



# Los Angeles Unified School District School Psychological Services

## SCHOOL PSYCHOLOGIST INFORMATIONAL GUIDE

2017-2018

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## *PROFESSIONAL CODE OF ETHICS*

A professional code of ethics includes both good practice and professional standards of conduct. The following guidelines are excerpts taken from the “California Association of School Psychologists Code of Ethics” and the “Los Angeles Unified School District Employee Code of Ethics”. School psychologists are required to read the full text of both publications and to understand that ethical conduct rests with the individual.

### *CONFIDENTIALITY*

#### *Information Received:*

School psychologists are aware of and adhere to current statutory and court mandates in the following situations:

- The confidential relationship between the school psychologist and the student/client, as well as the limits of confidentiality.
- The requirement that all helping service professionals take appropriate and reasonable measures to protect the safety of their clients and the public. Such appropriate and reasonable measures may require disclosure of certain information when the school psychologist, using his/her best judgment believes that a student is about to harm himself or others or a student has been the victim of abuse or molestation.
- The need to inform children and other clients of the limits of confidentiality at the outset of establishing a professional relationship.
- The need to provide assessment, counseling and consultation from an office or workspace that is adequate to ensure confidentiality and reliability of data.
- The need to respect the confidentiality of information collected from other professional sources as they would their own.

#### *Records:*

- School psychologists have expertise regarding confidentiality of student records and guide others in compliance with the law.
- School psychologists comply with all laws, regulations, and policies pertaining to the adequate storage and disposal of records to maintain appropriate confidentiality of information. Obsolete information is shredded or otherwise destroyed before placement in recycling bins or trash receptacles.

#### *Information Shared:*

- School psychologists discuss information, including written reports or documents concerning students/clients only with individuals who have legitimate claim to such information. Written consent from parents is obtained prior to release or request of information to or from agencies or individuals. Public school districts may be an exception when a student has transferred.
- School psychologists provide parents with information that will serve the best interests of

their children and will be discreet and professional with information received from parents.

- Personal identity is disguised when case materials are used for instruction, research, or media presentation by school psychologists, unless prior written consent is obtained.
- School psychological services for the purpose of diagnosis, treatment, or personalized advice are provided only in the context of a professional relationship and are not given by means of newspaper articles, public lectures, radio, television, or other media presentation. These services are to be distinguished from public awareness activities.

### *Professional Relationships and Responsibilities*

- School psychologists respect each student with whom they are working and deal justly and impartially with each, regardless of physical, mental, emotional, political, economic, social, racial, cultural, gender and sexual orientation or religious characteristics.
- School psychologists consider the student to be their primary responsibility and act as advocates of the student's rights and responsibilities.
- School psychologists inform the student about important aspects of their relationship such as the outcomes of assessments, counseling, and other services. This sharing is formulated to fit the age and maturity of the student and the nature of the information.
- School psychologists confer with parents regarding assessment, counseling, and intervention plans in a language that is understandable to the parents and in a manner that shows respect for the ethnic and cultural values of the family.
- School psychologists familiarize themselves with all aspects of the school and local community to which they are assigned and make every effort to establish themselves as an integral and respected member of both.
- School psychologists recognize that an understanding of the goals, processes, and legal requirements of the educational system is essential for an effective relationship with their assigned school(s).
- School psychologists familiarize themselves with the organization, instructional materials, and teaching strategies of the school in order to foster maximum opportunities for all students.
- School psychologists do not engage in or condone comments, gestures, or physical contacts of a sexual or inappropriately familiar nature with students, supervisees, trainees, or past or present students/clients.

### *Professional Practice*

- School psychologists consider children and other clients to be their primary responsibility, acting as advocates for their rights and welfare. If conflicts of interest between clients are present, the school psychologist supports conclusions that are in the

best interest of the child. When choosing a course of action, school psychologists take into account the rights of each individual involved and the duties of school personnel.

- School psychologists strive to maintain the highest standard of service by an objective collecting of appropriate data and information necessary to effectively work with students. In conducting a psycho-educational evaluation and counseling and/or consultation service, due consideration is given to individual integrity and individual differences. School psychologists recognize differences in age, gender, native language, disability, socioeconomic, and ethnic backgrounds and strive to select and use appropriate procedures, techniques, and strategies relevant to such differences.
- School psychologists understand the parameters of psycho-diagnostic instruments and utilize their data professionally. They are obligated to combine observations, background information, and other data to report the most comprehensive and valid picture possible of the individual.
- School psychologists restrict themselves to the collection and evaluation of information only to the depth that is relevant to the educational needs of the student.
- School psychologists are knowledgeable about the validity and reliability of their instruments and techniques, choosing those that have up-to-date standardization data and are applicable and appropriate for the benefit of the student.
- School psychologists do not promote or encourage inappropriate use of computer-generated test analyses or reports. For example, a school psychologist would not offer an unedited computer report as one's own writing, nor use a computer scoring system for tests in which one has no training. They select scoring and interpretation services on the basis of accuracy and professional alignment with underlying decision rules.
- School psychologists obtain a written permission prior to counseling on a one-to-one basis. The exception to this standard lies in the area of emergency crisis counseling.
- School psychologists are responsible for informing their administrative supervisors regarding any undertaking that may raise questions concerning their ethical and legal responsibilities.

#### *Private Practice and Outside Employment*

- School psychologists who possess a license to practice privately and are engaged in private practice while employed in a public school setting have an obligation to inform the Administrative Coordinator of Psychological Services of such practice. Licensed Educational psychologists operating in both sectors recognize the importance of separation of roles and the necessity of adherence to all ethical standards.
- School psychologists in the LAUSD who possess a license to practice privately may not accept a fee or any other form of remuneration for professional work with a client entitled to such services through the schools within the LAUSD including non-public schools.

- School psychologists who possess a license to practice privately and are engaged in private practice will maintain their practice outside of the eight hours of contracted employment in their school districts.
- School psychologists must inform potential clients that their services may be obtained free of charge from the client's local school site school psychologist.
- School psychologists who possess a license to practice privately and are in private practice shall not utilize tests, materials, equipment, secretarial assistance, or other services belonging to the school district.
- School psychologists who possess a license to practice privately shall not use public school facilities or materials (e.g., test kits, protocols, etc.) for part time private practice.
- School psychologists are not permitted to receive outside income through any outside agency, including work for hire at charter schools if it creates a conflict with District work, and should (a) decline outside income that might be perceived as inconsistent, incompatible or in conflict with District official duties, and (b) not make decisions or use their position for personal benefit or to gain an improper advantage.
- School psychologists are not permitted to work for any other institute/organization (e.g., pre-school, charter school, etc.) during the provision of their eight hour workday. All other work must be conducted after the provision of their eight hours of assigned duty.
- School psychologists should decline gifts or gratuities in excess of \$100 from a single source in a single year and must not solicit vendors, lobbyists, parents or others for anything that provides personal benefit.

