

## Q & A FOR CAC MEETING – April 21, 2021

### QUESTIONS

### ANSWERS

#### Questions during the Special Education Update

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| <p>1. If a parent believes their child has learning loss, can the parent file for an IEP to address this issue?</p>  | <p>Parents always have the right to call for an IEP team meeting to discuss any concerns. Best practice is to connect with your child's case carrier for guidance.</p>  |
| <p>2. I would like to know about what recoupment will be provided to students, especially for students that do not qualify for ESY?</p>                                    | <p>In addition to Extended School Year, LAUSD will offer Summer School, Tutoring and Enrichment classes for all students, including students with disabilities.</p>   |
| <p>3. Will the district consider compensatory time for related services due to regression or missed therapy sessions? Or will the family have to file for due process?</p> | <p>Parents should bring up concerns to school site staff (i.e., case carrier, Assistant Principal over special education). Staff has been trained on how to hold recoupment vs. compensatory service conversations.</p> |
| <p>4. Will summer sessions be held virtually and/or in-person learning?</p>  | <p>Summer School sessions will be held both virtually and in-person.</p>  |
| <p>5. Are case carriers authorized to provide compensatory education?</p>  | <p>IEP teams decide on all services, including recoupment or compensatory services.</p>   |

#### Questions during the Dyslexia Presentation

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| <ul style="list-style-type: none"> <li>● What is it called when a student confuses or conflates similar sounding phonemes?</li> </ul> | <p>A student who confuses or conflates similar sounding phonemes lacks phonemic awareness of the phones that are being confused. This can happen as a part of language development. For example, when a child utters “The dinosaur became <i>distinct</i>” or “He had to use a fire <i>distinguisher</i>.” It could also be related to dyslexia if the phonemic confusion and inaccuracy persist even with corrective feedback and instruction on phonemic awareness. Dyslexia is primarily a problem involving the individual sounds of speech, one that impacts not only written language but spoken language as well. This is due to word-retrieval struggles. Dr. Sally Shaywitz explains: “It is this fundamental difficulty in retrieving the tiny individual sounds of spoken language that lies at the heart of dyslexia and</p> |
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explains the dyslexic’s major problem in word retrieval.” Thus, instead of the phonemes being crisp and clear, they appear fuzzy and indistinct. As a result, students with dyslexia must search in a storehouse of sounds for the right sequence of sounds to fit the word, a difficult process with unsure results.

- What is being done to acknowledge older students who may not have been identified with dyslexia when they were younger?

Secondary teachers are also included in our district-wide professional development on using an Orton-Gillingham approach to support students with dyslexia. Older students who may not have been identified when they were younger can still be identified, and IEP teams are encouraged to request an assessment for dyslexia if the student exhibits characteristics of dyslexia.

- What are the actual indicators that help identify dyslexia? What do parents and teachers need to look for?

The basic deficit in dyslexia is a problem getting to the individual sounds in spoken words. Dyslexia occurs on a continuum and the specific signs of dyslexia, both deficits and strengths, in any one individual will vary according to the age and educational level of that person. According to Sally Shaywitz, “The four-year-old who can’t quite learn his letters becomes the six-year-old who can’t match sounds to letters and then the fourteen-year-old who dreads reading out loud and finally the twenty-four-year-old who reads excruciatingly slow. The threads persist throughout a person’s life.” (Shaywitz, 2020). The key is knowing how to recognize indicators at different periods during development. Here are a few indicators listed below. For more detailed information refer to “Overcoming Dyslexia” by Sally Shaywitz, revised edition published in 2020 - pages 142-148.

- Trouble learning common nursery rhymes such as “Jack and Jill” and “Humpty-Dumpty”
- Spoken language itself, both delayed language early on and word-retrieval difficulties later on
- Attaching letters in a word to the sounds they represent
- Difficulty in learning (remembering) names of letters and numbers

- Reading errors that show no connection to the sounds of the letters.
- Mispronunciation of long, unfamiliar, or complicated words; the fracturing of words – leaving out parts of words or confusing the order of the parts of words; for example, aluminum becomes amulium.
- Decoding/reading difficulties, impacting both accuracy and fluency
- Encoding difficulties, that is, transforming sounds into letters, impacting spelling.
- Learning the sound system of a foreign language.

● Do we know what will be used to screen students to prevent over or under identification?

For SB237, LAUSD will use DIBELS assessments in Kindergarten and First grade to screen students for dyslexia. Specific policy guidance will support schools in ensuring the assessment is used to provide early intervention and prevent the over and under identification of students with dyslexia.

● Is there a possibility of making IDEC virtual?

The possibility of a virtual IDEC is being explored and may be piloted in the 2021-2022 school year.

● If an ASD child has had very low scores on BOY and MOY DIBLES, due to distance learning, what is your recommendation for remediation?

Structured, multisensory, explicit intervention is recommended. English is a rules-based language that makes sense when the underlying structure is taught and studied. When a child is taught the structure of the language with a structured multisensory, explicit, and systematic approach, they improve their reading and spelling. Lots of visuals and modeling in the I do, we do, you do method is important.

**Questions during The Parent and Community Updates Presentation**

1. The CAC is a very important Committee that shares very important information. However, if the meeting is held in the middle of the school day, how are working parents, and interested stakeholders, including

Prior to the pandemic all Community Advisory Committee meetings were held from 10AM-1PM on the third Wednesday of the month. As we initiated distance learning the time changed from 1PM-4PM as most students were learning online during the morning. We understand our families are participating in diverse learning schedules and will discuss with

teachers, school staff members, and other community stakeholders, able to participate in the meeting?

officers meeting times for the last two meetings. We will also consult members over the summer about the meeting calendar and time.