



Los Angeles Unified School District  
Office of Parent and Community Services

Community Advisory Committee

**COMMENTS AND QUESTIONS RELATED TO  
THE IMPROVEMENT OF SPECIAL EDUCATION IN  
LOS ANGELES UNIFIED SCHOOL DISTRICT**

Focus Area	Comment
Support	Parents of students with an IEP that are graduating from high school need support and workshops about transition from high school to college. Provide a list of best options for students post high school and a list of colleges that support students with disabilities.
	Provide better service and supports for Special Education students. We need more tutors and service providers to make up for learning loss and regression. Conduct a comprehensive evaluation of learning loss and regression for Special Education students. This enables creation of data-driven solutions and forms a baseline to monitor improvement over time.
	The District should be open and transparent about services available to students as soon as they are identified as needing support. For families with newly identified students, it is overwhelming to seek out and read through all of the information that pertains to their child.
	Empower parents and guardians to be partners with LAUSD in supporting their special education students. Special education students need continuity and stability between home and school environments. Understanding a child means how they are in all environments.
Respect	Treat each student as individuals not cookie cutter, listen to the families with a respectful ear and provide services to the maximum of the law. LAUSD SPED teams cut and paste services and support far too often for students with IEP instead of going the extra mile to ensure what is written and offered is best for the student.
	Give special education students more chances to be heard, listen to what they say, and give them what they need to succeed. Disabled students, even those who can't speak, have thoughts and opinions that need to be considered. "Nothing about us without us."

Training for School Staff	Always put the needs of the student first. If there are not enough resources to support the child, it is the responsibility of LAUSD to find them. A school should never be forced to choose between their staffing and scheduling needs and the needs of their students.
	Offer opportunities for paid training for all teachers, administrators, and school staff on IDEA, IEPs, and working with Special Education students and families. There are great trainings that few teachers or staff have taken because they're not mandatory or paid. All people who interact with students need ongoing training. With a focus on how to treat children with special needs. There is a level of insensitivity. There is a level of insensitivity from some school staff. There should be a focus on how to treat students with special needs.
Create	Create a Special Education Committee at every school site (alongside the School Site Council and the English Learners Advisory Committee). This builds community between special education families and relational trust between those families and school staff, improving SpEd for all.
	Create a "100 Day Plan" for improving Special Education. Special Education needs its own plan of decisive action to ensure Special Education students don't fall further behind than they already have.
	Create new platforms to disseminate information out to the communities. With technology, we can reach masses!
Collaboration	School administrators should build partnerships with families so that there is a sense of trust and collaboration throughout the school year. IEP meetings would feel more collaborative if there were good relationships formed from the beginning. Collaboration is more than cooperation and engagement. Prior notice and input is missing. Telling parents "what has been or will be" done is "too little or too late.
Transparency	Increase transparency around what an IEP team can and cannot provide. Provide detailed prior written notice, be upfront about what an IEP team can and can't do, and be clear on how to move forward from a disagreement.
Accountability	There is a need for more accountability, transparency, tracking of performance and visual snapshot of student's progress and standardized way to anticipate student's program. Because let's do something... we've tried the old way that doesn't move the needle very far. Let's do something more scientific and research based. Need to trust this process.
	We need increased accountability not tied to an individual student's case. There are a lot of "myths" about special education propagated by schools. Implement a system of anonymous requests for areas of "myth correction" to improve special education practices at every school site. Different from the hotline.

Dispute Resolution	Ensure faster dispute resolution so our children aren't waiting to get the services they desperately need. This may involve better training, hiring more due process specialists, or changing policies about settlements.
Translation	Vastly improve translation services for non-English-speaking parents. Non-English-speaking parents are routinely excluded from meaningful participation because of poor, late, or non-existent translation of IEP docs. Identify ASL as being bilingual and Special Education
Policy	Use the expertise of non-profit organizations in LA to guide policy on Special Education. There are non-profits doing groundbreaking work in special education. Using their expertise to guide policy will help ensure better outcomes.
Options	What option will the students graduating this year and next year have? Students with IEP don't have many options in what college they can go to and training they want to take up in college.
	<p>Students on Alternate curriculum should be offered tutoring, intervention and any supports offered to their Gen Ed peers. A student not on the diploma track still needs to build their skills and should be supported to reach their goals in the same way as their peers are.</p> <p>Beginning in elementary school there should be a clear way to identify three main areas of need by grouping them into cohorts.</p> <ul style="list-style-type: none"> <li>• Students with an IEP participating in general education classes</li> <li>• Students with an IEP that are non-verbal students</li> <li>• Students with an IEP participating in special education classes. Because special education should be addressed just like general education so a child can graduate or have a vocational career or address child develop</li> </ul>
	Job potential does NOT preclude college. Many families and kids will need to earn money after high school. Increase opportunities and information for students that are on the vocational vs college path for students.
	Strengthen communication of post gradation safety nets that are available for youth in the foster care system. Although the district has many resources many students and families do not know how to find them. Including career college level certificates no cost.
	