 0 # of those who oppose
 0 # of those who abstained

Brent Andersen submitted a vote by acclamation.

Representative Name	Votes Received
Kathy Kantner	**vote by acclamation**

The following Representative was elected Chairperson to the Community Advisory Committee (CAC): Kathy Kantner.

The floor was open for nominations to elect a Vice-Chairperson to the Community Advisory Committee (CAC). The following representatives were nominated:

Brent Andersen declined his nomination by Ofelia Perez
Jacquelyn Smith-Conkleton nominated herself

The Electioneer asked three (3) times if there are any other nominees, then entertained a motion to close nominee's list to the Community Advisory Committee (CAC). A motion was moved by <u>Bruce Levy</u> and seconded by <u>Carla Vega.</u>

Motion carried. Motion passed.

- 20 # of all in favor
- 0 # of those who oppose
- 0 # of those who abstained

Bruce Levy submitted a vote by acclamation.

Representative Name	Votes Received
Jacquelyn Smith-Conkleton	Vote by acclamation

The following Representative was elected Vice-Chairperson to the Community Advisory Committee (CAC): Jacquelyn Smith-Conkleton

The floor was open for nominations to elect a Secretary to the Community Advisory Committee (CAC). The following representatives were nominated:

Geo Cable accepted being nominated by Brent Andersen

The Electioneer asked three (3) times if there are any other nominees, then entertained a motion to close nominee's list to the Community Advisory Committee (CAC). A motion was moved by <u>Jacquelyn Smith-Conkleton</u> and seconded by <u>Brent Andersen.</u>

Motion carried. Motion passed.

- 20 # of all in favor
- 0 # of those who oppose
- 0 # of those who abstained

Jacquelyn Smith-Conkleton submitted a vote by acclamation.

Representative Name	Votes Received
Geo Cable	Vote by acclamation

The following Representative was elected Secretary to the Community Advisory Committee (CAC): Geo Cable

The floor was open for nominations to elect a Parliamentarian to the Community Advisory Committee (CAC). The following representatives were nominated:

Brent Anderson accepted being nominated by Eva Moreno.

The Electioneer asked three (3) times if there are any other nominees, then entertained a motion to close nominee's list to the Community Advisory Committee (CAC). A motion was moved by <u>Geo Cable</u> and seconded by <u>Kathy Kantner.</u>

Motion carried. Motion passed.

- 20 # of all in favor
- 0 # of those who oppose
- 0 # of those who abstained

Geo Cable submitted a vote by acclamation.

Representative Name	Votes Received
Brent Andersen	**Vote by acclamation**

The following Representative was elected Parliamentarian to the Community Advisory Committee (CAC): <u>Brent Andersen.</u>

PRESENTATION
Division of Special Education Updates:

Susan Argello, Parent Liaison from the Division of Special Education went over brief updates, and asked members to write down questions to take with her for someone from SPED to get back to the members with their answers. The calendar for the subcommittee is not out yet, it will update the local plan with the new local district structure in advance. She explained that candidates need to be parents of students with disabilities.

The independent monitor's report was released on November 10th, and available for download. She directed participants to oimla.com. It was noted that parts of the Modified Consent Decree outcome 7, having to do with least restricted environment was met.

Ms. Arguello gave an update on the workshops being provided to parents, and mentioned that schools need to have the following posted: CAC calendar, MCD Flyers, and PRESS Calendar flyers. She explained that the requirements for parents to pre-register has been deleted because parents were having difficulties accessing the link and pre-registering. Parents received a copy of the PRESS brochure in Spanish and English.

She explained that special education funds are spent on general education in order to reduce over-identification and to prevent gaps in developmental milestones.

The Parent and Family Center special education toolkits will be distributed to schools soon. There were three deliveries made already in LD East. Every elementary school with an active parent center will be identified. Middle School materials are planned to be purchased before the end of this school year, which should begin to be delivered in September 2016.

Ms. Arguello shared a PTA flyer that explains the California Assessment of Student Performance and Progress (CAASPP) report to parents.

Local Plan Section X – Charter Schools:

Sydney Quon, Director of Charter Operated Programs LAUSD SELPA, presented on the purpose and goals of the Charter Schools Act of 1992 to improve student learning through innovative teaching methods. Her presentation explained what charter schools are, and who can attend charter public schools. The presentation explained the difference between different types of charter schools. Ms. Quon went over the responsibilities of Charter Schools for students with Disabilities. She noted that parents who have concerns regarding charter schools can call her department which counts with 15 staff members.

Restorative Justice Overview:
Ms. Deborah Brandy, Coordinator of Discipline Foundation Policy and Restorative Justice at LAUSD's School Operations gave a brief presentation on Restorative Justice. A video was shown explaining the purpose of the District's discipline foundation policy, focused on problem solving, and restorative practices to correct wrongs and which involve all affected, including the one causing harm. The video indicated that 150 schools are currently part of this community-building approach to discipline that focuses on students' strengths.

Ms. Brandy explained the difference of how the Restorative Justice is applied in LAUSD and in other settings, including other districts and the correctional system. Ms. Brandy answered members' questions and offered resources, including the discipline foundation policy website and the names of specific school personnel who can provide parent workshops. Ms. Brandy went over the core guidelines for Restorative Justice, including the use of a talking piece to build team and family, speaking with respect, and honoring privacy. The presentation was closed with a demonstration of a team-building activity that is practiced in the classroom as part of restorative justice.

ANNOUNCEMENTS

Ms. Sharnell Blevins announced opportunities for parents to become surrogate parents for students with disabilities to represent their interests.

Ms. Jacquelyn Smith-Conkleton announced her attendance at the LAUSD parent council meeting regarding school repairs to provide access to students with disabilities.

Ms. Rowena Lagrosa, PCSS Chief Executive Officer greeted the committee, mentioned she was glad she was able to attend part of the meeting because she was not able to attend it at the beginning due to another meeting that she was called to attend. Ms. Lagrosa congratulated the committee for having completed their elections. She congratulated the newly-elected officers as well.

Brent Andersen made an announcement regarding the anti-bullying program called Heart of the Force. He mentioned that any LAUSD school can participate in it. Schools need to make a request for an assembly for children.

Lucio Garcia from PCSS announced upcoming parent workshop opportunities, with three flyers: bullying workshops throughout the district, the Wednesday workshops at PCSS, and the Spring MCD parent trainings at each local district.

ADJOURNMENT
Brent Andersen made the motion to adjourn the meeting. Jaqueline Smith-Conkleton seconded the motion. 19 were in favor, 0 were against, and 0 abstained. The motion passed.

Meeting adjourned at 1:12 p.m.

These minutes are respectfully being submitted by Lucio Garcia on Wednesday, November 18, 2015.

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

Date: Wednesday, December 9, 2015
Time: 10:00 a.m.
Location: PCSS Auditorium

Administrator present: <u>Alvaro Alvarenga, Administrator</u>

I. WELCOME/CALL TO ORDER
<u>Kathy Kantner, CAC Chairperson</u> called the meeting to order at 10:19 a.m. and welcomed those in attendance.

II. PLEDGE OF ALLEGIANCE
The flag salute was led by <u>Brent Andersen, CAC Parliamentarian</u>.

III. PARENT COMMUNITY AND STUDENT SERVICES UPDATE
Mr. Alvarenga, PCSS Administrator gave the members and the guests a brief update. He shared how successful the school site council trainings were and that over 1200 persons were trained. He also communicated that all the presentations will be available on the PCSS website in both English and Spanish. Mr. Alvarenga stated that the PCSS office will be open until Wednesday, December 23, 2015 and reopen Monday, January 4, 2016.

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).

<u>Brent Andersen, CAC Parliamentarian</u> introduced one (1) speaker for public comment.

V. GROUNDING ACTIVITY
<u>Leah Brackins, Sr. Parent Community Facilitator</u> and Debra Brandy, Coordinator of Discipline Foundation Policy and Restorative Justice facilitated a grounding activity emphasizing the importance of core values and how those values are the basic elements in building a strong sense of community.

VI. CAC Parent Education/Recruitment

Tracy Waterman, PCSS Instructional Technology Application Facilitator and Mr. Alvarenga, PCSS Administrator engaged the CAC members in a conversation concerning parent education and recruitment. Mr. Alvarenga introduced the idea of a newsletter to highlight the CAC activities, volunteers and to be a resource for parents of students with special needs. Ms. Waterman guided the parents through a brainstorming activity to gather a list of ideas/topics for the proposed newsletter. Some of the suggested ideas were calendar for workshops, spotlight on a particular parent, student, or a staff member and a summary of our CAC meetings. She also gave an update on the PCSS website redesign and how to navigate the current site.

VII. ROLL CALL/ESTABLISH QUORUM
Members were seated and roll was conducted by <u>Geo Cable, CAC Secretary.</u>
Quorum was not established. Only 15 members were present at 11:00 a.m.

Kathy Kantner, CAC Chairperson explained that 17 members are needed for a quorum, therefore, today's meeting will be for informational purposes only.

VIII. **MINUTES**

A vote to approve minutes was tabled until a future meeting where quorum is reached.

IX. **Division of Special Education Updates**

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

Elementary and Secondary Education Act (ESEA) - She explained that the reauthorization did pass and we are no longer under the "No Child Left Behind" Act. The ESEA dubbed "Every Student Succeeds Act" frameworks gives more freedom to set standards, design and implement interventions, and overall to tailor federal education programs to their needs.

Testing -Ms. Arguello mentioned that testing will change under the proposed framework. States would still have to test students in English/Math in grades 3-8 and once in (11th grade) high school and disaggregate scores by student subgroup.

