



DIVISION OF SPECIAL EDUCATION



Q&A – NOVEMBER 17, 2021, CAC MEETING

Questions During the ELLs & SWD Presentation

QUESTIONS	ANSWERS
<p>1. It is my understanding that the ELPAC was not administered to all EL students due to the pandemic. How has this impacted the IEPs of EL students and what data is being used in lieu of assessment data?</p>	<p>Due to the COVID-19 pandemic and suspension of the 2019-20 Summative ELPAC and other assessments, the reclassification count and rate of EL students was affected. To mitigate such assessment suspension on reclassification, CDE permitted Districts to continue to use the 2018-19 Summative ELPAC for reclassification until December 2021 and, through emergency legislation, provided a limited opportunity to administer the Summative ELPAC remotely in the fall of 2020 to ELs who were most likely to meet the reclassification criteria (ELs “who have already met all other criteria in 2019–2020 except for criterion 1, particularly in grades four to eleven”).</p> <p>In the establishment or amendments of IEPs in 2020-21, schools were advised to temporarily utilize existing 2018-19 ELPAC to make instructional decisions for students. For reference, I have linked related state communications to Local Education Agencies:</p> <ol style="list-style-type: none"> 1) Assessment Spotlight, Issue 85 2) COVID-19 Reclassification Guidance for 2019–2020 and Fall Administration
<p>2. Teachers often choose standard based goals directly from the goal bank and are not aligned with student's present level of performance (PLP) and are reluctant to adjust goals with supports and strategies. Where in the Ed.code or IDEA backs this up?</p>	<p>We do start with grade level standards for the goals but there should not be a problem with adding supports and strategies https://www2.ed.gov/policy/speced/guid/idea/memosdeltrs/guidance-on-fape-11-17-2015.pdf</p>
<p>3. Do parents of ELLs provide input for reclassification?</p>	<p>Yes, that is one of the four criteria processes – meeting with families during an IEP meeting.</p>
<p>4. The parents are experts for their child as well to support. Is there a checklist for the parents as well?</p>	<p>During the process of reclassifying Long Term English Learners (LTELs) with exceptional needs, parents may request a copy of the IEP Team Worksheet, attachment C. The checklist on this attachment may assist the parent and the IEP Team in determining reclassification for LTELs with IEPs.</p>
<p>5. Once students reclassify, what monitoring is done to ensure successful integration into the general education ELA curriculum?</p>	<p>The school site Student Support and Progress Team (SSPT) must review the academic progress of RFEP students after each reporting period for a minimum of four academic years following reclassification. Once at-risk RFEP students are identified, school sites are to follow the SSPT procedures to develop an intervention support plan.</p>



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6. Are the PDs mandatory or required?	No, PDs are not mandatory but highly recommended.
7. Are there incentives for having teachers participate in PD programs?	Yes, they get paid for attending these PDs. A 2-Day training is offered and attending staff receives compensation for attendance.
Questions During the Division of Special Education Presentation	
1. Is the training our CAC officer based?	The parent trainings will be facilitated by the Division of Special Education.
2. Is there a link for the parent training sessions?	The workshop links are located in the flyer which was posted on the Division of Special Education website in the News & Announcements section. The flyer may also be accessed in the Parents section of the Division of Special Education website. https://achieve.lausd.net/spedParents The flyers are available in both English and Spanish .
3. Can you provide an update with how LAUSD is responding to the CDE finding that LAUSD is out of compliance due to delayed assessments and IEP meetings? And what the plan is for ensuring all students affected by the non-compliance receive compensatory services?	We are currently in contact with the state and are providing the necessary updates to meet the complaint expectations.
4. Will students that apply/qualify for conditional conditions be incorporated into the daily pass?	Yes, students will still have access to the daily pass. Schools should be able to have that information as well.
5. Who will be conducting the training, and will there be an opportunity for questions?	DSE staff will be conducting these series of trainings. Participants will have the opportunity to utilize the Q&A feature to pose questions. Should questions be unable to be answered in the time allotted, they will be compiled in a FAQ that will then be posted to the DSE webpage.
6. You mentioned that LAUSD will be creating a website and providing more support to school staff about recoupment services, which I believe is great. However, how is DSE responding to the CDE's complaint that found LAUSD out of compliance and families are owed compensatory services (which is different from recoupment)?	<p>Recoupment is provided to students with disabilities to address loss of skills or lack of progress as a result of the school facilities closures due to the national pandemic. School site staff/District IEP team members have been provided professional development regarding recoupment considerations, and the Division of Special Education will continue to provide guidance and professional development regarding recoupment this year.</p> <p>The CDE, like the majority of state/federal agencies, uses the term “compensatory” to describe any support/service that an IEP may recommend</p>



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<p>7. Many parents do not have regular access to parent portals. Many parents are not comfortable with using computers and the internet and so how can these families be assisted and have access to see the service logs?</p>	<p>Service logs are part of a student’s academic record. Requests for service logs may be obtained by submitting a Pupil Records Request form available on the homepage of the Division of Special Education website and the Parents section of the website. https://achieve.lausd.net.</p> <p>To add a point of clarification, service logs are not available in the Parent Portal. The Special Education section of the Parent Portal currently displays a service summary report of services provided titled “Student Quarterly Service Report-YTD.”</p>
<p>8. Will the parents have to have an IEP to have the conditional admission?</p>	<p>Students with disabilities continue to be a group of students who are eligible to continue participating in in-person learning under conditional admission. Conditional admission does not provide an exemption to the vaccination requirement but does allow for students with disabilities to continue in person instruction while their vaccination status is pending. At this time, students identified as eligible for Special Education Services, who are not vaccinated, should continue to be permitted to attend in person instruction. Refer to https://achieve.lausd.net/covidfaq for the latest information.</p>
<p>9. Is there a contact person that is handling recoupment services?</p>	<p>For any questions, please contact the administrator at the school site or Local District personnel. Link to today’s DSE report with that information is provided here CAC November 17, 2021.</p>
<p>10. I believe you mentioned that youths in foster care may be exempted from the vaccination. Who else may be exempted and I was curious why youths in foster care are being exempted?</p>	<p>Students may be conditionally admitted if they are in one of these groups: foster youth, homeless, migrant, military family, or have an IEP. State law does not recognize religious or personal belief exemptions for student immunizations. https://achieve.lausd.net/covidfaq</p>