



## DIVISION OF SPECIAL EDUCATION

### Q&A – OCTOBER 20, 2021, CAC MEETING



#### QUESTIONS DURING THE SPECIAL EDUCATION UPDATE REPORT

##### QUESTIONS

##### ANSWERS

1. Is there any data on the class sizes at COA? I understand it's an independent study model and not a distance learning set up with a traditional "class," but was wondering what the teacher to student numbers were.

It depends on if it is a Special Day Class (SDC) or a general education class. GE classes are normed at 30 and SDP at 12. These are reflective of our regular class norms.

2. Can we receive the COA information again, we have not seen it since the first presentation?

Please click on the link to access the past [City of Angels presentation](#).

3. Would there be a memo about the recoupment services that directly addresses the California Department's ruling that LAUSD was out of compliance for failure to provide FAPE and that many families are owed compensatory services (which is different from recoupment services)?

The Division of Special Education (DSE) has issued guidance to schools on how to hold conversations regarding learning loss during the COVID 19 pandemic. IEP teams are expected to discuss recoupment services as appropriate and are required to memorialize the outcomes on IEP. As in any IEP, parents can bring up any concerns they might have as it pertains to their child. The DSE will conduct additional professional developments in this area to ensure school teams understand the process.

#### QUESTIONS DURING THE DYSLEXIA PRESENTATION

1. How does dyslexia impact students who are also English Learners (EL)?

When a student is an EL, it can “mask” problems that would normally show as dyslexia. Teachers need to look for phonemic awareness challenges as well as ability to read and spell in their first language.

2. How are high school (HS) students impacted when trying to meet the HS language requirement for a foreign if they are dyslexic?

Dyslexia is a spectrum so it can be a challenge for some and less so for others. Some schools offer ASL which is sometimes a good fit for students who struggle with phonology. Also note that students with disabilities can be waived from the second year of world language requirement in high school if the IEP team determines.



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3. Can we have the link to the video that was just shown?	<a href="https://www.youtube.com/watch?v=zafiGBrFkRM&amp;feature=youtu.be">https://www.youtube.com/watch?v=zafiGBrFkRM&amp;feature=youtu.be</a>
4. What percentage of kids with Autism Spectrum Disorder (ASD) also have Dyslexia? These symptoms can overlap in behaviors?	There is not a huge research base on this topic and because both are neurodevelopmental conditions, a diagnosis in one usually rules out a diagnosis of the other. It is much more common for individuals to have both dyslexia and Attention Deficit Disorder but it is possible to have both ASD and Dyslexia too. This article cites a lot of recent research on potential overlap: <a href="https://www.autismparentingmagazine.com/dyslexia-autism/">https://www.autismparentingmagazine.com/dyslexia-autism/</a>
5. How do students get evaluated /screening for dyslexia? How soon do they start getting evaluated? Elementary, middle school, high school?	We use Dibels for elementary and Star Renaissance for secondary. Dibels begins in kinder, and Star Renaissance is used at both middle and high school.
6. Are materials made for dyslexic learners available in world languages in order to support their learning? Especially those in dual language programs? If yes, what tools?	We have many digital tools that help students who are struggling to read. We encourage the use of Snap and Read and Immersive reader (embedded in Microsoft) for all content areas.
7. If a student fails DIBELS, what is supposed to happen next? What is the best approach to identify students at a younger age?	Students should be referred to the SSPT meeting team. The school should be working on embedding Tier 1 supports and possibly Tier 2 supports for students who are struggling.
8. Would a student that has very strong reading skills, but struggles with spelling and primarily uses phonetic spelling potentially be impacted by Dyslexia? If so, is that able to be identified under the current screenings?	Potentially, as it is a spectrum. Ultimately, the district does not diagnose students with dyslexia and our concern as a school district would be on the educational impact.
9. Who can I speak to regarding a decision I have to make with my son’s IEP?	School administrators, as well as the Division of Special Education staff can answer your questions regarding the recommended offer of a Free and Appropriate Public Education (FAPE), as described in your child’s IEP. Additionally, there are resources available on the Division of Special Education website, including “A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)”, that further explain the special education process and parental rights.