### ***SCHOOL PSYCHOLOGY INTERNSHIP***

*“The internship is the culminating experience in school psychology graduate preparation. It is a comprehensive experience through which the student is required to integrate the knowledge base and applied skills of school psychology in promoting positive educational and mental health practices and in resolving individual, group, and system-level problems. The internship affords the student the opportunity to demonstrate knowledge and skills acquired through coursework and practica, as well as to acquire new knowledge and skills. Internship settings shall be appropriate for the goals and objective of the training program.”* Standards for Training and Field Placement Programs in School Psychology (1994); Best Practices in School Psychology, Fifth edition, (2008) National Association of School Psychologists (NASP).

### ***SCHOOL PSYCHOLOGY INTERNS: MENTORING GUIDELINES***

*“As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to assure high quality services, and they serve as role models for sound ethical and professional practices and decision making.”* Principles for Professional Ethics (NASP, 2010).

The CASP Board acknowledges the critical importance of the internship as the fieldwork experience of school psychology trainees. Some of the following suggestions are taken from the CASP School Psychology Internship Manual and are offered to assist mentoring school psychologists in their supervisory roles:

- The school psychologist **MUST** direct all inquiries regarding practica or internship training to the Psychological Services Administrative Coordinator.
- Individual assessments (including traditional psycho-educational evaluation, progress monitoring, and participation in school-wide testing) is perceived as a critical role for school psychologists and may likely constitute a significant portion of an internship;
- Interns should be provided with a blend of direct and indirect services such as collaboration, consultation, intervention planning, crisis intervention, counseling, and program evaluation;
- Activities should involve, when appropriate, general and special education students;
- Supervisors should be cognizant that during an internship the psycho-educational evaluation process may be more time consuming than for experienced school psychologists and this fact should be considered when determining intern workload assignments;
- Workload demands should be mediated between School Psychology Interns and school and/or district staff by the mentoring school psychologist;
- Assistance should be provided the intern with “time management” skills in order to ensure the intern successfully completes all required objectives and competencies during their internship placement;
- Collaboration is a hallmark of a skillful mentor and all cases completed by the intern need to be systematically studied, reviewed and co-signed by the supervising school psychologist;
- Specific blocks of time need to be allocated each week to direct supervision of the intern’s skills, as required by university competencies, and to a “debriefing” of concerns and issues the School Psychology Intern has faced and grappled with during his or her work with students and families;
- Ample advisement, professional guidance, as well as positive feedback and support should be afforded interns as they balance the demands of a school psychologist’s workload with the components of university coursework, demanding deadlines, and activities associated with school psychology programs.

Supervising school psychologists need to be reminded that:

- Interns are not assigned to schools to reduce their workloads;

- School psychologists assure high quality services and should serve as role models to interns for sound decision making as well as ethical and professional practices;
- A safe and secure work environment, adequate office space and support services for interns should be consistent with that afforded District school psychologists;
- Additional professional reading and/or research may be given to interns when circumstances suggest such reading and/or research is needed to meet the requirements of a specific situation and/or case the intern has been assigned;
- Interns will internalize and model the optimistic outlook and systematic problem solving skills of their mentor; presenting a positive demeanor during difficult case studies and challenging IEP meetings will teach interns more than words exchanged during debriefing sessions;
- The assignment of case studies to school psychologist Interns should be commensurate with their experience and skill level.

Supervising school psychologists should *never*:

- Assign a case to an intern that they would rather not do themselves;
- Expect a School Psychology Intern to reduce their caseload;
- Assign a case to an intern that is expected to be unusually difficult or litigious or fraught with highly complex issues.

An internship is based upon collaboration between the university and school district supervisors and its success is dependent upon maintaining a positive working relationship between the District and university throughout the School Psychology Intern's experience.

### ***SCHOOL PSYCHOLOGIST DUTIES AND RESPONSIBILITIES***

In order to comply with special education laws, all time spent by school psychologists performing special education obligations shall have their priorities focused on the legal requirements identified by state and federal law. Those duties and responsibilities are as follows:

- Conduct psycho-educational assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to principals, teachers, parents, students, IEP team members and others directly concerned with the welfare of students.
- Evaluate the results of tests in relation to cultural, environmental, and language backgrounds of students.
- Provide and/or obtain appropriate bilingual services for and communicate with students identified as English Learners and their parents in a targeted primary language other than

English. When assigned and when working with students who are hearing impaired or visually impaired, use appropriate means of communication techniques including signing, finger spelling, use of Braille and assisted communication techniques.

- Must check LAUSD and Welligent emails daily in order to access electronic communications from supervisors and school staff regarding newly developed assessment plans, scheduled or re-scheduled IEP meetings, and other information pertinent to their caseloads at each site.
- Participate in the process required by federal, state and local regulations for the identification, placement, and review/re-evaluation of students with special needs; participate on the Individual Education Program (IEP) team assisting in the development of positive behavioral intervention strategies, positive behavior support plans; complete and/or consult with assigned case manager, as appropriate, regarding the completion of needed behavioral assessments and or behavior plans.
- Assist in developing written IEPs for students who are eligible for special education services.
- Serve as resource to the schools' Multi-Tiered Systems of Support (MTSS) and confer with teachers, school staff, and parents regarding strategies for the solution amelioration of group or individual student learning or adjustment problems.
- Have knowledge of the Student Support and Progress Team (SSPT) within an MTSS framework, including universal screening methods, evidence-based instructional programs and strategies, progress monitoring data collection and data based decision making using rate of improvement.
- Serve as a resource person and leader in professional development activities related to the field of psychological services and the use of educational support services.
- Counsel and provide appropriate related services to students individually and in groups to assist them in achieving IEP goals and other desired outcomes.
- Counseling services must be delivered and documented as the IEP prescribes within the Welligent Services Tracking System. School psychologists must inform their Psychological Services Administrative Coordinator when situations arise that may prevent them from providing IEP services to students, thus causing students to miss critical services and the District to become non-compliant with federal mandates. The Administrative Coordinator will review this information and determine if additional resources need to be allocated or if there are other appropriate remedies.
- To avoid situations where students are not receiving required IEP counseling services, school psychologists should review weekly the SER 300P and SER 315 (Year to Date Service Report and 30 Day Missing Service Report). Data should be reviewed and reconciled with student counseling caseloads in order to maintain continuity of services.

- Maintain assessment activity logs for all initials, reevaluations (comprehensives), triennials, social-emotional, and behavioral assessments. School psychologists must inform their Psychological Services Administrative Coordinator when their assessment caseload is such that students' cases may go over mandated timelines, thus causing the District to fall out of compliance. Before cases go over timelines, Administrative Coordinators must be informed in order to review the information and determine if additional resources need to be allocated or other appropriate remedies utilized.
- School psychologists who receive compensation from federal or state categorical programs are required to complete and submit monthly federal activity logs.
- During periods of critical personnel shortage or other emergency situations, temporarily perform any duties, as directed, within the authorization of any credentials held by the school psychologist which are registered with the office of Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
- The LAUSD employment contractual year is from July 1<sup>st</sup> through June 30<sup>th</sup>. An employment contract is signed the first year that school psychologists work with LAUSD. Unless otherwise notified, the employment contract automatically renews July 1<sup>st</sup> every subsequent school year. Psychologists considering resigning from LAUSD must notify their Administrative Coordinator prior to June 30<sup>th</sup> (preferably as soon as possible). Failure to follow this procedure may result in a directive to report to work effective immediately and to fulfill one's job duties for the remainder of the school year per one's current contract with the District.
- Perform other duties as assigned in accordance with the District UTLA agreement.

