

Q & A FOR CAC MEETING JANUARY 28, 2021

QUESTIONS

ANSWERS

Questions during the Significantly Disproportionally Plan

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| 1. Can the communication occur at the school site through teachers? Not just on the website. | Teachers receive information through various platforms (i.e., Schoology, MyPLN, PDs at school sites and LD trainings). |
| 2. Is there any way for parents and other stakeholders to provide input on the website? | There is no formal process in place to collect feedback. If a parent or other stakeholder wishes to provide feedback or leave comments, they can do so by emailing Lilia Moran at lilia.moran@lausd.net . |
| 3. What is being done to provide in person services/assessments to special needs students who need them and are able to get them right now? | As mentioned by Superintendent Beutner, schools remain closed due to the global pandemic. |
| 4. If Asian students make up 6.05% of the total population, but only 2.99% of the population with disabilities, why isn't this considered a problem? | While this in data comparison is important, we need to prioritize resources towards our significant disproportionality charge. |
| 5. My question is regards to cultural relativity – Does the percentage of educators & admin follow the percentages of student ethnicity? | We are continuing to investigate this data. |
| 6. Is there a list of the focused schools? | The final list of schools will be shared soon. |
| 7. Another question I have is around the disproportionate representation of EL kids in SpEd.? | The District continues to address and monitor all disproportionate rates amongst all subgroups. |

Questions during the Behavior Support Presentation

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| 1. Do you have a basic tools education for the parents? | Information relating to distance learning for parents are regularly posted/updated. Here is the link: https://achieve.lausd.net/Page/17274 |
| 2. Are there best practices for working with students who receive BII services during distance learning? | When working with students who receive BII services, it is recommended that parent/guardian/caregiver connect with the school's administrator for further coordination of contact. The appropriate personnel can then address questions and best practices/strategies relevant during distance learning. |

3. Does this apply to students who do not have an IEP or are awaiting IEP evaluation?	Many of the strategies modeled during the training are applicable and can be implemented for students that might benefit from them regardless if the student has an IEP or not.
4. How is all this information being communicated to the parents? At the school sites? Townhalls?	As stated during the CAC meeting, the presentation and relevant materials have been made available to PCS. Each school and its' local district sponsor parent trainings. Please contact your local district parent representatives for further information.
5. Is there any data to show that these tools work as behavior supports during distance learning?	The strategies presented are nationally recognized evidence-based practices by researcher. Currently, there is no known data related to responses during distance learning.
6. Where is the social emotional component to this on behalf of the teachers and providers? Do they demonstrate compassion and validate the frustration that students are feeling, which is often the cause of behaviors?	Our district offers many resources to address Social Emotional Learning for teachers and LAUSD staff. They can be found here: https://achieve.lausd.net/Page/16609 Social Emotional Learning strategies are designed to offer compassion and validate the frustration that students are feeling.
7. When was this presentation created?	This presentation was created in the fall semester.
8. When can parents have NPA BIs in their homes?	Currently, LAUSD has not authorized in-person support or services for our students receiving NPA services. Please continue to check www.lausd.net for updated information.
9. Where is the human touch? How are children whose feelings are not discussed or acknowledged expected to meet expectations?	Social Emotional Learning strategies are most effective when acknowledging students' feelings. Utilizing positive behavioral strategies paired with social emotional learning strategies will be our approach as we navigate together during distance learning.
10. Keeping in mind that behavior is a form of communication, is there any guidance for the teachers on how to address the social emotional needs of students that causes the behaviors?	Behavior is a form of communication, as they are expressed with emotions and feelings. Social Emotional Learning strategies are most effective when acknowledging students' feelings. Utilizing positive behavioral strategies paired with social emotional learning strategies will be our approach as we navigate together during distance learning. Teachers can access these resources on the district's website.

Request 2/1/21

Answers due 2/8/21

Due to PCS for translation 2/9/21

CAC meeting 2/17/21

11. So what supports are parents of students who have BIs on their IEPs during distance learning given? Is there guidance on how general education teachers collaborate with BI providers in supporting students during distance learning?

Parent/guardian/caregiver of students with BI services should connect with the school's administrator for collaboration. Every student's need is unique, and a team approach should be utilized.