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10. Did the assessing for dyslexia amendment pass for students in Kinder and 1 <sup>st</sup> grade?	If you are referring to the law at the state level, it is still pending.
11. Could we have a copy of this recorded program? Can we drop the link to these materials on the chat?	Documents for today's meeting can be found by click on this link <a href="#">CAC 10.20.21 meeting documents</a>
12. Where can I get tutoring for my son?	Typically, schools offer after school tutoring. You may want to reach out to the school site to obtain information regarding tutoring hours. At the High school and Middle school levels, you may also reach out to your child's counselor.
13. What specific programs and curriculum are used for general education, special education and English Learners?	For students identified as using an "alternate" or modified curriculum: <ol style="list-style-type: none"><li>1. Unique Learning System<ol style="list-style-type: none"><li>a. ULS, News-2-You, L3 Skills, and Positivity</li></ol></li><li>2. English Learners use Oxford Picture Dictionary</li><li>3. Social Express for Social Emotional Learning</li><li>4. Other district-wide digital tools such as Brainpop, IXL, etc.</li></ol>
14. Does the Dibels test accommodate students with special needs when using Augmentative and Alternative Communication (ACC) device?	There may be subtests that cannot be given if a student is using AAC. Other assessments may need to be used.
15. What are the criteria for the intervention tiers?	The MTSS tiers are a framework not a prescriptive program implemented by the District; it is up to each school to address the diverse needs of individual students within an integrated Multi-Tiered Systems of Support. There are not set criteria for the tiers.
16. What is IDEC?	IDEC is an acronym that stands for Intensive Diagnostic Education Centers. <a href="https://achieve.lausd.net/Page/4185">https://achieve.lausd.net/Page/4185</a>
17. What assessments or markers are all teachers trained to look out for potential dyslexia?	Dibels and Renaissance can show that a student is a struggling reader, and scores in the red indicate a possible referral to SSPT. Dyslexia exists on a continuum and there are some students who can receive general education intervention and not need further intervention and others that need more intensive intervention. If



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	<p>general education interventions are not working, a student is referred for a special education evaluation and the school psychologist looks to see which foundational reading skills are problematic. LAUSD identifies when students have characteristics of dyslexia through the psychologist’s evaluation. The treatment for supporting a struggling reader is structured literacy, regardless of whether they officially have dyslexia or not.</p>
18. Any talk about using/purchasing the LindaMood Bell Program?	<p>IDEC teachers are trained in LindaMood Bell. While LindaMood Bell is an excellent program, it is a structured literacy intervention in the same way that the other interventions we use (95%, Wilson, Heggerty) use a structured literacy approach.</p>
19. Is LAUSD expanding the IDEC programs?	<p>Yes, there are 4 new sites this year and 4 new sites next year.</p>
20. Where to refer families and students for Dyslexia information and best practices workshop, video etc.?	<p>Parents can start by visiting the <a href="#">LAUSD Dyslexia website</a>. They can also visit the <a href="#">International Dyslexia association (IDA) website</a>. They also can request that the principal or parent center hold a training on dyslexia for the school community.</p>
21. What does CCEIS mean?	<p>CCEIS is an acronym that stands for Comprehensive Coordinated Early Intervening Services (CCEIS).</p>
22. Is there any kind of targeted reading approaches for students with moderate to severe intellectual disabilities?	<p>Regardless of the type of disability, structured literacy is the evidenced based method for teaching students to read. This embeds a multisensory approach and direct, systematic instruction, which benefits all students including those with intellectual disabilities.</p>
23. Are these accommodations are being shared with G.E. teachers?	<p>Yes, it is the resource teacher’s responsibility to communicate accommodations for a student to the general education teacher.</p>
24. If a student realizes that they are having a problem with reading, who do they go to for help? And if they have	<p>Students are encouraged to communicate these challenges to their teachers, parents or counselors. For IEP accommodations it is best to relate these concerns with the student’s case carrier – Resource or Special Day Class teacher. A</p>