## ***HOURS OF WORK***

The following actions are taken from Article IX of the 2014-2017 agreement between LAUSD and UTLA:

- 1.0 General Workday Provisions: It is agreed that the professional workday of a full-time regular employee requires no fewer than eight hours of on-site and off-site work, and that the varying nature of professional duties does not lend itself to a total maximum daily work time of definite or uniform length. The work day for part-time employees shall be proportionate, or governed by the employee's individual employment contract.
- 2.0 Sign-in and Sign-out: All employees shall, upon each arrival to and departure from their assigned work location, enter their initials on a form provided by the District. Itinerant employees serving less than a full day at a work location and Early Education Center employees shall also enter the correct time as part of their sign-in and sign-out.
- 3.5 Non-Classroom Teachers: For purposes of this Article, the term "non-classroom teacher" refers to those full-time employees whose classroom teaching assignment, if any, is fewer than three periods per day in secondary, or less than half-time in elementary.

(a) All employees paid on the Special Services Salary Table, including but not limited to psychologists, PSA counselors, and audiologists, are to have a daily scheduled obligation of eight hours (exclusive of duty-free lunch). This obligation may occasionally include off-site time when it is determined that the work can appropriately be performed off-site, and that the employee is not needed for other responsibilities on-site. The decision as to whether to grant or deny requests for off-site work time lies within the reasonable discretion of the immediate administrator.

(c) Non-classroom teachers assigned to a school site and paid on the Preparation Salary Table (including but not limited to nurses, counselors, “in-house deans,” and advisers) who do not receive any extra pay (see c., above) shall observe on-site hours which are not to be less than the hours observed by the teachers at the site, and remain on-site as necessary to perform the assigned duties of the position and the professional obligations of Section 4.0 which are appropriate to their work. These employees may depart after the regular departure time for teachers and at the completion of all of their on-site job obligations. This reduced on-site obligation has been agreed upon with the explicit understanding that it will not be interpreted or applied so as to (1) diminish and/or expand any service whatsoever, or (2) cause classroom teachers to assume any of the non-classroom teachers’ responsibilities. **School psychologists assigned to school site(s) shall also be covered by the above provisions.**

***\*Please note that teacher hours are school site specific; therefore, it is the school psychologists responsibility to consult with their school-site administrator(s).***

(d) All non-classroom teachers shall remain on site when necessary to perform the duties described in Section 4.0 which are appropriate to their work.

**3.6 Pupil-Free, Minimum and Shortened Days:** The normal schedule of minimum on-site hours for all employees is also to be observed on such days as pupil-free days, and is also to be observed on minimum days and shortened days unless early dismissal of staff is authorized by the immediate administrator.

**4.0 Other Professional Duties:** Each employee is responsible not only for classroom duties (or, in the case of non-classroom teacher, scheduled duties) for which properly credentialed, but also for all related professional duties. Such professional duties include the following examples: instructional planning; preparing lesson plans in a format appropriate to the teacher’s assignment; preparing and selecting instructional materials; reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents, staff, and administrators; maintaining appropriate records; providing leadership and supervision of student activities and organizations; supervising pupils both within and outside the classroom; supervising teacher aides when assigned; cooperating in parent, community, and open house activities; participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignments; assuming reasonable responsibility for the proper use and control of District

property, equipment, materials, and supplies; and attending faculty, departmental, grade level and other meetings called or approved by the immediate supervisor.

#### Off-Site:

If off-site for other than school business (e.g., absence), school psychologists must notify the Special Educational Service Center (SESC) Psychological Services office in addition to notifying local school personnel. Every reasonable effort must be made to report the change *prior* to its occurrence.

### ***JURY SERVICE***

It is the District policy that employees, including school psychologists, will provide jury service during periods when the continuity of instruction and District operations will *not* be adversely affected. (See **BUL-4223.2, Jury Service for Certificated Employees**). Paid absence for jury duty is provided to certificated employees for up to twenty (20) working days for involuntary jury service.

When a school psychologist receives an involuntary jury duty summons which is to commence during assigned or “on-track” period, he/she shall:

1. Notify the Psychological Services Administrative Coordinator (e.g. “*immediate administrator*”) or, in their absence, their Specialist;
2. Seek postponement of the jury service until an upcoming unpaid recess or “off-track” period (refer to **BUL-4223.2**);
3. A school psychologist who does not request postponement of the jury summons to a recess or “off-track” period will be granted **unpaid absence** for the jury service. Any unpaid, assigned hours may negatively impact employee benefits, including retirement benefits.

*All jury fees (excluding mileage) received by the employee while on District paid status shall be remitted to the Accounting and Disbursements Division, 333 South Beaudry Avenue, 26<sup>th</sup> Floor, Los Angeles, CA 90017, (213) 241-7889. Jury fees received while on District unpaid status are retained by the employee. Los Angeles County Superior Court website: [www.lasuperiorcourt.org/](http://www.lasuperiorcourt.org/); U.S. District Court website: [www.cacd.uscourts.gov/](http://www.cacd.uscourts.gov/)*

### ***REPORTING ABSENCES***

#### **ELECTRONIC NOTIFICATION:**

School psychologists are required to send email notification of their absence before 8:00 a.m. on each day of the absence; however, if the school psychologist’s on-site obligation is earlier than 8:00 a.m., the notification shall be sent prior to the required on-site obligation time. Absences must be reported to the following:

- |   |
|---|
| 1. School Administrative Assistant (SAA) at the <b>local school (s)</b> to which the school psychologist has been assigned; |
| 2. Payroll reporter at the <b>Special Educational Service Center (SESC) Psychological Services office</b> and               |

- |  |
|--|
| 3. Payroll reporter, <b>Psychological Services Department Central office</b> , Division of Special Education (Minda Gudani) <a href="mailto:minda.gudani@lausd.net">minda.gudani@lausd.net</a> |
|--|

#### TELEPHONE NOTIFICATION:

If the school psychologist is *unable* to send an email on the morning of the notification, then telephone calls must be made to each of the following before 8:00 a.m. (if the school psychologist's on-site obligation is earlier than 8:00 am, the notification shall be sent prior to the required on-site obligation time):

- |   |
|---|
| 1. SAA at the <b>local school(s)</b> to which the school psychologist has been assigned;                          |
| 2. Designated payroll reporter at the <b>Special Educational Service Center (SESC) Psychological Services</b> and |
| 3. <b>Division of Special Education Operations</b> (213) 241-6701   |

**IMPORTANT NOTE:** As a follow-up to telephone notification, absences *must* also be reported electronically as soon as the school psychologist acquires access to a computer.