- CA Assessment of Student Performance and Progress **(CAASPP)** grades 3-8 and the 11th
- CA Alternate Assessment **(CAA)** 2015-16 is the transition year
- Smarter Balance Assessment Consortium **(SBAC)**
- English Language Proficiency Assessment for CA and CELDT **(ELPAC)** 2018-19 there will be no more CELDT

Dr. Lisa Test, Coordinator for Occupational and Physical Therapy was honored with a lifetime achievement award.

Jose Soto is the new Service Center Administrator for Local District South

The following five (5) CAC members who volunteered for the LP revision Committee at the November meeting have been approved are: **Hattie Walker, Geo Cable, Ofelia Perez, Sharnell Blevins**, and **Reginald Green**. She stated that the CAC Chairperson, **Kathy Kantner** is selected automatically for the committee.

Due to lack of participation form parents, the number of parent workshops will be decreased for the spring semester. Next school year the workshops will be offered sporadically throughout the District. We are planning to videotape the workshops and make them available online.

Have a safe and Happy Holiday Season.

X. **PRESENTATION**

What Every Parent Should Know About Bullying

Gabriel Mendez, Parent Educator Coach from Local District Central and Phyllis Spadafora, Parent Educator Coach from Local District Northwest presented " Bullying: What Every Parent Needs To Know". The objectives for the morning are: increase awareness of the LAUSD anti-bullying policy, explore the different types of bullying, identify the warning signs of bullying, explore the legal obligations in regards to student s with disabilities and identify strategies and resources for preventing or responding to bullying.

Research shows that the incidence of bullying among students with disabilities are higher than their non-disabled peers. The presenters shared the different types of bullying: physical, social, cyber, verbal and non-verbal. The presentation was closed with a time of questions and answers.

XI. **ANNOUNCEMENTS FROM MEMBERS AND PCSS STAFF**
Jacquelyn Smith-Conkleton, Vice-Chairperson facilitated the announcements from the membership and PCSS staff.

XII. **Adjournment**

The meeting ended at 1:00 p.m.

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

Los Angeles Unified School District
Parent, Community and Student Services

COMMUNITY ADVISORY COMMITTEE

CORRECTION(S) TO MINUTES

_____
Meeting Date

Page Number: _____

Agenda Item in Roman Numeral: _____

Correction(s)

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Member's Signature   **Date**

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

COMITE ASESOR COMUNITARIO

CORECCION(ES) A LAS ACTAS

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Fecha de la Reunión

Número de Página: _____

Asunto en la Agenda con el Número Romano: _____

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Firma del Miembro   **Fecha**

- ==ESEA (*Elementary and Secondary Education Act)* **Reauthorization**== ~~is expected to~~ did pass in the Senate ~~next week~~ and will now move to President Obama for approval before the end of the year.   A bipartisan group of conferees agreed on a framework for reauthorization of the (ESEA). The framework, dubbed the "**Every Student Succeeds Act**,"   The compromise framework gives **States significantly more freedom to set standards, design and implement interventions, and overall to tailor federal education programs to their needs**. The federal government will maintain "strong federal guardrails" – a phrase used multiple times by Senator Patty Murray (D-WA) in the discussion – to ensure accountability for all students.

- ==**TESTING**==

  Under the proposed framework, **States would still have to test students in English and math in grades 3-8 and once in high school and disaggregate scores by student subgroup** *(EL, SPED, Racial minorities, poverty)*. **States would be required to identify and intervene in the bottom 5% of schools, those with the biggest achievement gaps, and those with high school graduation rates lower than 67%.** The ==Adequate Yearly Progress== requirement would be **eliminated**, and instead **States would be responsible for designing their own accountability and intervention systems within those parameters**. While the separate School Improvement Grant program and requirements for Supplemental Education Services would reportedly be eliminated, States would be able to set aside up to 7% of Title I funds to help with interventions.

  *CAASPP – *CA Assessment of Student Performance and Progress* **(ELA and Math: Grades 3rd -8th and 11th)**

  1. **CAA** – *CA Alternate Assessment* (2015-16 is the transition year)
  2. **SBAC** – *Smarter-Balanced Assessment Consortium*
  3. **ELPAC** – *English Language Proficiency Assessment for CA* *and* **CELDT**
     a. Will be field tested in 16-17 (no scores reported!)
     b. In 17-18 parts will be summative (combined). - will count initial field tested
     c. In 18-19 there will be no more CELDT!

  **New model for testing: consisting of*:
    - Universal Tools – Resources for *ANY* student (scratch paper, oral clarification of test directions, etc.)
    - Designated Supports - Resources a student normally uses in his/her classroom (***This need must be identified by teacher prior to testing***) (color overlay, change of seating, etc.)
    - Accommodations – Items specified in an IEP or 504 Plan (large print version, supervised breaks, responses dictated to scribe, etc.)

- **AB1369 – Dyslexia Bill has been approved**
    - Requires CDE to develop guidelines
    - Schools are required to add "phonological processing" as a specific learning disability (SLD)
    - State Department of Education will have a stakeholder group meeting in the future

- **Fred Balcom** is no longer in charge of the Special Education Division for CA Dept. of Education. They are currently seeking a replacement.
- New Speaker Elect – **Anthony Rendon** has Early Ed background, so this is a good thing for all school districts

Division Updates

- **Dr. Lisa Test, Coordinator for Occupational and Physical Therapy** was recently honored with a lifetime achievement award from the Occupational Therapy Association of CA
- **Jose Soto** is the new Service Center Administrator for local district South
- Five parents that volunteered for the LP Revision Committee at the Nov. CAC meeting have been approved and will receive additional information in the near future regarding our first meeting. The **parents selected are**: Mattie Walker, CAC Member; Geo Cable, CAC Secretary; Ofelia Perez, CAC Member, Sharnell Blevins, CAC Member; and Reginald Green., CAC Member

    The CAC Chair, Kathy Kantor, is automatically selected for the committee
- Due to the lack of parent participation, the number of parent workshops being offered will be cut down for the spring semester and for the next year workshops will be offered sporadically throughout the District. Workshops will also be videotaped and available online.

On behalf of the Division of Special Education we want to wish you all a safe and Happy Holiday Season!
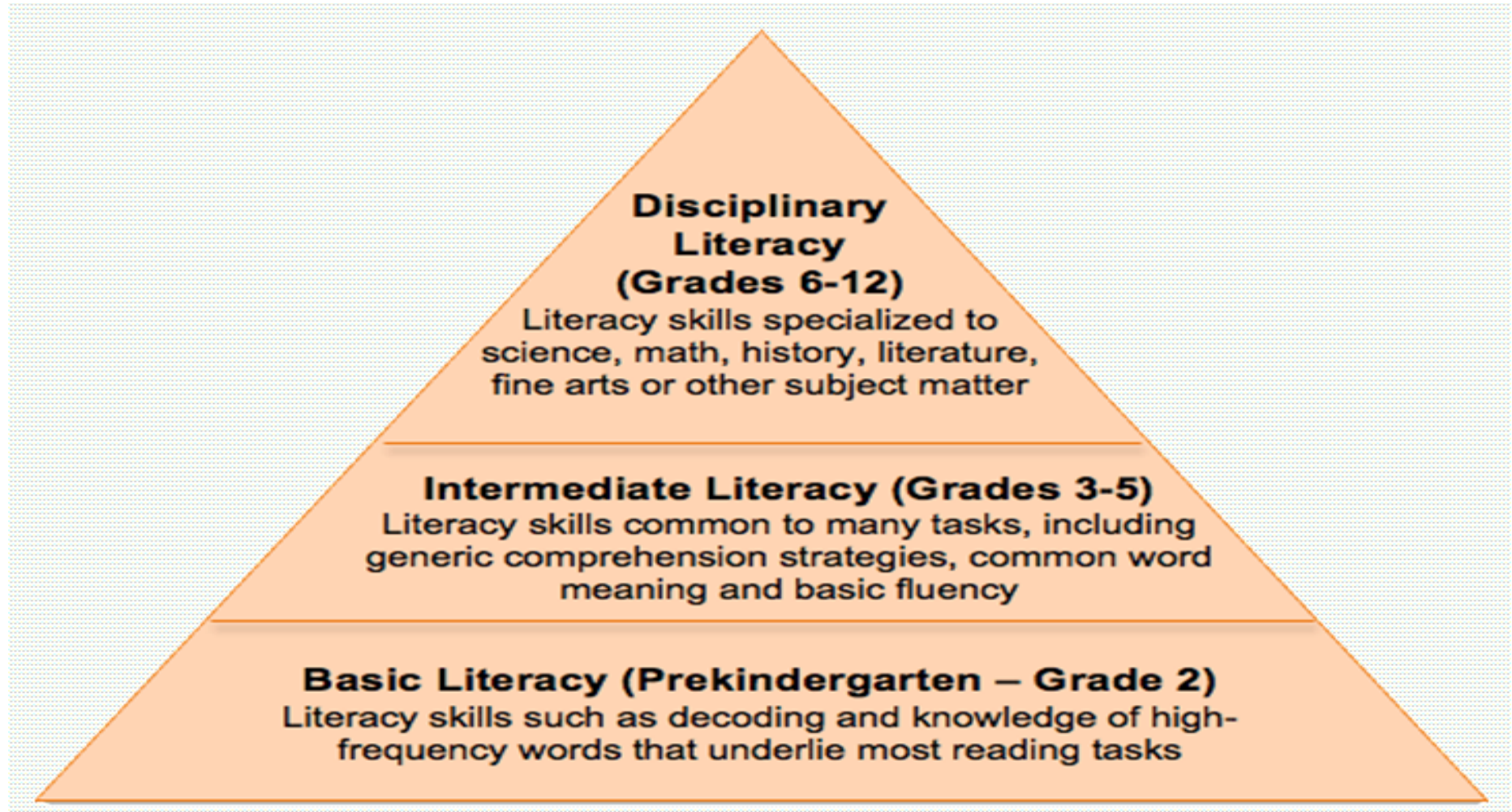
Supporting Literacy for All

Diana Inouye
Coordinator, K-12 Instruction

Community Advisory Council
January 20, 2016

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The big picture

Disciplinary Literacy (Grades 6-12)
Literacy skills specialized to science, math, history, literature, fine arts or other subject matter

Intermediate Literacy (Grades 3-5)
Literacy skills common to many tasks, including generic comprehension strategies, common word meaning and basic fluency

Basic Literacy (Prekindergarten – Grade 2)
Literacy skills such as decoding and knowledge of high-frequency words that underlie most reading tasks

he Common Core and Students with isabilities

om the California Department of Education:

"All students have access to the general education curriculum to allow them the opportunity to learn content-based, grade-level standards that can increase their academic achievement."