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<p>accommodations in their IEP, how do students ensure that they are receiving them?</p>	<p>meeting may be necessary to have a clear understanding about what the accommodation looks and sounds like for all, the student, parent and teacher. We strongly encourage parents to include students in the IEP process so they can become self-advocates in ensuring their accommodations are taking place. This also prepares students for life after high school.</p>
<p>25. How are Twice Exceptional children being identified for Dyslexia and interventions?</p>	<p>It would be the same as for any other student. Gifted eligibility should not impact student access to interventions.</p>
<p><b>QUESTIONS DURING THE DYSLEXIA PRESENTATION</b></p>	
<p>1. How are staffing shortages being addressed to implement the sanitation needs etc.? Does health and safety also cover school nurses?</p>	<p>Augmenting staffing levels through overtime, additional positions and/or contract janitorial services (only in the absence of District positions) will provide continued additional custodial support, including electrostatic disinfecting, at all schools in accordance with Centers for Disease Control and Prevention, Los Angeles County, and District health and safety guidelines. This additional staff will also continue to support absences and vacancies. Nursing and health services fall under our Path to Recovery efforts related to Health and Safety.</p>
<p>2. Could LAUSD use nurse agencies to staff our schools like a hospital would use when there is a shortage of nursing staff?</p>	<p>We currently collaborate with outside agencies to support nursing services, but it is very limited.</p>
<p>3. I see recoupment services mentioned in the Path to Recovery. How can we ensure that the funds are used for this action if our families are having difficulty accessing recoupment? In addition, there is no mention of compensatory services. What funds will be utilized to provide those services as mandated by the CDE?</p>	<p>The Division of Special Education has issued guidance and provided professional development to schools on how to hold conversations regarding learning loss that may have occurred as a result of the COVID-19 national pandemic. The District is using the term “recoupment” to specifically address learning loss that may have occurred as a result of the pandemic. IEP teams will discuss if recoupment services are appropriate, and if so, determine the type of recoupment support(s) required. All funds will be appropriated in alignment with state and federal mandates.</p>
<p>4. Due to the pandemic student’s physical health and exercise is a concern. Can these resources be used to fund physical</p>	<p>The investments in the Path to Recovery as well as ESSER III in enrichment programs represent a response to stakeholder and Board feedback for increased</p>



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<p>education programs? Are there additional funds for these areas such as sports, music, choir and art?</p>	<p>investment in arts, music, physical education and outdoor learning experiences. The investments made over the next two years will be structured so that the students and schools most in need will receive the greatest amount of support. As the pandemic disproportionately impacted certain communities and student populations, we must respond with equitable distribution of resources to directly address that need.</p>
<p>5. Would the parents have the choice and be able to outsource an outside agency if the district does not have the staffing to provide the services?</p>	<p>LAUSD provides the services so it is a matter of hiring the staff that will be providing the services.</p>
<p>6. Can we communicate this information to the school sites for recoupment services in the IEP documentation?</p>	<p>School IEP teams have been advised of the appropriate steps to take to document recoupment services on student IEPs. Continued professional development and guidance will be provided.</p>
<p>7. To quantify the loss of learning, isn't it necessary to provide ALL IEP students with new evaluations to assess their current academic standing etc.?</p>	<p>As appropriate and discussed by IEP teams, students will receive evaluations. Typically, students receive re-evaluations at least every 3 years, unless otherwise determined by the IEP team at a student's second annual IEP. Evaluations can be conducted more frequently depending upon student need, a change in circumstance, and/or parent request.</p>