#### ABSENCE MESSAGE (EMAIL OR TELEPHONE):

The absence email message should be **short, succinct** and include the following information:

- |  |
|--|
| 1. Name of school psychologist   |
| 2. Employee number   |
| 3. Day/date of absence (if known beforehand <i>all</i> dates may be in one message)          |
| 4. Type of absence (e.g., illness or personal necessity)                                     |
| 5. Appointments and/or commitments for the day that need to be cancelled and/or rescheduled. |

#### ABSENCE CERTIFICATION FORM(S)

The appropriate corresponding absence certification form must be submitted with one's timesheet. When an absence for that month occurs on a day after payroll timesheets have been submitted, the employee must submit an absence form as soon as she/he returns to work. If the employee is taking a partial day absence at the end of the school day, then the off-site hours must also be claimed as illness/personal necessity on the absence form. Use the most current Absence Certification Forms revised dated October 1, 2017.

#### SCHOOL PSYCHOLOGISTS' SCHEDULES

School psychologists shall follow an assignment schedule that is documented on their annual Timesheet/Activity Log (TSAL) based upon their annual assignment/payroll template. The school psychologist assignment schedule should be developed in collaboration with the school psychologist, Psychological Services Administrative Coordinator and/or Specialist and the site administrator. Any deviation from the planned schedule must be approved by the Administrative Coordinator of Psychological Services in the school psychologist's SESC (with appropriate

collaboration with the site administrator) and reported to the designated personnel as assigned by the Administrative Coordinator.

### ***PAYROLL***

The SESC to which the school psychologist is assigned will be responsible for receiving, coordinating, compiling and submitting payroll records for the school psychologists to Special Education Operations. School psychologists are required to sign in and sign out at each school location. It is *mandated* that all employees sign in and sign out every day as this will be the basis by which the SESC designated time reporter will report time every pay period. Schools will verify school psychologist's attendance every pay period and be required to submit a copy of their "sign in and out card" as required by the Psychological Services Administrative Coordinator. School psychologists must submit a time sheet by the date identified by the SESC in order to ensure a timely receipt of a salary warrant.

For assistance with payroll questions, school psychologists can speak with their timekeeper, email questions to the Service Center at [payrollsupport@lausd.net](mailto:payrollsupport@lausd.net) or go online at <http://www.lausd.net/payroll>.

Currently, school psychologists who work on a part time basis are "*paid as worked*" and their salaries are not annualized. Every month, their payroll check reflects the actual number of hours worked during that payroll period.

### ***MILEAGE***

School business mileage (defined by Board Rule 1532) will be paid on a school psychologist's regular salary warrant. Per BUL-6053.0, Elimination of Anticipated Hours, Mileage and Differential Pay, mileage can no longer be submitted prior to the end of the month; therefore, mileage is submitted one month behind every payroll period. Mileage is to be reported on the Daily Mileage Statement form and submitted with the school psychologist's time sheet for signed approval by the Administrative Coordinator of Psychological Services. Mileage claims are only for *work related travel that is required after arrival at the school psychologist's first work location of the day*. It does not include travel mileage from a school psychologist's home to school or from the school psychologist's last work location to home. Daily Mileage Statement forms are included on the last tab of the Timesheet/Activity Log (TSAL).

### ***EMERGENCY INFORMATION***

All school psychologists *must* keep their personnel/emergency information current. New school psychologists *must* complete this emergency information (e.g., person to be notified in an emergency, physician's name, health plan, etc.) at every assigned location in the format required by that location. *It is the school psychologist's responsibility to update this information as changes occur or as instructed by your Administrative Coordinator.*

### ***PERFORMANCE EVALUATION (STULL EVALUATION)***

Probationary school psychologists will receive a performance evaluation (stull) at least annually. School psychologists who have permanent employee status with LAUSD will receive a performance evaluation (stull) at least every two years.

At the joint discretion of the Administrative Coordinator of Psychological Services and the permanent school psychologist, school psychologists who are deemed “highly qualified” and have been employed by the District for at least 10 years, may receive a performance evaluation (stull) once in a three, four, or five-year period (see UTLA agreement below). The Special Educational Service Center (SESC) Psychological Services Administrative Coordinator and/or Specialist, in consultation with the school site administrator, conduct the performance evaluation (stull).

For school psychologists who are currently being evaluated, a working copy of an Initial Planning Sheet will be distributed within a week after the beginning of the return to work. Staff to be evaluated will have an Initial Planning Meeting with their Administrative Coordinator and/or Specialist to review the planning sheet and discuss its implementation. Initial planning sheets are to be turned in to the Administrative Coordinator and/or Specialist upon completion. (Due dates are announced annually at the beginning of the new school year.) A copy of the Initial Planning Sheet may be provided to each school site administrator.

Prior to the issuance of a final evaluation, the Administrative Coordinator and/or Specialist will confer with the school site administrator(s). The Administrative Coordinator and/or Specialist assume responsibility for holding the final evaluation conference.

The following actions are taken from **Article X of the 2014-2017 Agreements between LAUSD and UTLA:**

3.0 Frequency: “Evaluations shall be made at least once each academic year for probationary or qualifying employees, and at least once every other year for permanent employees. In the case of permanent employees who are deemed “highly qualified” under 20 U.S.C. Section 7801, and have been employed by the District for at least 10 years, the period between evaluations may, in the joint discretion of the evaluator and the employee, be extended beyond the two-year period so that the evaluation may be made once in a three, four, or five-year period, subject to the following limitations:

- a) Any such arrangement for an evaluation between the two-year cycle requires the joint consent of the evaluator and employee; such consent is entirely discretionary and individualized, and may be withdrawn by either party at any time.
- b) However, (i) the withdrawing party shall provide written notice to the other party to that effect, identifying the reason(s) or cause(s) for the withdrawal, and (ii) the notice of withdrawal should be given before the end of the school year preceding the next intended evaluation, and shall not be given later than the date the newly reinstated evaluation procedures are to be commenced.
- c) Because the Education Code (Section 44664) makes these evaluation-frequency decisions entirely discretionary and individualized, any decision to grant, deny or withdraw consent shall not be subject to the grievance procedures of this Agreement. However, claimed violations of the notice provisions of paragraph b. above are subject to grievance procedures.”

## ***REQUEST FOR EMPLOYEE-INITIATED TRANSFER***

A list of anticipated vacancies will be posted in each Psychological Services SESC office at least one week prior to April 1st every year. In order to be eligible for a transfer, the school psychologist must:

- (a) be a permanent employee and
- (b) have worked at least 130 days every year for three consecutive years in the same SESC.

Transfer applications will be made available for all interested school psychologists who may then request a transfer to no more than two different locations.

When a vacancy occurs, the Psychological Services Administrative Coordinator will contact the school psychologist. At least *half* of all positions at each SESC will be filled as follows:

1. Top priority shall be granted to an individual who has requested a transfer for 2 (two) consecutive years.
2. If there is more than one applicant for a position, the individual with the most consecutive years at the same SESC shall be given priority consideration.
3. In the event that multiple applicants meet both requirements, priority will be given to the school psychologist with the most time served in the same class and then to the school psychologist with the most seniority in the District.

Individuals who receive a Notice of Unsatisfactory Service or a “*below standard*” evaluation will *not* be eligible for an employee-initiated transfer.

