

COMMUNITY ADVISORY COMMITTEE (CAC)

Presentation to the LAUSD Board of Education,
Committee of the Whole

February 23, 2021

IDEA & SB 98: Ensuring In Person Services for Kids with IEPs During Campus Closures

IDEA: Individuals with (dis)Abilities Act

- Guarantees that all students with (dis)abilities have access to Free & Appropriate Public Education (FAPE)
- Individualized Education Programs (IEPs) are specifically tailored to each student's needs, offering services such as speech, occupational or physical therapies and/or behavioral aides.
- ****IDEA was not waived during the pandemic, and all IEPs must be implemented to the greatest extent possible during the pandemic.****

Senate Bill 98

- Senate Bill 98, signed in June 2020, also states that school districts should “offer classroom-based instruction whenever possible, particularly for pupils who have experienced significant learning loss due to school closures. . . .” and
- ****“local educational agency shall offer in-person instruction to the greatest extent possible.” Id. § 43504(b).****

LOS ANGELES COUNTY DEPARTMENT OF PUBLIC HEALTH GUIDANCE (as of Sept. 2020)

On-going Permitted School Activities



- All schools can offer support/services for high need students in small cohorts or 1:1 setting; 25% of total student body allowed on-campus at any given time for these services.
- Licensed and license-exempt childcare can be provided in stable cohorts.
- School-based organized youth sports allowed for outdoor conditioning, skill building, and outdoor low-contact sports with limited inter-team competitions (cross-country, swimming, tennis, track and field).

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Jan. 27, 2021: VISIT WITH BOARD MEMBER DR. MCKENNA

ACCESS & COMPLIANCE

- Why is LAUSD not offering in person services to 25% of highest needs kids?
- What plans for remediation are there?

ACCESS & COMPLIANCE

- There are teachers who are willing to return.
- What system is the district setting up to make it possible?

DIGITAL ACCESS

- Unreliable internet connections resulting in child being marked absent and not accessing learning.

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Jan. 27, 2021: SIGNIFICANT DISPROPORTIONALITY PLAN

ENGAGEMENT

- Need improved communication on how and when input is being solicited.

ENGAGEMENT

- Are the students and parents at the schools where the plan is being piloted being engaged for ongoing feedback?

ENGAGEMENT

- Will the plan be rolled out in H.E.E.T. schools?

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Jan. 27, 2021: SIGNIFICANT DISPROPORTIONALITY PLAN

PROFESSIONAL DEVELOPMENT

- Cultural responsiveness.
- Addressing over identification of Black students as Emotionally Disturbed.

BEST PRACTICES

- Why do kids get suspended? What purpose does it serve?

DATA STAFFING

- Is disproportionality only in the schools? What is the plan for watching schools Black kids?
- Does it only happen in schools with a minority population of Black kids?

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Jan. 27, 2021: SIGNIFICANT DISPROPORTIONALITY PLAN

STAFFING

- What is the plan to get more Black teachers in front of students?

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Jan. 27, 2021: BEHAVIORAL SUPPORTS VIA DISTANCE LEARNING

BEST PRACTICES

- Is there any data to show that the tools being used by the district as behavior supports during distance learning are effective?

BEST PRACTICES

- Is there any guidance for teachers/providers on how to address the social emotional needs of students that causes the behaviors?

ACCESS

- How is the district addressing the challenges of behaviorists who don't speak Spanish who work with kids whose parents don't speak English?

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Jan. 27, 2021: BEHAVIORAL SUPPORTS VIA DISTANCE LEARNING

ACCESS & COMPLIANCE

- Why is the district disallowing insured and willing NPA behaviorists to work in homes with kids whose families consent to this?

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Feb. 16, 2021: VISIT WITH BOARD MEMBER TANYA ORTIZ-FRANKLIN

ACCESS & COMPLIANCE

- When are our special needs children going to be able to access in-person services and assessments and what is the plan?

ACCESS & COMPLIANCE

- Why is the district disallowing insured and willing NPA Blls to work in homes with kids whose families consent to having them?

ACCESS & ENGAGEMENT

- Will parents be involved in the plan to resume in person services in a meaningful way?

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Feb. 16, 2021: VISIT WITH BOARD MEMBER TANYA ORTIZ-FRANKLIN

SAFETY

- Are the classrooms properly outfitted with plexiglass and any other precautions?
- How to ensure safety with large class sizes?

TRANSPORTATION

- With the reopening process, what is the protocol for students with special needs who need bus services?

DIGITAL ACCESS

- What is the district doing to do to help make the electronic signatures for IEPs more accessible for parents?

**Feb. 16, 2021: DATA on SFSS (SPED) HOTLINE
(213) 241-6701**

ACCESS TO INFO

- Lack of knowledge and/or technological access to hotline.
- District hasn't let parents know their kids are legally entitled to in person services.

RESPONSIVENESS & COMPLIANCE

- Parents feel that filing these complaints don't result in any action.

DUE PROCESS INCREASE

- Increase in due process expenditure has increased almost 3-fold in the past 6 years. How does this information correlate with SpEd hotline data?

**Feb. 16, 2021: DATA on SFSS (SPED) HOTLINE
(213) 241-6701**

**DATA &
ENGAGEMENT**

- Is this data utilized to develop/adjust communication strategies to reach out to the parent and related stakeholders?

**DATA &
ENGAGEMENT**

- How do we ensure that parent voice and student experience is clearly and meaningfully documented in district data?

TRACKING DATA

- How many of the calls received on the families hotline get referred to the SpEd hotline? Do calls to board members, local districts or comm. of schools get tracked?

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Feb. 16, 2021: DATA on SFSS (SPED) HOTLINE
(213) 241-6701

COMMUNICATION

- No email communications specifically about SpEd, despite many other communications from the district.

THEMES FROM INDIVIDUAL MEMBER FEEDBACK

Feb. 16, 2021: District Office of Transition Services Presentation

ACCESS

- Lack of information or knowledge that DOTS programs exist. Lack of availability of DOTS teachers.

PROGRAMMING

- More vocational certificate training.
- More options for work placement programs.
- Workplace readiness, social skills training

ENGAGEMENT

- How are students included in the process of planning their transition? Are they given training on their rights?

CAC ACTIONS

Feb. 16, 2021: MOTION TO REINSTALL SPED COMMITTEE

PARENT ENGAGEMENT

- A motion was passed to request that the LAUSD School Board reinstate the Special Education Committee.

DEEPENING OUR WORK: AD HOC COMMITTEES & WORKING GROUPS

IEP AD HOC

- Create IEP trainings by and for parents

PARENT AMBASSADOR WORKING GROUP

- Bring the CAC to every school site in LAUSD.
- Promote robust parent & community engagement around SpEd.

BY LAWS AD HOC

- Updating our bylaws

Thank you to the folks at PCS & the Division of SpEd.
Board Members & Superintendent Beutner,
we hope to see you at the CAC!

Find the CAC meeting schedule and
more by visiting:

<https://achieve.lausd.net/Page/10285>