"Struggling students need to be taught to the same standards; however, they will require increased instructional time, more carefully scaffolded instruction, and additional feedback and practice."

eracy Goals for LAUSD SELPA:

ncrease participation of students with
sabilities in statewide student
ssessment

ncrease percentage of students with
sabilities who are literate

nsure that students with disabilities
tain higher standards in reading

achieve these goals,

 assure that students with disabilities will have full access to:

 All required core curriculum

 All state-adopted core curriculum textbooks and supplementary
 tbooks

 Appropriate targeted intervention programs in addition to the co
 nstructional materials and support to attain higher standards in
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**al education instructional personnel will participate in
opment in the area of literacy including**:

rmation about current literacy and learning research
nderstanding of the role and use of assessment in determining
ropriate instruction and intervention
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lementation of state adopted standards and frameworks
earch-based instructional strategies, including best practices, for
hing reading to diverse learners

ecial education instructional personnel will be

luded in :

Curriculum materials selection process

taff development activities related to literacy and

eading

Any state or regional training based upon new

egislation and implementation of the revised state

rameworks, Common Core Standards, and District

nandated instructional programs.

would like trainings on how to apply research-based methods in teaching pre cy and/or literacy (reading and writing) to students with disabilities.

Value	Percent	Count
Strongly disagree	2.7%	32
Disagree	6.0%	71
No Opinion	9.3%	110
Agree	44.1%	522
Strongly agree	38.0%	450
Total		1,185

Total Responses	1,185

2015-16 Literacy Initiatives in LAUSD

The Division of Special Education

- Summer Institute 2015
- Salary Point Classes
- Summer 2015 PD Series
- Fall 2015 and Spring 2016 Professional Learning Series
- Early Language and Literacy Plan – Cohort One 90 Schools
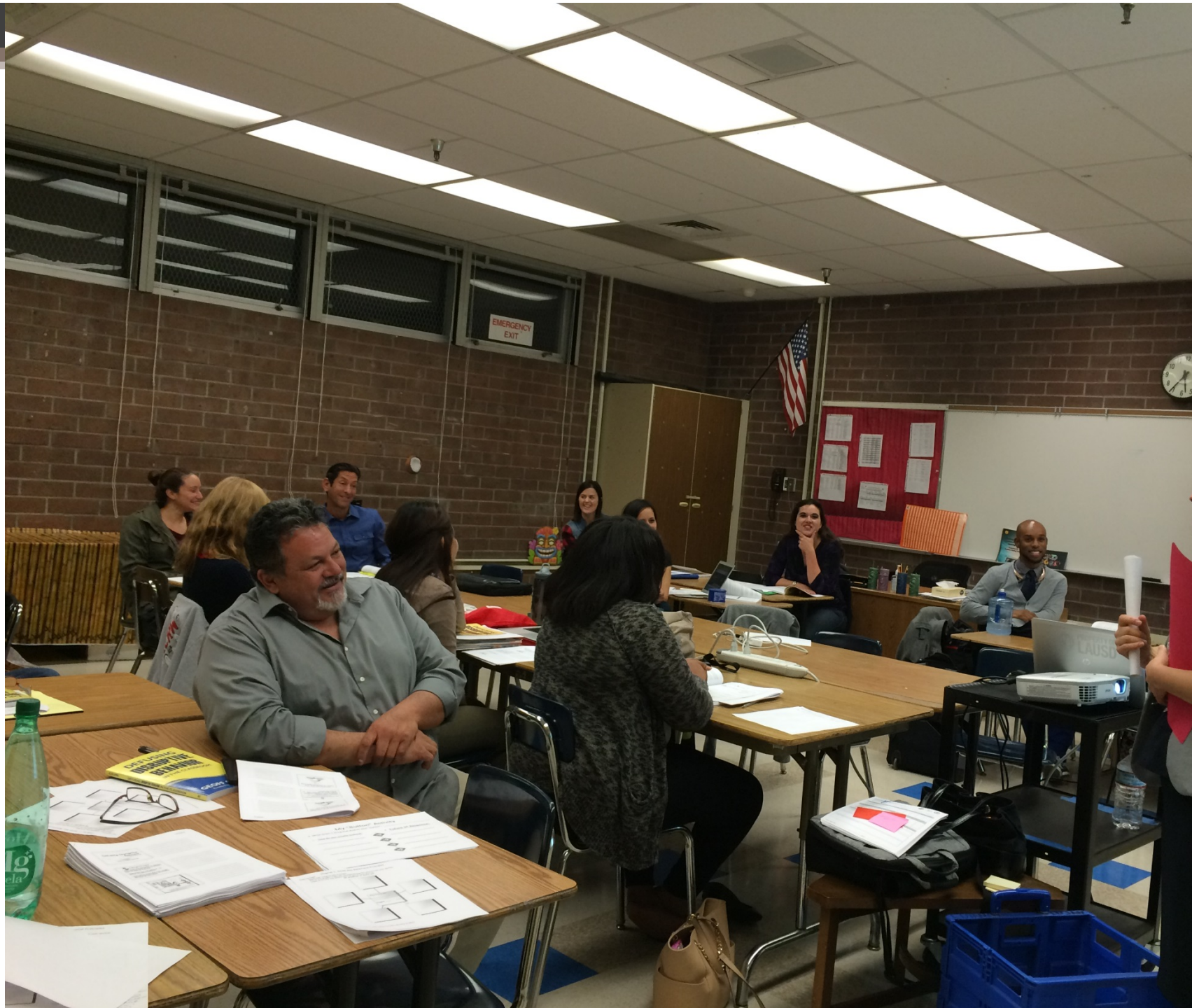- IDEC Instructional Supports
- Parent Literacy Workshops

"The trainings in the Summer Institute were all very well prepared, organiz[ed] thoughtful, and informative. The best LAUSD training I've attended so far[.]"

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Professional
Learning Serie
Summer 2015
Fall 2016
Spring 2016

Informatives

Early Literacy Academy - Brochure

ELP - Overview

achieve.lausd.net/Page/6545

Guiding Principles & Instructional Implications

These core tenets guide the work of the Early Language & Literacy Academies:

- Instruction and intervention is based on student need (as reflected in data)
- Data analysis drives decisions at all levels (school-wide, grade level, student)
- Multi-tiered systems of supports are constructed as a result of careful study of data
- Frequent monitoring of student progress is needed to ensure and maximize student language and literacy growth
- Professional development is ongoing and adjusted to meet teacher and student needs

Instructional Practices:

- Implementation of California ELA and ELD Standards
- High-quality, evidence-based teaching strategies
- Frequent and ongoing student assessment
- Flexible grouping by identified need in literacy foundational skills
- Frequent academy meetings to evaluate effectiveness of instruction and intervention

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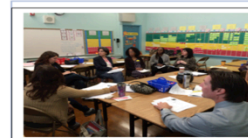
Bi-weekly Literacy Academy Meetings

- Public and shared responsibility for all students (data walls)
- Frequent and ongoing data analysis to adjust grouping and instruction as needed
- Planning for differentiated instruction and intervention
- Specific, research-based interventions matched to student needs
- Reflection on teacher practice and student learning

Data Wall

Los Angeles Unified School District

All Youth Achieving

Early Language & Literacy Academy

A data-driven instructional approach designed to improve K-2 student achievement in Language and Literacy

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EARLY LANGUAGE & LITERACY PLAN, LAUSD 2015-2016

Beginning Reading

The Language and Literacy model is a data-driven instructional approach designed to support student language development and achievement in English Language Arts in grades TK-... Students receive targeted instruction in Foundational Reading Skills and Oral Language development, to support their growing independence in using and understanding language, and written code.

Language development and foundational reading skills are essential to the success of all students. LAUSD language and literacy trend data indicate that without focused attention to developing oral language and teaching foundational literacy skills in a targeted and coherent manner, student growth in these areas will continue to stagnate.

A paradigm toward the varied use of time and instruction to create consistent successful outcomes for students requires a multi-year process. **The Early Language and Literacy Plan** is currently being phased in at 90 schools across all six local districts, and will reach all elementary schools over a three-year period. The intent is to provide maximum flexibility and viable options for implementation, guided by the evidence of student learning and engagement as measured by multiple sources. Additionally, a proportional number of primary grade teachers, approximately ... grade teachers, in cohort I schools will be paid to attend introductory professional development on **Multi-tiered System of Support (MTSS), basic literacy pedagogy, using data driven instruction, and Universal Design for Learning (UDL)**. The intent is that designees will ... with principals, teacher teams, and other staff to share professional development; ... processes to analyze and make public student progress data; and support the planning ... of effective small group instruction and intervention to developing readers PreK-5.

To support the shift and facilitate teacher collaboration at sites, schools in implementation will designate a Language and Literacy Designee, a role receiving a coordinating yearly ... in 90 schools, 15 schools per Local District, in 2015-2016. Literacy and Language ... will receive professional development and participate in network meetings in their ... districts. They will help to organize efforts in literacy and language instruction to best ... students in need of foundational skills at their site.