## ***TEST/EQUIPMENT SECURITY***

Computers are sensitive to heat, moisture and breakage and should be treated with great care. Take all reasonable precautions when handling District equipment. School psychologists must ensure that computer equipment is protected from theft or acts of vandalism. When computers are left unattended in a room, the school psychologist should make sure that the door is locked. If that is not possible, the computer must be locked in a file cabinet or, as an alternative, secured with a cable lock down device. Do not leave the laptop visible in your vehicle. Report stolen equipment immediately. The computer is for business use only; software programs that have *not* been authorized by the District are *not* to be installed.

Test protocols and test manuals and/or equipment must be kept in locked files, desk drawers and/or cabinets. Personal property (e.g. laptops, audio/visual recording equipment, etc.) brought onto school sites should be registered with the school. See Property Registration Form, Division of Risk Management & Insurance Services, 04-26-06 (Board Rule 1672) <http://achieve.lausd.net/Page/587>.

## ***TEST MATERIALS REQUISITIONS***

All test material requests should be submitted *using the form* provided by the respective Psychological Services SESC units and sent (electronically or otherwise specified) to the school psychologist’s Specialist or other designee assigned by the Administrative Coordinator. Protocol requests will be filled in a timely manner, as they are received; however, school psychologists

should plan ahead and estimate needed supplies for the near future. Emergency calls to the office for test materials that are required for immediate usage should be *rare* and should be directed to the school psychologist's Specialist. On occasion, as protocols become limited in supply before new orders are placed, it may become necessary for school psychologists to share protocols with one another among school sites.

### ***MAINTENANCE/STORAGE OF PSYCHOLOGICAL CASE STUDIES***

*All cases must be returned to the SESC Psychological Services Office immediately upon completion of activities related to the case, even if the parent has not signed the IEP.*

New or existing case study file folders that are being worked on by school psychologists are to be maintained in secure locations. School psychologists should never store working case files or student records in cars, garages, or homes. (See Preparing Case Files for Scanning section regarding procedures for preparing case studies prior to submitting them).

### ***WELLIGENT WEB-BASED IEP AND SERVICE TRACKING SYSTEM (STS)***

School psychologists are required to use the web-based IEP system for the documentation of assessments, development of IEPs and documentation of services.

Psycho-educational assessments and corresponding IEPs are developed in Welligent. Reports must be uploaded to Welligent and Present Levels of Performance (PLPs) developed prior to the IEP meeting. Any proposed counseling goals or objectives should also be developed and input in Welligent prior to an IEP. For students receiving DIS Counseling, progress towards the counseling goal should be documented on subsequent IEPs.

School Psychologists should check Welligent notifications on a regular basis to stay current with IEP notifications (IEP meeting notices, activation of an IEP, etc.)

### ***Assessment Plan, Assessment Reports, IEP:***

*Verify that there is assessment information in the reports and/or Present Levels of Performances (PLP) that correspond to **every** assessment area checked on the Assessment plan. Some PLP's may contain information from one or more assessment areas.*

Present Levels of Performance (PLP) should be developed:

- a. Anytime an assessment has been conducted-PLPs must address all areas indicated on the assessment plan for which the school psychologist is responsible; a PLP may address more than one area assessed (e.g. general ability may also include language and motor).

- b. For students with DIS counseling, the PLP must be titled “Social Emotional” and must report on progress towards the counseling goal and provide recommendations regarding the need for continued counseling.

In formulating a student’s PLP, school psychologists must describe the student’s current level of functioning as related to:

- Strengths, relative or significant
- Areas of need, weakness/challenges, and
- Progress toward counseling goal-when relevant
- Impact of the disability on performance area


School psychologists are also required to use the Welligent Service Tracking System (STS) to build DIS counseling caseloads, schedule and document counseling sessions, review student progress, and record counselees participation/attendance. Refer to all up-dates on Welligent using the Announcements section.

### ***UPLOADING PSYCHO-EDUCATIONAL ASSESSMENT REPORTS***

School psychologists are required to save their written psycho-educational reports and upload the reports onto the student’s Welligent file under “Assessments” prior to the student’s IEP meeting. ***Once a report is attached, it cannot be deleted.*** For this reason, school psychologists are required to carefully review and proofread their reports before uploading them. Particular attention shall be paid to verifying that derived scores/data from test protocols are accurately recorded and reported in the body of the student’s assessment report. ***Reports shall also be carefully proofread before uploading to ensure the correct student’s name is consistently used throughout the report.***

When labeling reports on the student’s IEP Management Screen, under, “Notification, Messages and Attachments,” school psychologists should be mindful that other support service personnel are uploading their reports as well. Therefore, school psychologists should be consistent in the description of their report and use the word, “psycho-educational” under the “Description” heading. Psycho-educational reports should be labeled as follows:

- **Initial Psycho-educational assessment**
- **3 yr. Psycho-educational assessment**
- **Comprehensive Psycho-educational Reevaluation**
- **Bilingual Psycho-educational assessment**
- **Social Emotional DIS assessment**
- **Psycho-educational IEE District funded report provided on xx/xx/xx**
- **Psycho-educational IEE (privately-parentally funded) provided by parent on xx/xx/xx**
- **Out-of-District Psycho-Educational Report (for 30 Day IEP’s)**

If a school psychologist attaches a report that is incomplete, inappropriate, or in error, the school psychologist should “click on the red check  ” and change “brief description” to: ***Attached in Error.*** When the school psychologist uploads the revised report, it should be described as: ***Revised Psycho-educational Report.***

The *revised report* should itself have a distinguishing element (e.g. different date, etc.) to let the reader of a hard copy of that report know he/she is reading the final, corrected version of the report.

## ***DESIGNATED INSTRUCTION AND SERVICE (DIS) AND SERVICE TRACKING SYSTEM (STS)***

### ***Counseling and Guidance Goal Development:***

All school psychologists are now required to use the Welligent goal bank to develop DIS counseling goals which align to the Collaborative for Academic, Social and Emotional Learning (CASEL) guidelines (as indicated in the LAUSD Counseling Handbook. The four domains of Social Emotional Learning (SEL) are self-awareness, social awareness, self-management, and social management. The learning benchmarks were created to provide uniformity and coherence by establishing and communicating priorities, and providing a common language and structure for identifying student need and providing support. The goals are aligned for each of the four domains and separated by developmental level; early elementary, late elementary, middle school, early high school, and late high school.

For any students requiring modification or alteration of the goal to meet his/her individual needs, please consult with your Specialist for guidance and make every attempt to keep the goal aligned to the four SEL standards. For specific information regarding goal development, please refer to the most current version of the **LAUSD Counseling Handbook**.

### ***STS Service Documentation:***

At the start of every school year, school psychologists shall review their DIS counseling case load and plan a service schedule for all counseling students using the Welligent Service Tracking System (STS).

School psychologists shall open their STS home page daily in order to access information on newly assigned counseling students so that these students can be added immediately to the school psychologist's case load, either in individual or in group sessions. Using STS, the delivery of DIS counseling services must be recorded, along with student and provider absences, as well as mandated make-up sessions. ***If school psychologists miss a counseling session as indicated below, they are required to schedule the make-up session(s) for the student and record the session(s) in the STS system.***

### ***Important DIS Service Tracking Activities:***

The following guidelines are being provided to assist school psychologists with improvements in DIS service tracking for meeting Outcome 13 of the Modified Consent Decree.

Counseling services must be delivered and documented as prescribed by the student's IEP, including frequency and time.

