

Q & A FOR CAC MEETING – May 19, 2021

QUESTIONS	ANSWERS
Questions during the Board Member’s Presentation	
1. Because the IDEC program is only available for elementary and middle school, and not at the high school level, what can we do to add this program at the high school level?	IDEC was once offered at the high school level, and due to the complexities of a high school matrix (i.e. A-G requirements, electives) students have limited room in their schedules to benefit from the program .
2. As part of the path to recovery and additional funding, will there be additional allocation of funds to the special education programs?	Students with disabilities will be offered opportunities to attend various instructional programs over the summer. Please click on the link .
3. This question is regarding the proposed mathematics curriculum guidelines for math instruction in public schools. What can we expect to hear from the LAUSD Board of Education? What aspect(s) of these guidelines will be top of the list?	The Division of Instruction is responsible for all aspects regarding curriculum development.
4. Was special education considered as a community that needs additional funding to help students recover from regression because of the pandemic?	LAUSD has considered all specialized populations, including students with disabilities, in the allocation of additional resources. For example, additional staff such as Language and Speech Providers, School Psychologist and APEIS will be added for the 2021-22 school year.
5. Is dyslexia a condition or a disability?	Dyslexia is a language-based disability that exists on a continuum and is characterized by difficulties in learning how to read fluently. Students with Dyslexia can also experience difficulties with oral language, spelling, and writing skills.
6. How many students are diagnosed with dyslexia in LAUSD?	Current enrollment data for all grade levels across the District indicates there are 1,332 students identified with phonological processing deficits in their active IEP.
7. Would you be able to share information about how many teachers have received training on the Orton Gillingham curriculum/program? How many	Elementary teams of at least five teachers and one administrator were offered the opportunity to participate. Some elementary schools had additional team members eligible (Primary Promise teacher and Instructional Aide). Secondary teams of three teachers were offered the

<p>staff members at each school level (ES, MS & HS)? What happens at the school site after receiving this training?</p>	<p>opportunity to participate. 1,897 elementary teachers and 497 elementary administrators participated. 378 secondary teachers participated. OG tutoring is being offered to SWDs this summer, and teachers who participate receive coaching on implementation. A proposal to offer more teachers the educator course and to deepen the learning of teachers with the practicum is being reviewed.</p>
<p>Questions during the Special Education Update Report</p>	
<p>1. Can you share data around Functional Behavioral Assessments?</p>	<p>Functional Behavior Assessments are done on an individual basis and we have been conducting them virtually and in person for the 2020-21 SY. For specific data, please reach out to Marco Tolj for specific data questions.</p>
<p>2. What if a family is denied a summer assessment? What action should they take?</p>	<p>Families can notify their school administrator to discuss their assessment needs. Parents can always contact 213-241-6701 for additional support.</p>
<p>3. Are there any plans to conduct assessments over the summer in order to “catch up” with the backlog?</p>	<p>The Division of Special Education will offer assessments during the summer at various summer school program sites, including sites with Extended School Year (ESY).</p>
<p>4. When will the NPA office be authorized to allow NPA service providers to provide in person service for example, vision therapy?</p>	<p>At this time, LAUSD is providing services in a clinical setting, following the appropriate health guidelines. Students attending school will receive in person services.</p>
<p>5. What should parents do if they are told there will be no assessments during the summer?</p>	<p>Families can notify their school administrator to discuss their assessment needs. Parents can always contact 213-241-6701 for additional support.</p>
<p>6. How can parents request their child to be assessed over the summer? Also, what if the parent would like an assessment to be conducted in person in their home since their child is concerned about returning to school and being assessed at school could invalidate the results due to their anxiety?</p>	<p>Assessment for special education services is an individualized process and takes place during the regular school year. Given the current situation, LAUSD is conducting assessment during the summer in an effort to bring assessments current. The Division of Special Education has put into place comprehensive assessment protocols that may include remote or in-person assessment, or a combination of both, which will follow all guidelines set forth by the district, state, county public health officials.</p>
<p>7. Will the ESY classes be extended this summer, would there be options (on-line learning or in person)?</p>	<p>The district is enrolling students for in-person Extended School Year (ESY). It will begin from June 28 – July 23, 2021, at designated sites. If the</p>