To support the building of schools' professional capital, Division of Instruction and Local ... literacy Coordinators have developed a course catalogue of professional development in ... System of Support (MTSS), basic literacy pedagogy, data driven instruction, and ... Design for Learning UDL). This growing catalogue will be available to the entire ... include presentations, videos, archived webinars, planning materials, and other ... to support Literacy and Language Designees and Principals as lead learners carrying ... going work of supporting schools in improving language development and literacy ... and outcomes for students.

C Instructional Supports

sive Diagnostic Educational Centers (IDEC)

g centers district-wide that provide K-12 intensive literacy and math instruction to students in Special Education who have not responded to previous iterventions. See detailed description below.

erated Learning Academies (ALA)

roject at Lokrantz and 74th St ES which provides intensive literacy and math instruction to general education students at-risk for referral to special ducation.

Affiliate Schools

chools where IDEA Instructional Facilitators (IFs) support existing classroom instruction and school staff with toolbox of supports. IFs provide IDEC sources and strategies, along with professional development, coaching, co-teaching, and co-planning opportunities for the IDEA Center School Staff.

Co-Teaching Model

ilot at three IDEC sites (Telfair ES, K-3; Ramona ES, Grades 4-5; Burbank MS, Grades 6-8) where a co-teaching model is used to have a Special Educat acher address foundational skills while concurrently a General Education teacher offers accessibility and transition skills through grade-level standard ased instruction.

sive Instruction Providers (IIP)

ompensatory education offered as a legal remedy to compensate a student for past denial of FAPE.

- CSUN Literate Adolescents (LA) Intervention Project

ollaboration with Cal State Northridge through the awarded Federal Model-Demonstration Grant focusing on addressing access s d applied literacy with high school students.

DEC STUDENTS . . .

struggling readers who demonstrate significant difficulty in reading fluency, vocabulary
elopment, and reading comprehension

in grades K-12 working on the Common Core State Standards

identified for IDEC through the IEP process which includes the participation of a member of
IDEC Team

ticipate in physical education and elective classes and follow the core curriculum

eive a battery of diagnostic reading and math assessments to determine their areas of strength
 academic need

interactive technology and web-based programs to support learning

ome engaged learners who develop effective study skills that support their ongoing success in
ool

Applying Close Reading to a Piece of Artwork

Handout

or more information:

LAUSD Division of Special Education
K-12 Instructional Programs
(213) 241-6701
http://achieve.lausd.net/sped

A teacher affects eternity; he can never tell
where his influence stops. ~Henry Adams

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area

SECTION XI

Literacy

LITERACY

The Los Angeles Unified School District Special Education Local Plan Area (SELPA) assures that all students who are eligible for special education programs and services will participate in the California Reading Initiative in a manner consistent with the participation of all other students within the District.

Goals

The goals of the Los Angeles Unified School District SELPA are:

1. to increase the participation of students with disabilities in statewide student assessment;

2. to increase the percentage of students with disabilities who are literate; and

3. to assure that students with disabilities attain higher standards in reading.

In order to achieve these goals, we assure that students with disabilities will have full access to:

1. all required core curriculum;

2. all state-adopted core curriculum textbooks and supplementary textbooks;

3. appropriate targeted intervention programs in addition to the core; and

4. instructional materials and support to attain higher standards in reading.

Staff Development

Special Education instructional personnel will participate in staff development in-service opportunities in the area of literacy including:

1. information about current literacy and learning research;

2. an understanding of the role and use of assessment in determining appropriate instruction and intervention that includes benchmark assessment and progress monitoring for academic gains in reading achievement;

3. implementation of state adopted standards and frameworks; and

4. research-based instructional strategies, including best practices, for teaching reading to a wide range of diverse learners.

Special Education instructional personnel will be included in the curriculum materials selection process, in order to support alignment with State standards. Special education personnel will be included in staff development activities related to literacy and reading, as well as any state or regional training based on new legislation and implementation of the revised state frameworks, common core standards and District mandated instructional programs.

Navigating Through the IEP

Objetives

- 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

Navigating to a Meaningful IEP

- **Think of a trip you have taken…what did you do in preparation?**

    - **Developing a meaningful IEP is not different when we use**
        - o Student background information
        - o Assessment findings
        - o Observations
        - o Behaviors
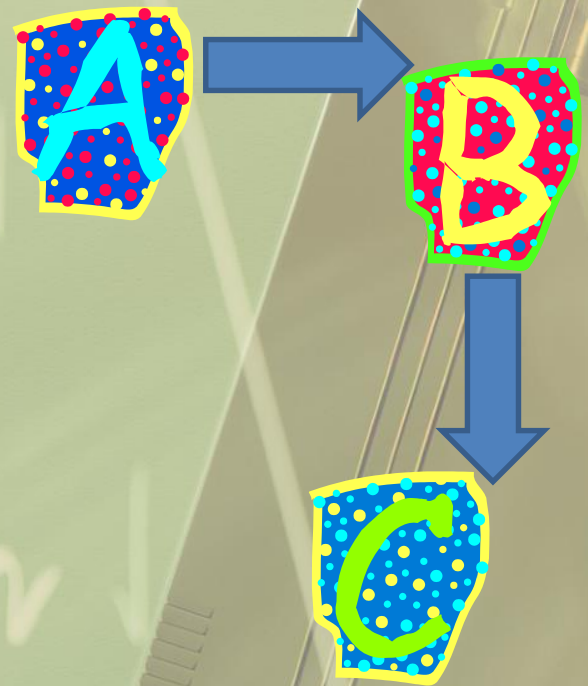   - o Collaborative work

Navigating to a Meaningful IEP

Getting from here to there....

The IEP was designed to take us through a logical progression.

- Assessment, evaluation, and PLP
- Goals
- Eligibility
- Testing and graduation
- Individualized Transitional Plan (ITP)
- Placement
- Support and services
- Safeguards, follow-ups, and signature

IEP Guidelines

Who will participate in this IEP?

- Administrator*

- Special Education Teacher*

- General Education Teacher*

- Parent*

- Student (if appropriate)

- Related Services (DIS) Providers

- Nurse

- Interpreter (if needed)
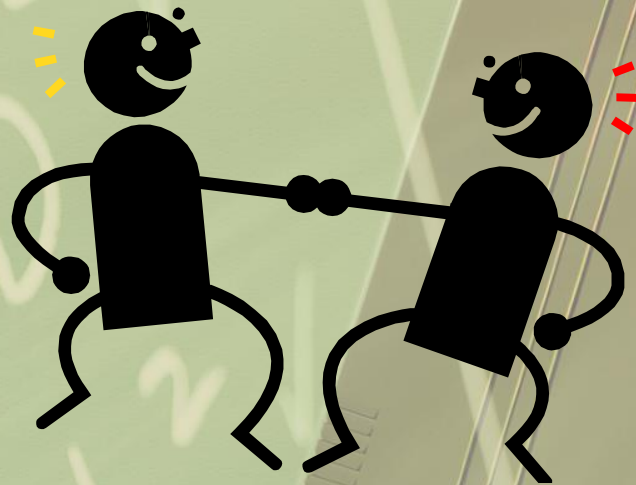
Mandatory team members.

- Additional participants

  - Others with knowledge or special expertise about your child

  - Child, if appropriate

  - Representatives from outside agencies

  - Interpreter, if requested

- Personnel excusal from IEP team meeting, with parent consent

The IEP and You, p. 3

IEP Guidelines

When will this journey happen?

An IEP may be held for:

- Initial

- Review

- Amendment

- Individual Transitional Plan (ITP)

- Annual

- Expulsion

- Re-Evaluation

- Suspension

- 3 Year Evaluation

- Due Process

IEP Guidelines

IEP Timelines

- 60 days after parent signature and consent on Assessment Plan

- 30 days after parent requests

- 30 days for students new to the District who are receiving special education services

Parent Notification of IEP Team Meeting

- 10 days prior to IEP meeting

- Date, time, & location

- Purpose

- Participants
  - *Don't forget to make a request for interpretation services!*

IEP Guidelines

Parent Notification of IEP Team Meeting

Parents may:

- Attend, reschedule or consent to proceed with the IEP in their absence

- Request an interpreter

- Request copies of assessment reports before the IEP meeting

- Ask that independent education evaluation (IEE) be considered

- Sign & return notification form to school

Before, During and After the IEP Team Meeting

- Look at recent information about your child's progress

- Review your child's current IEP to go over important information that you want to share at the IEP meeting

- Write down questions you want to ask, thoughts, and/or concerns

- Visit your child's school and/or classroom and meet with teachers to talk about your child's progress

The IEP and You, p. 2

Before, During and After the IEP Team Meeting

- Give copies to the school of any recent private evaluation reports you want to share with the IEP team

- Review and return the "Notification to Participate in an IEP Meeting"

- Fill out a "Parent Request for Reasonable Accommodations" form

IEP document will be developed, reviewed, and/or revised

Required participants

- Parent/guardian
- School administrator/designee
- Special education teacher
- General education teacher

The IEP and You, p.3

Parents should:

- Share information about your child

- Ask questions or ask for explanations of special education terms that you do not understand

- Help in the design of an educational plan to meet your child's individual needs

The IEP and You, p. 3

Use of an Oral Interpreter

- Interpreter is a communicator of information

- Role of interpreter is neutral

- Refrain from sidebar conversations (opinions)

- Speak one person at a time

- Maintain eye contact and refer comments to appropriate IEP team member

Parents should:

- Frequent follow ups with teachers and child

- Create a binder/folder with the child's information

- Support the child at home as much as possible and monitor the child's progress **"at all times"**

The IEP and You, p. 3

Eligibility vs. Disability

Understanding the Difference Between Eligibility vs. Disability

- What's the difference between a disability and eligibility?