- School Psychologists shall run **BOTH** the SER 300P and 315 Service Tracking Reports on a weekly basis. It is recommended to run the report early in the week to allow time to reconcile any differences. The reports must be run no later than 4:30 pm on Friday of each week.

- A new Service Record must be opened as soon as the IEP is signed (for all new and continuing DIS counseling services). Documentation must be entered by 4:30pm on Friday of each week.
- Open a new service record for any newly signed IEP designating DIS counseling and which a student is being recommended for FAPE at a different school location (code as appropriate). **Continue to document services until the student's placement is finalized and/or the student is reassigned to a new provider.**
- If necessary, please contact your Specialist to have the student re-assigned to the new provider upon conclusion of the placement.

#### *Filling out the Service Record:*

School Psychologists shall fill out all pertinent information on the service record for each student with DIS counseling services:

- Include the “start” and “end date” on the service record. The start date is the date of the IEP meeting (if parent has signed) or from the parent signature date (if different than the IEP meeting date). The end date should always be one year from the IEP meeting date.
- The IEP Service Record should generally reflect “one IEP year”.
- Indicate the frequency and time (as per the IEP) and whether it is individual or group.
- Reminder that all services should be “direct” unless there are unusual circumstances, in which case school psychologists will need to consult with their Specialist for guidance.
- Indicate service delivery model as “direct”.
- On the tab titled “service applies to” indicate whether “regular” or “ESY”.
- Complete the authorization for service recommendation.
- Enter the goals as per the IEP.
- Pre-schedule counseling sessions using the recurrent automatic scheduler.

#### *E-signatures & Credentials:*

Counseling sessions require that the school psychologist provide an e-signature for each session to be considered complete. School psychologists are required to enter and update all current credentials and licenses in the user profile in Welligent. PPS credentials will not automatically update.

### *Making-up Missed Sessions:*

There are service codes that require school psychologists to re-schedule sessions for student absences due to the following:

- Field Trip
- School Event
- Student's IEP Meeting
- Provider unexcused from IEP meeting, and/or any other provider absence

Exceptions that do **not** need to be made up include:

- **Student Absence (SA)**- Use in the event any student was absent from school the entire day or if any student left or is leaving school early due to illness
- **No Show (SN)**-Use in the event any student does not show to assigned location of service or if student is too sick to provide service, but remains on campus (must include details in the event notes/session results text box in Welligent).
- **Parent Refused Service (PR)**- Use if parent declines or waives service sessions for a specified period of time (must keep parent letter declining services in student file & cumulative and must include details in the event notes/session results text box in Welligent); use in the event any parent refuses service as specified in Sec Q-Page 10 of IEP (Initial IEP's and Parent Revocations); use in the event any parent refuses a specific service as specified on Sec Q-Page 10 of IEP, but wishes to continue all other services and a new IEP meeting will not be held. (IEP Team is to document parent request on Sec Q-Page 10, collect a written notice from parent indicating a refusal of service and upload into Welligent).
- **School-Wide Testing (LT)**-per District calendar. (This code cannot be used for periodic assessments and/or progress monitoring).
- **Student Refused Service (SR)**-Use in the event any student refuses services (documentation of the incident must be recorded in the results/case notes within Welligent).

**(Updated Service Tracking Attendance/Cancellation Status (Codes); Welligent, June 22, 2015).**

### Note:

- Do **not** inactivate a service record when a student transfers or L's out. Continue to document service and code as appropriate until the student is automatically re-assigned to a new provider or the record has been made inactive.
- The only time a school psychologist should inactivate a record is:
  - a. When a student is exited through the IEP process (and the parent signs the IEP)
  - b. When a new IEP is held recommending a **continuation** of DIS counseling (and parent signs the IEP). In this case, the old record must be inactivated and a new one created to reflect the new IEP year.
- The service provision in STS should reflect the frequency and time the parent has consented to on the IEP. Therefore, any significant overages in service need to be

addressed in an Amendment IEP to determine if a change is needed to the IEP service prescription.

### ***SERVICE TRACKING REPORTS***

School psychologists must run and review both SER 300P and SER 315 reports on Welligent on a weekly basis to ensure accuracy. The SER 300P is updated on a 48 hour cycle and the SER 315 is updated weekly (at the end of each week). Reports are also reviewed by the Director, Intervention Coordinators and Specialists each week.

If school psychologists are unable to access either report, they must communicate the failed attempt to the Welligent office and their psychological services Specialist.

#### **SER 300P – Year to Date Service Report (Single Provider)**

- It shows all students assigned to you for DIS counseling and their status of service.
- The report will categorize the services provided relative to the minutes of services owed to date by classifying students as:
  - Tier 1 = 100% +
  - Tier 2 = 90% - 99.9%
  - Tier 3 = 70% - 89.9%
  - Tier 4 = 40% - 69.9%
  - Tier 5 = .1% - 39.9%
  - Tier 6 = 0%

The report will inform you of the number of minutes “owed” and minutes “over” for a particular student.

#### **SER 315 - 30 Day Service Report (Missing Services)**

The SER 315 report shows all students designated for DIS counseling for the entire school that are missing services or showing up as having no service record.

- It can also be run at the SESC or School level for a service.
- Contains all students who have the service on the IEP but have no services logged in the past 30 days. This includes students without a case record.
  - No Case Record: There is no active case record for this student/service.
  - No Service Logged: There is an active case record but there is no service logged in the past 30 days.

Standards of Practice for DIS Service Tracking Documentation for Psychological Services:

School Psychologists are to ensure that DIS service documentation aligns with our standards of practice and meets the following criteria:

1. Service is on the IEP (e.g., goal and service grid)
2. Service aligns with the IEP goal
3. Service has a description of the activity
4. Service has an outcome (progress report)
5. Service has an objective measure
6. Meets standards of practice

### ***ASSESSMENT AND IEP ACTIVITY LOG***

School psychologists must keep an “Assessment & IEP Activity Log” that maintains a cumulative electronic record of initial, comprehensive re-evaluations, triennials evaluations, social emotional assessments (for DIS counseling service), as well as behavioral assessments. These assessment logs must be maintained for every school and shall be submitted monthly as determined by the SESC Psychological Services administrator. Logs must be maintained electronically and be available, as needed, for administrative review.

Reminder: All relevant columns on the Assessment & IEP Activity Log must be completed/updated in a timely manner (e.g. by monthly due date or as requested by administrator).

### ***FEDERAL DAILY ACTIVITY LOG***

Federal and State regulations require supporting documentation, in addition to time cards, for all personnel who receive any payment (compensation) from federal funds or state categorical funds.

Employees who receive compensation from federal or state categorical programs are required to complete additional supporting documentation which confirms that the activities or work that was completed was indeed for the program that funded the activity.

- **BUL-2643.8, Documentation for Employees Paid from Federal and State Categorical Programs, June 7, 2017**

School psychologists are required to complete and submit monthly federal activity logs to their respective SESC.