	<p>student’s active IEP indicates they are eligible for ESY and you would like to register your child, please visit parentportal.lausd.net. However, if a parent is concerned that their child’s disability or medical condition impedes the child’s ability to participate in in-person instruction, the parent may request an online option for ESY at https://achieve.lausd.net/spedESY.</p>
<p>8. What is the process in obtaining an exception from wearing a mask?</p>	<p>In conformance with current health orders and guidance, during and in response to the COVID-19 pandemic, Los Angeles Unified School District (LAUSD) requires students to wear a face mask while attending in-person assessment, services, and/or instruction in a cohort. LAUSD recognizes that some students may be unable to comply with the face mask requirement due to a disability, medical and/or mental health condition(s).</p>
<p>Questions during the Inclusion Presentation</p>	
<p>1. When we talk about instituting inclusion, why is it that it always seems to flow in the direction of moving children with disabilities into the general education environment? Why can’t general education programs be created to put general education students in a special education setting?</p>	<p>The IDEA’s “least restrictive environment” mandate is to educate students with disabilities in the general education setting to the maximum extent possible given their unique needs. Removing general education students to place them in special education settings does not satisfy the IDEA’s intent or mandate regarding least restrictive environment. Additionally, schools cannot place general education students into a special education setting without parent consent, as this would be tantamount to a special education placement.</p>
<p>2. Who should decide what the Least Restrictive Environment for a student is: the parents or the district?</p>	<p>LRE is an IEP team decision. The intent of LRE is to ensure students are prepared for life after high school, which is not in a special education setting. The district has the right to make an offer of FAPE that parents can then dispute if they disagree.</p>
<p>3. Are there models within LAUSD that have the students who have IEPs having one period for support like the resource specialist learning center model?</p>	<p>Yes, there are- if a student attends in a GE setting for 50% or more of their day, they are considered to be in a Resource model and can have a period or two outside of GE such as a learning center or possibly a period of math, etc.</p>
<p>4. Do these stats include students on the alternative curriculum? When you say graduate do you mean with a high school diploma?</p>	<p>They do include students on the Alternate Curriculum, but that is a small portion of the students who are in the special day setting. Yes, graduate with a high school diploma.</p>

<p>5. What are the academic twice exceptional strategies offered in the classroom?</p>	<p>Students who are twice exceptional (gifted and have a disability) are well served by teachers who are using a Universal Design for Learning (UDL) approach in their classroom. UDL emphasizes firm, rigorous educational goals but flexible means and student choice in terms of how to get there. This allows for multiple ways for students to take in and express their learning. We also recommend a team approach to education, with input from both special education and gifted education experts to ensure the students strengths are being utilized and their needs are being met.</p>
<p>6. Where can we find the parent UDL presentation?</p>	<p>UDL in Spanish parent presentation: https://youtu.be/hepDHOjfadY UDL in English parent presentation: https://youtu.be/rTiOIyt5Qtc</p>
<p>7. Is the graduation rate higher because more academically inclined kids are in general ed, or because being in general ed encourages graduation?</p>	<p>This data also correlates with national research but we honed in on our district for this presentation. What we tend to see anecdotally is that when the rigor in classes increases with the appropriate support in place, students tend to be more engaged.</p>
<p>8. Which schools are using the 4 x 4 schedule and are already implementing inclusion models?</p>	<p>Polytechnic Senior High uses both.</p>
<p>9. How can we promote inclusion at our school sites?</p>	<p>First, make the leadership at your school aware that you are interested in the school committing to more inclusive practices. Feel free to connect them to Lela Rondeau, lela.rondeau@lausd.net, or the schools Least Restrictive Environment Specialist so next steps can be facilitated to the principal. It can also be helpful to learn more yourself so you can educate others. The Maryland Coalition for Inclusive Education https://www.mcie.org/mcie-resources has a great resource section, and our LAUSD website, achieve.lausd.net/spedinclusion does too.</p>