- What are the thirteen special education eligibilities recognized under law?

- How is it determined if a student is eligible for Special Education Services?
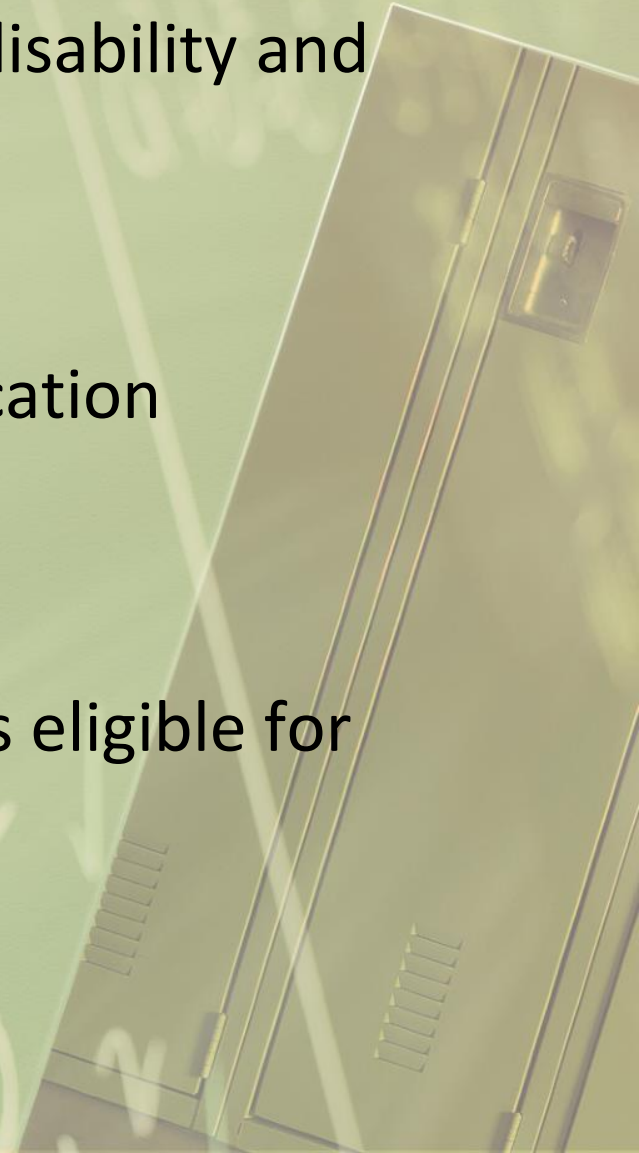
Understanding the Difference Between Eligibility vs. Disability

- **How does the law define eligibility and disability?**

Under the law, the term *eligibility* refers to the evaluative process outcome that determines whether or not a student qualifies to receive special education services.

Under the law, the term *disability* refers to the evaluative process that identifies an individual with a disorder or impairment. Disabilities vary from activity limitations, restrictions, developmental, mental disorders etc.

Disabilities

ADD / ADHD
Aphasia
Asperger's Syndrome
Asthma
Astigmatism
Autism
Autism Spectrum Disorder
Behavior Disorder
Bipolar
Cerebral Palsy
Conduct Disorder
Deaf
Deaf-Blindness
Depression
Downs Syndrome
Dysfluency

Dysgraphia
Dyslexia
Emotional Disturbance
Hard of Hearing
Intellectual Disability
Muscular Dystrophy
Multiple Disabilities
Obsessive/Compulsive Disorder
Other Health Impaired
Orthopedic Impairment
Schizophrenia
Speech or Language Impairment
Specific Learning Disability
Traumatic Brain Injury
Visual Impairment

Group Activity

Take 2 minutes to check which of these disabilities fall under a special education eligibility.

Eligibility

Check the 13 which are considered Special Education Eligibilities

ADD / ADHD	Dysgraphia
Aphasia	Dyslexia
Asperger's Syndrome	Emotional Disturbance
Asthma	Hard of Hearing
Astigmatism	Intellectual Disability
Autism	Muscular Dystrophy
Autism Spectrum Disorder	Multiple Disabilities
Behavior Disorder	Obsessive/Compulsive Disorder
Bipolar	Other Health Impaired
Cerebral Palsy	Orthopedic Impairment
Conduct Disorder	Schizophrenia
Deaf	Speech or Language Impairment
Deaf-Blindness	Specific Learning Disability
Depression	Traumatic Brain Injury
Downs Syndrome	Visual Impairment
Dysfluency	

Elegibilidad

Marque las 13 que son consideradas clasificaciones de educación especial

ADD / ADHD	Disgrafia
Afasia	Dislexia
Síndrome de Asperger	Perturbaciones emocionales
Asma	Dificultades auditivas
Astigmatismo	Discapacidad intelectual
Autismo	Distrofia muscular
Trastorno del espectro autista	Discapacidades múltiples
Trastorno del comportamiento	Trastorno obsesivo/compulsivo
Bipolaridad	Otra deficiencia de la salud
Parálisis cerebral	Discapacidad ortopédica
Trastorno de la conducta	Esquizofrenia
Sordera	Discapacidad en el lenguaje
Sordera-ceguera	Discapacidad específica en el aprendizaje
Depresión	Trauma cerebral
Síndrome de Down	Discapacidad visual
Desequilibrio en la fluidez	

Eligibility

Check the 13 that are considered Special Education eligibilities

Aphasia

Asperger's Syndrome

Asthma

Astigmatism

Attention Deficit Disorder/ADHD

Autism

Autism Spectrum Disorder

Behavior Disorder

Bipolar

Cerebral Palsy

Conduct Disorder

Deaf

Deaf-Blindness

Depression

Downs Syndrome

Dysfluency

Dysgraphia

Dyslexia

Emotional Disturbance

Hard of Hearing

Intellectual Disability

Muscular Dystrophy

Multiple Disabilities

Obsessive/Compulsive Disorder

Other Health Impaired

Orthopedic Impairment

Schizophrenia

Speech or Language Impairment

Specific Learning Disability

Traumatic Brain Injury

Visual Impairment

Eligibility

Impact:
The impairment (disability) adversely affects the Student's educational performance **and requires special education to meet the student's needs.**

No Impact:
If it is determined that the student has a disability, **but does not require or no longer requires special education**, the student is not eligible for special education services and supports.
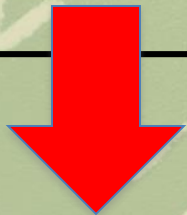
The IEP team moves on to developing GOALS!

The IEP team should discuss whether the student is eligible for a Section 504 Plan

Assessment, Evaluation, and
Present Level of Performance

Data sources can tell us about your child...