### ***CASE STUDY INFORMATION***

The Psychological Services Department is steadily moving toward an electronic format for the maintenance and retrieval of cases. School psychologists will continue to submit their psychological assessment protocols in folders to assist in the organization and orderliness of their work during the development of psycho-educational assessments. In providing student data for the front cover of the Case Study Form page (available on the psychological services webpage), school psychologists will legibly print in ink the name of the school, the student’s first and last name, date of birth, and student’s ID number. Cases that have been previously scanned can be accessed by school psychologists who have been registered and approved for system access on an as needed basis in FileNet at the following web address: <https://ecm.lausd.net/Workplace>

### ***RECORDING IEP MEETING NOTES IN THE WELLIGENT SYSTEM***

The Meeting Notes screen in Welligent allows school administrators and other personnel to document events leading up to the student’s IEP meeting and any pertinent information that may be needed. These events might include written and/or telephone attempts to contact parents, IEP rescheduling details (e.g., parent cancellation, parent request for a different meeting time/date,

etc.), and/or reconvene information (e.g., need to provide parent/student an opportunity to visit NPS sites, need to schedule a 2<sup>nd</sup> meeting date to complete the IEP, etc.).

The Meeting Notes screen should **not** be used to detail information about parent and/or student availability for assessment and other issues not specifically related to the IEP meeting itself. However, it may be used to document reasons why there may be a delay in scheduling a student's IEP meeting (e.g., awaiting results of vision/hearing screening, pending parent initiated outside agency report, etc.).

### ***RECORDING CASE NOTES IN WELLIGENT***

The Case Notes screen on Welligent is the vehicle to document follow-up tasks/information related to parent and/or student availability for assessment and other issues not specifically related to the IEP meeting itself but involve the school psychologist. For example, appropriate Case Notes include notations regarding movement of psychological case studies among school psychologists and SESC's.

### ***CASE STUDY INFORMATION AND PREPARING CASE FILES FOR SCANNING***

School psychologists will continue to submit their psychological assessment protocols in folders to assist in the organization and orderliness of their work during the development of psycho-educational assessments. School psychologists are required to prepare their cases for scanning and adhere to the following procedures:

The front of the student's case file **must** be completed with the name of the school, the student's complete name, date of birth, and **Student ID Number (SID)**. The spines of each protocol must be carefully cut without trimming printed information. Case files missing any of the aforementioned information will be returned to the school psychologist.

#### **Items To Be Included In The Case File:**

- Protocols
- Outside agency reports such as Independent Educational Evaluations (IEE) and other assessment reports submitted by parents should be maintained in the case file if they have not been uploaded into Welligent.

#### **Items To Be Removed:**

- LAUSD Psycho-educational assessment reports
- Speech & Language and other LAUSD assessment reports
- CTAR and other reports and/or completed forms from Infant & PK Programs
- Mediation and/or Due Process letters/documents
- All Welligent generated forms such as Assessment Plans, Notifications to Participate in IEP meeting, IEP documents, etc.

- Student work samples/drawings, anecdotal records and informal teacher observation forms
- Copies of cumulative records, student progress reports, etc.
- Notes taken by school psychologist during testing
- All computer-generated reports/pages (e.g., BASC-3, etc.).

#### *Confidentiality:*

Student records should never be available for public perusal. Items removed from case jackets should be *shredded* and/or carefully torn into several unidentifiable pieces. Utmost care should be taken to obliterate the student's name and other identifying information.

#### *FileNet*

Psychological case files and contents are scanned for electronic storage and retrieval by district personnel at the local Psychological Services SESC. Cases that have been previously scanned can be accessed by school psychologists who have been registered and approved for system access on an as needed basis in FileNet at the following web address:  
<https://ecm.lausd.net/Workplace>

### ***REQUESTS FOR PSYCHOLOGICAL RECORDS***

Education Code 56504 states that, *“The parent shall have the right and opportunity to examine all school records of his or her child and to receive copies pursuant to this section and to Section 49065 within five (5) business days after the request is made by the parent, either orally or in writing.”*

\*Saturdays, Sundays, and state and federal holidays do not count as business days for this purpose. Summer breaks and school vacations count as business days for this purpose.

The Family Educational Rights and Privacy Act (FERPA) permits disclosure (of records) without prior written consent to officials of other schools at which a student intends to enroll. 20 U.S.C.1232g (b) (1) (B); 34 C.F.R.99.31. However, the District must make a reasonable attempt to notify the parent unless the disclosure was initiated by the parent or unless the District's annual FERPA notification includes a provision that education records will be forwarded upon request to other institutions where the student seeks admission. 34 C.F.R.99.34 (a). Provision 34 C.F.R.99.34 (b) allows an educational institution to disclose an education record of a student who also is enrolled in, or receives services from, another agency or institution, provided the disclosing school makes a reasonable attempt to contact the parents and provides a copy of the disclosed record to the parents upon request.

The policy for fulfilling records requests are outlined in **Bulletin-5526.6, Procedures for Requests for Educationally Related Records of Students with or Suspected of Having Disabilities, November 14, 2016**. Upon receipt of a request for records by the parent of a student with or suspected of having a disability at both District and Charter operated schools, schools will process and route the request within one (1) business day, provide and assist the parent with completion of *“Request for Educationally Related Records Form”* (Attachment A1-

English or Attachment A2-Spanish); and forward the completed records request form via fax to Custodian of Records–Special Education Service Center Operations, at (213) 241-2417 or scan and e-mail to: [sesc-operations@lausd.net](mailto:sesc-operations@lausd.net)

### ***REQUESTING RECORDS FROM OTHER SCHOOL DISTRICTS***

Upon enrollment of a new student, student records should be promptly requested from the prior school/school district of attendance. The school psychologist should follow up to ensure the current IEP and most recent psycho-educational assessment is obtained.

### ***REQUEST FOR SPECIAL EDUCATION ASSESSMENT***

A parent of a child, a State educational agency, other State agency or local educational agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

Federal regulations, CFR 300.503, permit local education agencies to review and consider the *appropriateness* of requests for special education evaluation. **LAUSD Bulletin 4140.1, Review and Consideration of Request for Special Education Evaluation, September 29, 2010**, provides guidance and procedures to schools reviewing such requests for evaluation. In the event that the school, after following procedures that include a careful review of student records, academic history and other data determines that a request for evaluation is *inappropriate* refer to **Bulletin 4140.1**.

Schools must ensure parents are properly informed of their protections under the procedural safeguards of the Individuals with Disabilities Education Act and written notice to parents must include a copy of the District’s “A Parent’s Guide to Special Education Services.” Outcomes of the request for special education assessment must be recorded in Welligent Case Notes.

School psychologists should be knowledgeable of (a) the specific procedures outlined in **Bulletin 4140.1**, as well as (b) the full spectrum of school resources that utilize high quality instruction, early intervention and prevention, as well as academic and behavioral strategies.

*When an assessment is conducted, the student should be assessed in all areas related to the suspected disability including health and development, vision, hearing, motor abilities, language function, general ability, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history shall be obtained.* (CA Ed Code 576320 (f); 34 CFR, Sections 33.304 and 300.305).