Report Cards

Weekly spelling tests

Attendance Records

Read 180 Data

DIBELS

Homework Data

Interviews

Standardized Tests

Quarterly Assessments

Work Samples

CUM Record Review

Portfolios

Chapter Tests

Data

Office Referrals

Behavior Charts

Observations

24
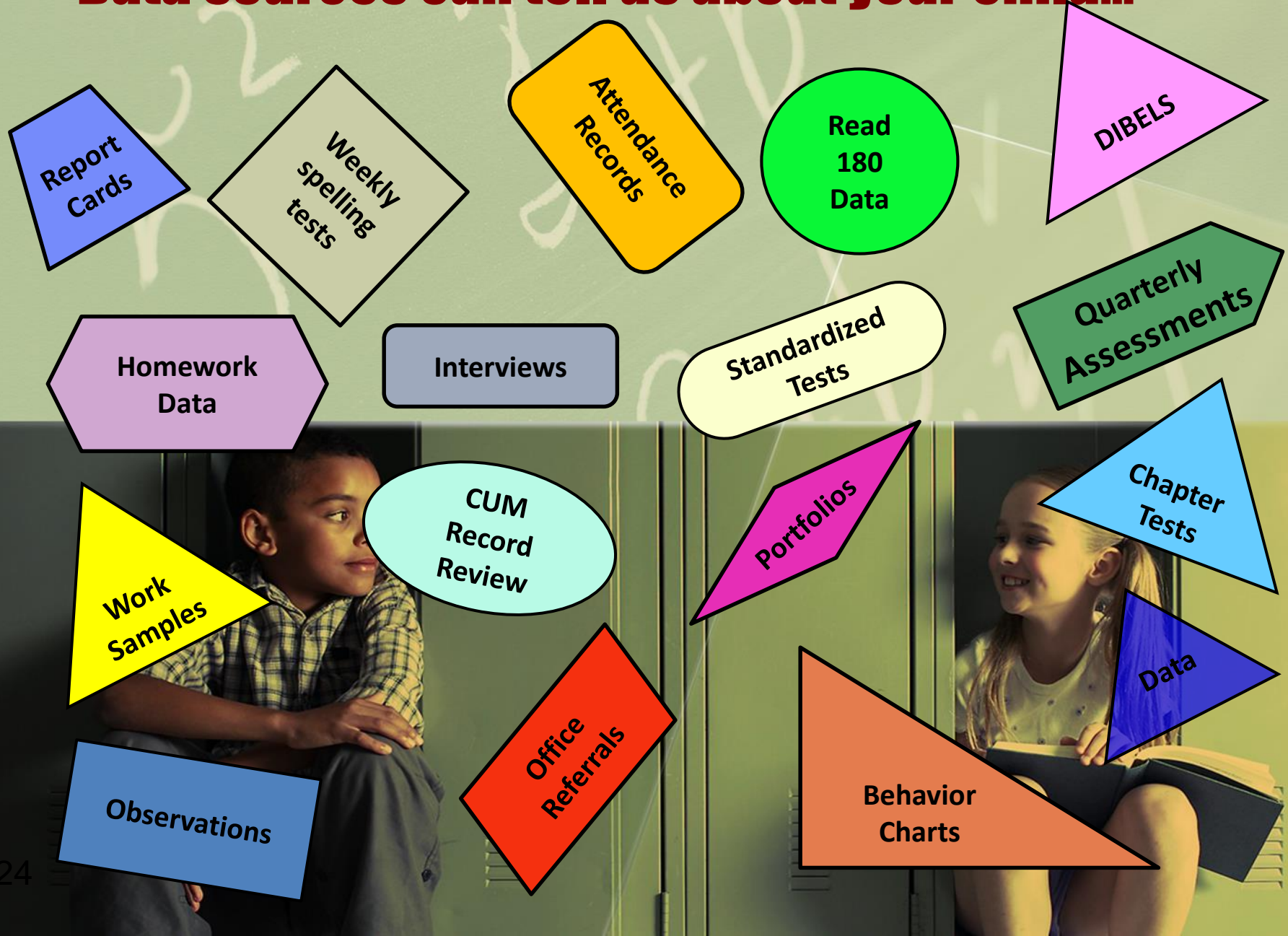
Goals

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

Assessment / Evaluation → **Present Level of Performance** → **Goals**
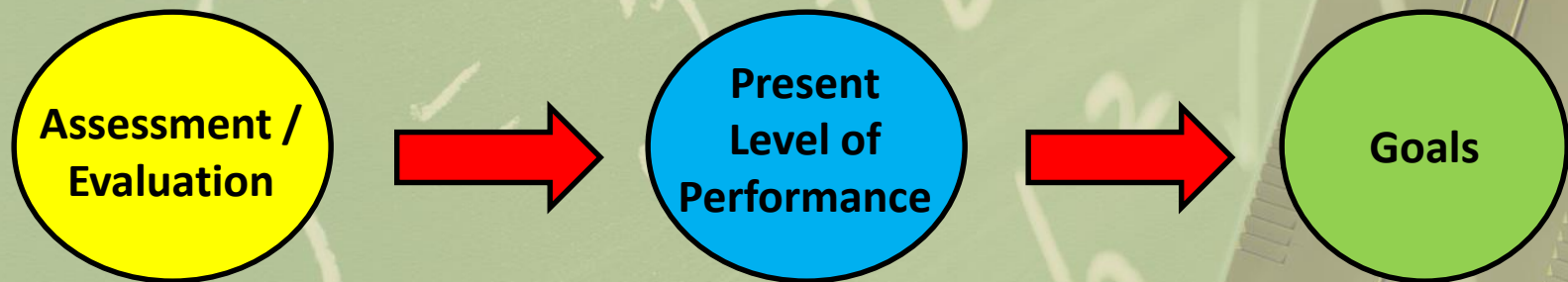
Assessment, Evaluation, and Present Level of Performance

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

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math	ELA & Math		Science	ELA & Math
			Science			Science			EAP

(STS)
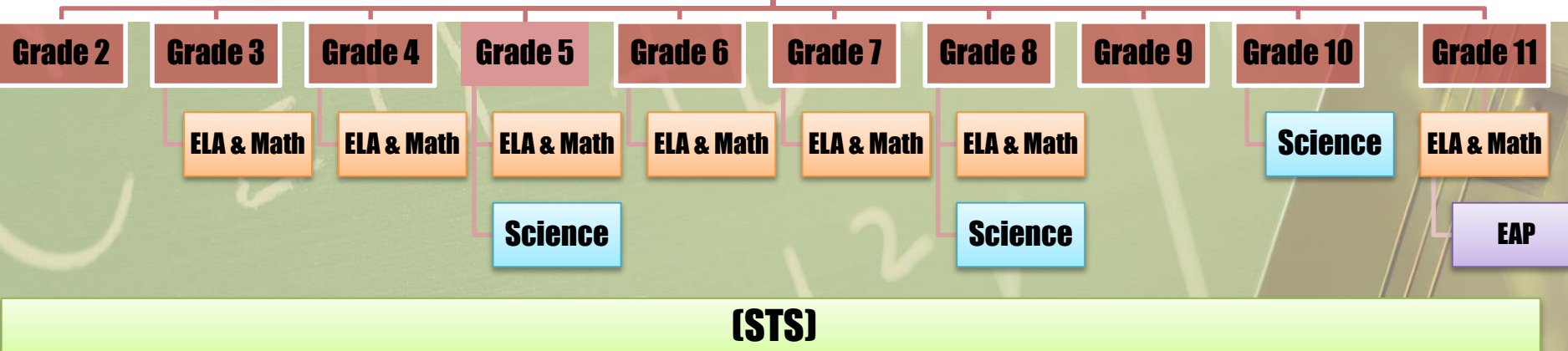
Label	Description
ELA & Math	Smarter Balanced Assessments in English Language Arts and Mathematics
Science	California Standards Test (and CMA or CAPA) in Science
STS	Standards-based Tests in Spanish – for *some* English learners and those enrolled in Dual-language programs *with primary instruction in Spanish*
EAP	Early Assessment Program – assesses readiness for college-level coursework

2014-2015 Common Core (CC)
MIDDLE SCHOOL PATHWAYS & COURSES

	6th Grade	7th Grade	8th Grade
Traditional	CC Math6	CC Math7	CC Math8
Accelerated (6th Grade Exam)		Accelerated CC Math7	Accelerated CC Algebra I
Alternative Accelerated (5th Grade Criteria)	Alt. Acc. CC Math6/7	Alt. Acc. CC Gr 8/Alg I	Alt. Acc. CC Geometry
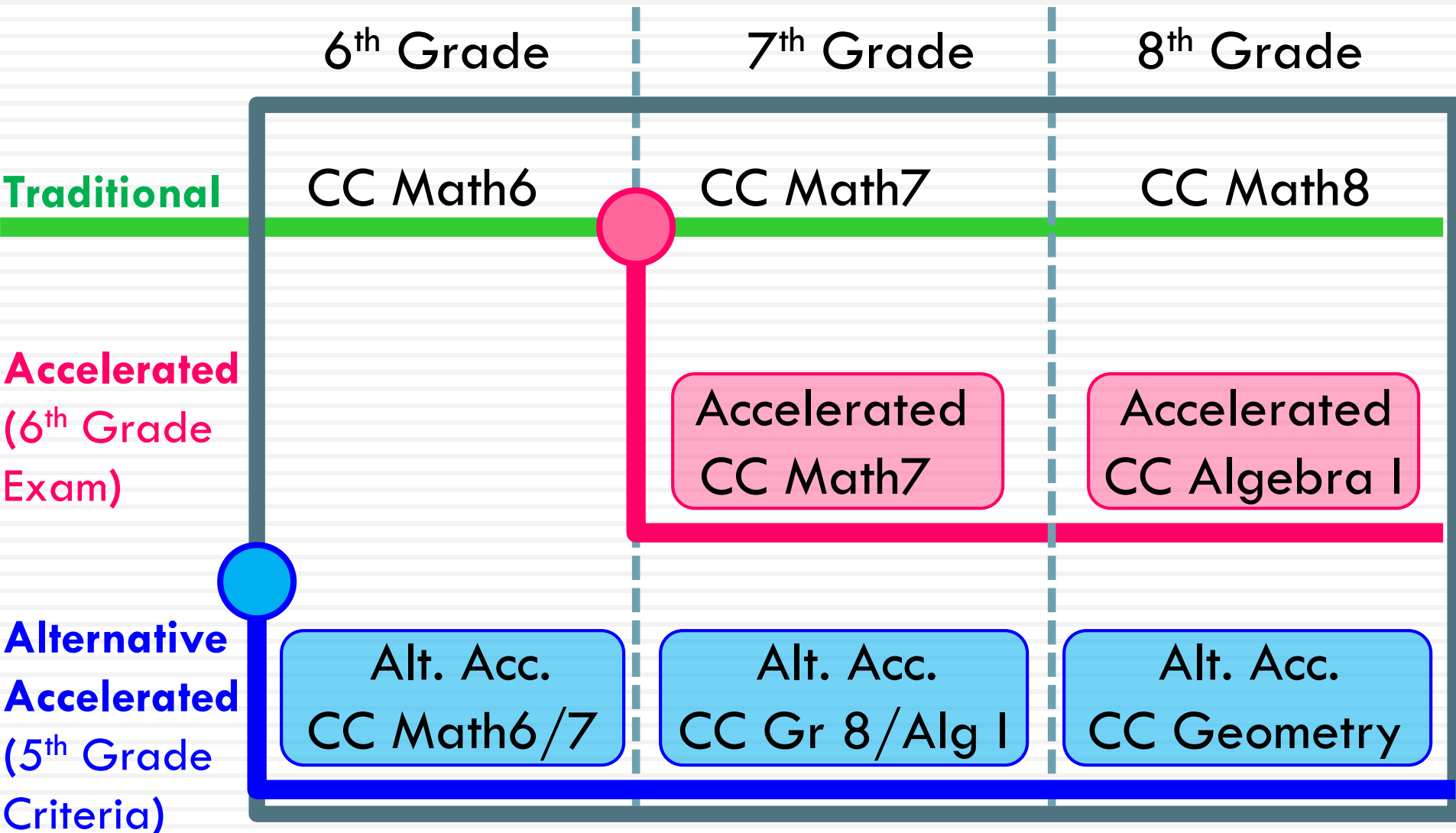
A Closer Look: CCSSM Alternative Accelerated

5 Courses in 3 Years

	6th Grade	7th Grade	8th Grade
Middle School Alternative Accelerated (5th Grade Criteria)	Alt. Acc. CC Math6	Alt. Acc. CC Algebra I	CC Geometry
Compacted Content / Standards Addressed	CC Math6 + CC Math7	CC Math8 + CC Algebra I	CC Geometry
TOTAL =	2 Courses	2 Courses	1 Course

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

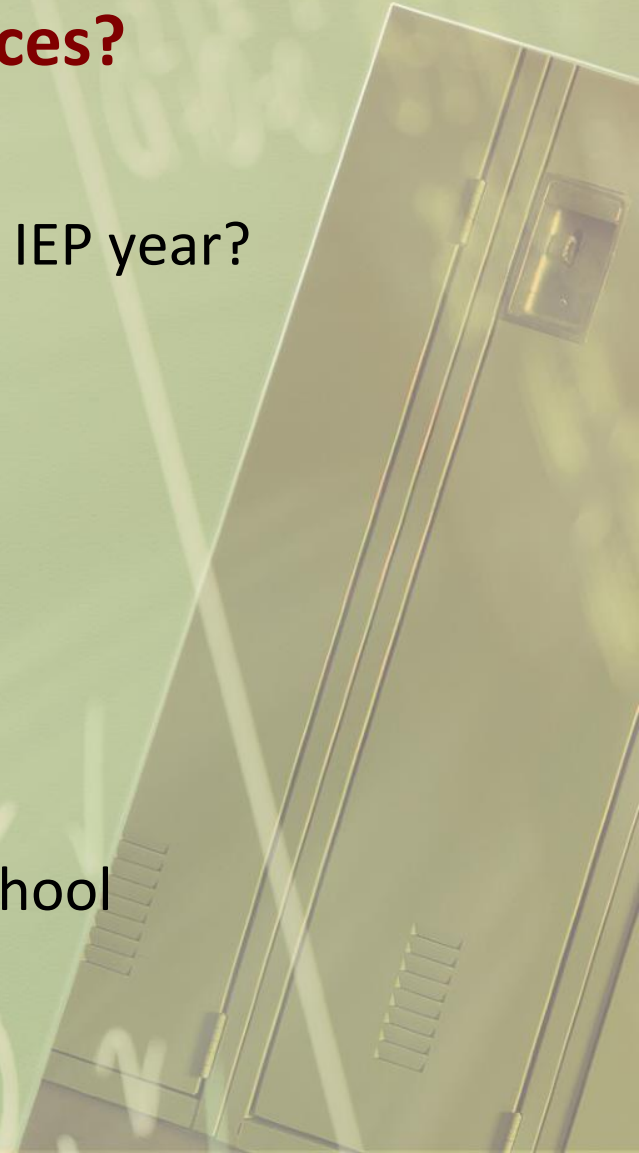- Transportation

Services

When do you document future services?

There is a change of service time during the IEP year?
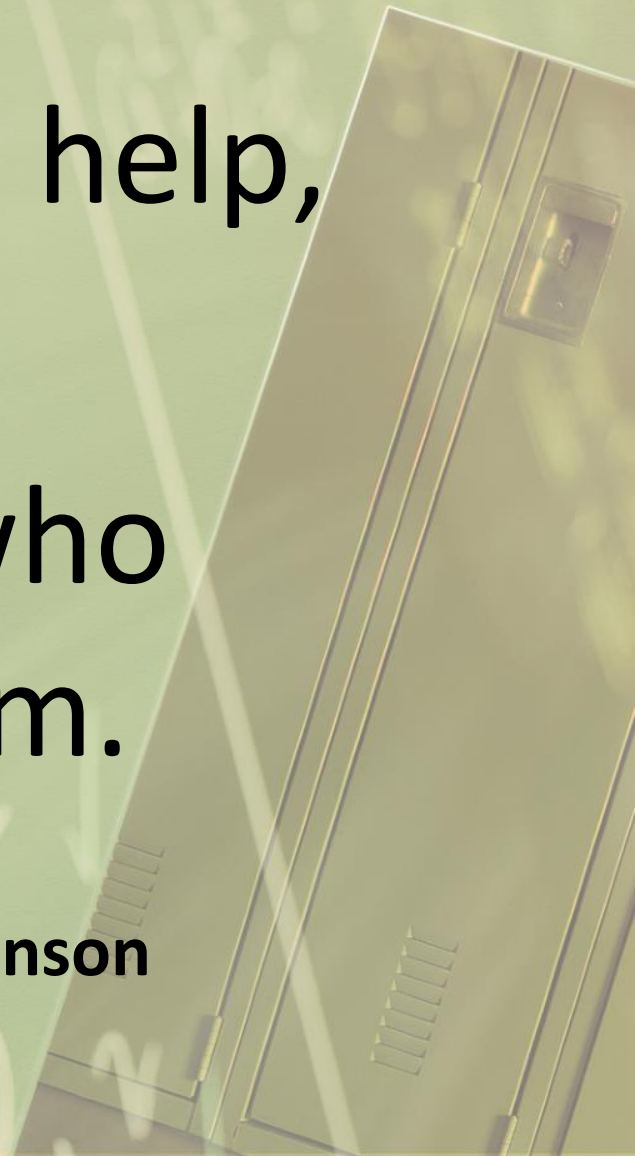
- Fading
- Increasing

May not be used if the service changes.

- Counseling in Elementary
- School Mental Health in Middle School

All kids need a little help, a little hope,

and somebody who believes in them.

Earvin "Magic" Johnson

Schools make the following commitments to students with disabilities and their families in support of LRE:

- High standards for all children
- Opportunities for children with and without disabilities to interact
- Access to general education curriculum
- Monitor of students' instruction and success
- Appropriate services and supports within the school to meet each child's needs.

Underlying Principles of Least Restrictive Environment

- **A continuum of services**
- **Instruction in general education classrooms**
- **Access and progress in general education curriculum**
- **Instructional, curricular, and behavioral supports layered within the school environment**
- **Interaction with nondisabled students**

School Contact Information:

LEAST RESTRICTIVE ENVIRONMENT

First the IEP team decides *what* services your child needs. Next, a decision must be made about *where* services will be provided. Where your child receives IEP services is his or her *placement.*

A student's placement must be in the least restrictive environment (LRE). This means children with disabilities are educated with non disabled children to the maximum extent appropriate. The IEP team must decide if your child can attend a general education class with appropriate services and supports before placing your child in separate classes or separate schools.

- Your child's placement is determined at least annually. Placement is based on your child's IEP. You are part of the IEP team.
- Generally, your child is educated in the school that he or she would attend if not disabled unless the IEP team decides another placement is necessary.
- If your child cannot be educated at his school of residence, placement must be as close as possible to your child's home.

- When looking at placement options, the IEP team must think about any harmful effect on your child or on your child's services.
- Your child may not be removed from a regular classroom because he or she needs changes to the general education curriculum.

Parents have the right to be part of the group that decides their child's educational placement and services

---

The IEP team must consider your child's individual needs and decide the least restrictive placement based on your child's needs. *What is least restrictive for each child is based on that child's individual needs.* This means that the District cannot use a "one size fits all" approach to educating children who have a disability. Decisions must be based on individual needs in the IEP, and **not** on:

- The child's disability, meaning a student can not be placed in a special school just because the child has mental retardation; this also means a student can not be placed in a special class just because a child needs extra services;
- Where the District's staff is located;
- Amount of funds that are available; or
- What is easy for the school district.

What is the Continuum of Alternative Placements?

IEP teams also look at the *continuum of alternative placements*. This means different options where children can receive services. These options include:
- A general education class
- A special education class at a general education school
- A special education school or center
- At home, in a hospital or other public or private institution

Placement in the general education classroom is the *first* option the IEP team must consider. This means, the IEP team must decide: Can your child's needs be met in the general education classroom? What aids, services, and supports does your child need to make education in the general education classroom possible? If the IEP team decides that your child's needs can be met in the general education class with services and supports, then that is the least restrictive environment.

Services and Supports

Students with disabilities can receive special education services and supports at District operated schools and Charter operated schools. These schools offer many services and supports to help your child access the general education curriculum and meet your child's individual needs. Examples of services and supports are:
- Co-planning, co-teaching, inclusion and related services provided in the general education classroom.
- Special education support provided outside of the general education classroom. These include: strategy instruction, the use of extra programs or related services.
- Special education classroom with or without participation in general education. Services may be provided in a special education classroom at a General Education School, Charter School, Magnet School, Special School or Center, Nonpublic School, Home or Hospital School, or State Residential School.

ABC's of Adaptations, Accommodations and Modifications – Los ABCs de las adecuaciones, adaptaciones y modificaciones

☐ A**daptation** refers to both accommodations and modifications.
La adecuación se refiere a las adaptaciones y modificaciones.

☐ An **accommodation** gives the student equal access and opportunity to benefit from the educational program. The assignment, test, or policy is the same as for the other students. However, consideration is given to the student's need to have changes made due to his/her disability.
Example: For a child who is easily distracted, he/she may need to take a test in a quiet room or work in a quiet place.

Una adaptación le da al estudiante un acceso igualitario y la oportunidad de beneficiarse de un programa educativo. La tarea, el examen o las normas son las mismas que las de los otros estudiantes. Sin embargo, se le da consideración a la necesidad del estudiante de que se realicen cambios debido a su discapacidad. Ejemplo: Un niño que se distrae fácilmente, él/ella tal vez necesite tomar el examen en un salón sin tanto ruido o trabajar en un lugar más tranquilo.

☐ A **modification** alters what is expected of the student. For example, the student may do only part of an assignment or the teacher may assign an easier task.
Una modificación altera lo que se espera de un estudiante. Por ejemplo, el estudiante puede hacer sólo una parte de la tarea o el maestro puede asignarle una tarea más fácil.

Alphabet strip taped to student's desk – Colocar el abecedario en el escritorio del estudiante

Break long range assignments and projects into smaller ones – Dividir tareas y proyectos largos en tareas y proyectos más pequeños

Calculators, **C**hecklists and **C**omputers – Calculadoras, listas de verificación y computadoras

Dictate work/assignment to student – Dictarle el trabajo/tarea al estudiante

Extended time for tests, projects and assignments – Tiempo prolongado para pruebas, proyectos y tareas

Flash cards – Tarjetas indice

Group cooperatively; **G**ive cues; use **G**raphic organizers – Agruparse de manera cooperativa, dar indicaciones, utilizar organizadores gráficos

Highlight main ideas or specific words – Resaltar las ideas principales o palabras específicas

Instructions given orally and in print – Instrucciones dadas de forma oral y por escrito

Journal writing could be drawing pictures or scripted by another – Escribir en un diario puede consistir en dibujar o que otro estudiante lo escriba

Kids use assignment books to organize work – Los niños utilizan los libros de tarea para organizar el trabajo

Large print or type for easier reading – Letra grande o escritas a máquina para una lectura más fácil

Manipulatives and **M**odels – Manipulativos y modelos

Number lines, **N**otebooks – Recta numérica, cuadernos

Oral reports instead of written ones – Informes orales en vez de escritos

Paired reading, **P**eer tutors – Lectura en pareja, compañeros tutores

Quiet space or work area – Un lugar tranquilo para trabajar

Read tests, directions, assignments – Leer los exámenes, directivas, tareas

Shorten assignments, **S**maller amounts, **S**tudy guides – Tareas máss cortas, menos cantidad, guías de estudio

Tape stories; **T**hree-dimensional ruler – Cuentos en casete, regla tridimensional

Use a test format that requires little writing – Usar un formato para la prueba que requiera poca escritura

Verbal responses to questions, tests – Respuestas verbales a las preguntas, exámenes

Vocabulary lists and **V**isuals – Listas de vocabulario y visuales

Worksheets and/or tests **W**ritten on lower skill level – Hojas de trabajo y/o exámenes por escrito de un nivel más bajo

Xerox copy of assignments for home and provide examples of projects - Fotocopiar las tareas para la casa y proveer ejemplos de los proyectos

Your tests could be open book or take home – Pueden usar los libros cuando toman los exámenes o llevarse los exámenes a la casa

Zero-in on reinforcing concepts through hands-on activities and games – Concentrarse en reforzar los conceptos a través de actividades prácticas y juegos

Most Frequently Used Terms in the Special Education Field

Términos y Siglas Frecuentemente Usados en el Campo de Educación Especial

English	Español
SWD – Students with Disabilities	SWD – Estudiantes con Discapacidades
LAS – Language and Speech Services	LAS – Servicio de Lenguaje y Habla
ITP – Individual Transition Plan	ITP – Plan de Transición Individualizado
IDEA – Individuals with Disabilities Act	IDEA- Ley Para la Educación para Personas Discapacitadas
LRE – Least Restrictive Environment	LRE – Educativo de Restricción Mínima
PLP- Present Levels of Performance	PLP- Nivel Actual de Rendimiento Académico
FAPE – Free Appropriate Public Education	FAPE- Educación Publica Adecuada y Gratuita
RSP – Resource Specialist Program	RSP – Programa Especial de Recursos Didácticos
SLD – Specific Learning Disability	SLD – Discapacidad Especifica en el Aprendizaje
OHI – Other Health Impairment	OHI – Afecciones de Salud Diversas
SDP- Special Day Program	SDP – Programa Especial Diurno
NPS- Nonpublic Transportation	NPS- Escuela Particular Subvencionada
APE- Adapted Physical Education	APE – Educación Física Adaptada
PRN – Parent Resource Network	PRN – Red de Recursos para los Padres de Familia
IEP – Individualized Education Plan	IEP-Programa de Educación Individualizado
OT – Occupational Therapy	OT – Terapia Ocupacional

LOS ANGELES UNIFIED SCHOOL DISTRICT

School Experience Survey

Let us know what you think.

Take this survey to share what you think about your and your child's experiences with his or her school.

○ Students, take it in paper form at your school

○ Parents or guardians, look for the survey to come home with your child

○ OR take the survey online at

http://achieve.lausd.net/schoolexperiencesurvey

Be sure to submit it by February 11, 2016.

Contact your school with questions or contact the School Report Card team at (213) 241-5600 email: reportcard@lausd.net

LOS ANGELES UNIFIED SCHOOL DISTRICT

School Experience Survey

Let us know what you think.

Take this survey to share what you think about your and your child's experiences with his or her school.

○ Students, take it in paper form at your school

○ Parents or guardians, look for the survey to come home with your child

○ OR take the survey online at

http://achieve.lausd.net/schoolexperiencesurvey

Be sure to submit it by February 11, 2016.

Contact your school with questions or contact the School Report Card team at (213) 241-5600 email: reportcard@lausd.net

☐ **Pupil Free Day**
   Monday, August 15, 2016
   Monday, June 12, 2017

* If a school selects Monday, January 9, 2017 as a Pupil Free Day, then Monday, June 12, 2017 becomes an Instructional Day

HOLIDAY
DIA DE FIESTA

LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2016-2017
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

JULY JULIO	AUGUST AGOSTO	SEPTEMBER SEPTIEMBRE	OCTOBER OCTUBRE	NOVEMBER NOVIEMBRE	DECEMBER DICIEMBRE

JANUARY ENERO	FEBRUARY FEBRERO	MARCH MARZO	APRIL ABRIL	MAY MAYO	JUNE JUNIO

IMPORTANT DATES:

07-04-2016	Independence Day	11-24 & 11-25-2016	Thanksgiving Holiday	03-31-2017	Cesar E. Chavez
08-16-2016	First Day of Instruction	12-19-2016 thru 01-06-2017	Winter Recess		Birthday Observed
09-02-2016	Admissions Day	# 01-09-2017	Second Semester Begins	04-10 thru 04-14-2017	Spring Recess
09-05-2016	Labor Day	01-16-2017	Dr. Martin L. King, Jr.'s Birthday	05-29-2017	Memorial Day
11-11-2016	Veterans Day Observed	02-20-2017	Presidents' Day	* 06-09-2017	Last Day of Instruction

UA – Unassigned Day, no classes in session   ☐ Pupil Free Day

Parent Workshops

PARENT, COMMUNITY AND STUDENT SERVICES

Jan 13

Community Partnerships – Mexican Consulate
This workshop will provide general information about the different programs and services offered by the Mexican Consulate such as education, health, financial education and dual citizenship. Information regarding how to obtain a Consular ID and passport will also be provided.

Feb 3

College and Career Readiness
This highly interactive workshop will provide valuable information about what families of students K-12 can do to cultivate a college-going culture. Participants will receive information regarding high school graduation requirements, college admission requirements, ways in which students can boost their grade point average and much more.

Feb 10

Effective Participation in Parent-Teacher Conferences
Parent-teacher conferences are an important component of ongoing home–school communication. This workshop will provide ideas for parents on how to engage effectively in parent-teacher conferences and effectively communicate with teachers throughout the year.

Feb 24

Promoting Resiliency in Children
This workshop will provide information about risk factors and protective skills that promote resiliency. It will explore ways in which families, schools and the community can work together to effectively address the many issues that children/youth may face.

**Mar 2**

Academic Support for Diverse Learners
This workshop will present ways to support learning based on strengths and diverse needs. Participants will receive valuable information on strategies that promote student engagement, critical thinking skills, reading comprehension and mathematical proficiency.

Mar 9

Understanding and Preparing for the Smarter Balanced Assessments
This workshop will provide information on the various features of the Smarter Balanced Assessments. Sample questions will be used to obtain deeper understanding. Additionally, participants will receive tools to assist children at home.
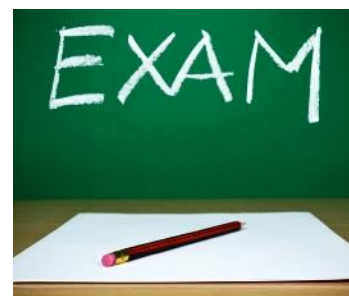
LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT, COMMUNITY AND STUDENT SERVICES

Parent Workshops

PARENT, COMMUNITY AND STUDENT SERVICES

Apr 6

Gifted and Talented Education Programs

This workshop will provide an overview of the District's GATE program. It will discuss the seven categories of identification, meeting the academic and social-emotional needs of gifted learners, and GATE program options within Los Angeles Unified School District.

Apr 13

Brain Development: How Families Can Support Student Success in the Common Core

This workshop will examine what brain and behavioral research tells us are the optimum practices, habits, and mindsets to support academic success in the Common Core classroom and beyond.

May 4

The Forgotten History of Chinese Americans

Award-winning author Icy Smith will present a workshop describing the early history of Chinese Americans in California, including many nearly forgotten historical Accounts.

May 11

Historical Thinking Skills for All Learners

This workshop will introduce approaches, such as the Stanford History Education Group's Historical Thinking Skills, that support critical thinking. The session will demonstrate how viewing historical and current events through the lens of a historian improves student engagement, participation, and inquiry.

LOS ANGELES UNIFIED SCHOOL DISTRICT

PARENT, COMMUNITY AND STUDENT SERVICES

WHEN: 9:00 AM – 11:00 AM

WHERE: Parent, Community and Student Services • Parent Center
1360 West Temple Street, Los Angeles, 90026

MORE INFORMATION: Please contact us at 213.481.3350.

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

Wednesday, January 20, 2016

Evaluation Form

Please answer the following question.

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

_____
_____
_____
_____

I would like more information about:

_____
_____
_____
_____

Suggestions on how we can improve:

_____
_____
_____
_____

Additional comments, suggestions, or ideas for future training?

_____
_____
_____
_____

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

miércoles, 20 de enero de 2016

Formulario de Evaluación

Conteste la siguiente pregunta.

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

_____
_____
_____
_____

Me gustaría más información sobre:

_____
_____
_____
_____

Sugerencias sobre cómo podemos mejorar la capacitación

_____
_____
_____
_____

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

_____
_____
_____
_____