### ***ASSESSMENT PLAN***

Educational code requires that an assessment plan (AP) be *developed* whenever an assessment for the development or revision of an IEP is to be conducted (E.C. 56321). The only exceptions are:

E.C. 56321 (f)

- When the assessment is to *determine student progress* such as during an annual review or when *reviewing existing data* as part of an assessment or reassessment, or

- Before administering a test or other assessment that is administered to all children, unless before administration of that test or assessment, consent is required of the parents of all the children, and

E.C. 56321 (g)

- The screening of a pupil by a teacher or specialist *to determine appropriate instructional strategies for curriculum implementation* shall **not** be considered to be an assessment for eligibility for special education and related services. (Note: School psychologists must first consult his or her Coordinator or Specialist before proceeding with such a screening.)

The special education assessment plan describes the reason(s) for the assessment, the assessment areas that will be evaluated, the types of assessments that will be included, and the types of staff who will conduct the assessments.

For further information refer to the LAUSD Special Education Policies and Procedures Manual.

### ***REFERRAL AND ASSESSMENT OF ENGLISH LEARNERS (ELs)***

Federal and state statutes indicate that learning English as a second language is not solely a basis for receiving or not receiving special education services. A child may not be determined to be eligible for special education services if the determinant factor for that eligibility determination is limited English proficiency (Individual Disabilities Education Improvement Act of 2004, Sec. 614. 20 USC 1414); California Education Code (CCR), Part 30, 56329 (a) (2) (C). Furthermore, CCR, Title 5, Section 3023, (b) notes “the normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a handicapping condition.” Refer to our District’s “Procedures for Referral and Assessment of English Learners,” 2013-2014.

Prior to being referred for a bilingual consultation, the EL student must have participated in the Student Support and Progress Team (SSPT) process until it is determined that a Special Education referral is necessary.

The bilingual consultation consists of a variety of services provided by a bilingual school psychologist who is, (a) assigned to the school, or (b) designated by the Psychological Services Coordinator to conduct Bilingual Consultation. When ELs are referred for an assessment to assist the IEP team in determining eligibility for special education services, the designated bilingual school psychologist carries out a bilingual consultation. **In the case of students at ELD/ESL level of 1 or 2, a bilingual assessment/consultation should always occur.** Students at ELD levels of 3 through 5 may also require consultation/assessment depending on available data, the student’s records, and information obtained from the family. Referring school psychologists should also consider CELDT levels in making the decision to refer for a bilingual consultation. Monolingual school psychologists must consult with a bilingual school psychologist whenever they have questions about an ELs native language functioning. The information required on the Bilingual Consultation form should be obtained before a bilingual consultation is requested. The referring school psychologist (assigned to the school that generated the referral) completes the Bilingual Consultation Request Form.

Using a qualified interpreter as part of your assessment should occur only in those situations where central staff is unable to locate qualified psychological services personnel fluent in the native language of the student, within the District. Prior to use of an interpreter, the regular bilingual referral procedures **must** be followed and adhered to.

## ***SECOND ANNUAL IEP MEETING AND PREPARATION REQUIREMENTS FOR THE UPCOMING THREE YEAR***

In accordance with Federal Regulations, Title 34, CFR §300.303 and §300.305, and pursuant to Section 56381 of the California Education Code, a reassessment of a student with a disability shall be conducted if the Local Educational Agency (LEA) determines that the educational or related services needs, including improved academic achievement and functional performance, of the student warrant a reassessment, or if the student's parent/guardian or teacher requests a reassessment.

A reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate, unless the parent/guardian and the LEA agree, in writing, that a reassessment is unnecessary. LAUSD **Bulletin 6639.0, Three-Year Review Individualized Education Program (IEP) Psycho-Educational Reassessment Requirements, February 1, 2016**, provides guidance to Individualized Education Program (IEP) teams to follow when considering a comprehensive psycho-educational reassessment as part of a three-year review IEP.

As per the Los Angeles Unified School District policy, the IEP committee must determine at the 2<sup>nd</sup> Annual IEP Review, whether or not a three year comprehensive psycho-educational re-evaluation will be required as part of the upcoming three year review IEP. The IEP committee must also document the team's decision in the FAPE 1 section "Preparation for Three Year Review IEP" section.

The decision to conduct or not conduct a three-year comprehensive psycho-educational re-evaluation must be determined by the IEP team, with parent input, and involve a review of multiple sources of data/information such as:

### ***REVIEW STUDENT RECORDS***

- School Records: Cumulative file (e.g. teacher comments related to learning/behavior, attendance, grades, etc.), discipline records, student progress in previously identified academic areas of weakness, district and state testing information, and behavioral concerns.
- Current Assessment Data: MiSiS, MyData, DIBELS, periodic assessments, state testing, EL data, and grades.
- Previous IEP's: Progress toward goals, behavior support plans, related services, and history of changes in eligibility and placement.
- Previous psycho-educational assessments: Overall cognitive ability and identified strengths and weaknesses, and social-emotional concerns.

### ***AGE CONSIDERATIONS***

- Child's age at initial assessment.

- Whether student will matriculate to middle school or high school in the upcoming year.

### *REVIEW/DISCUSS OTHER CONSIDERATIONS*

- Consider whether there have been any significant health or behavioral changes since last psycho-educational assessment that may be impacting the student's academic performance and progress toward goals.
- Whether other conditions warrant reassessment, including a lack of anticipated progress.
- Second language acquisition and language development status/growth.
- Length of time since the last psycho-educational assessment.
- Whether the last or current psycho-educational assessment was from another school district.
- Current classroom based assessments and observations, and teacher and related services providers' observations.

### *AT THE 2<sup>ND</sup> ANNUAL REVIEW IEP MEETING*

The purpose of this meeting is to report on the student's present levels of performance, modify or update IEP goals, discuss placement, supports, and to determine whether a three-year comprehensive psycho-educational re-evaluation is required at the upcoming three-year review IEP.

With parent/guardian input, IEP teams will utilize the "Three-Year Psycho-Educational Reassessment Determination Worksheet" (see Attachment A) as a guide for discussion and decision making with regard to the appropriateness of a comprehensive psycho-educational three-year reassessment. This worksheet will be completed by the IEP team, signed by parent/guardian at the IEP meeting, and uploaded to the 2nd Annual Review IEP by the IEP administrator/ designee. The worksheet is available in Downloads in Welligent – "3 Year Psycho-Educational Reassessment".

IEP teams **must** use the following guidelines:

**A comprehensive psycho-educational three year re-evaluation is required and may not be waived:**

1. For all students with an eligibility of Emotional Disturbance (ED).
2. For students on the general education curriculum whose previous three-year reassessment had been waived.
3. At the first three-year review IEP following an initial psycho- educational assessment.
4. When a parent/guardian or other member of the IEP team makes a request.
5. When a student is transitioning from early education/preschool programs to elementary programs (kindergarten or first grade, as applicable).
6. If a student is being considered for a change of curriculum from general curriculum to alternative curriculum, or vice versa.
7. When there is new information to suggest that the current eligibility is not appropriate.
8. When there is a significant change in health, behavior, or educational needs such that conditions would warrant a comprehensive reassessment.
9. Prior to determining that a child is no longer a child with a disability.

***When a comprehensive psycho-educational three-year re-evaluation should be considered:***

1. When a student will matriculate to middle school or high school in the upcoming year.

2. If the last or current psycho-educational assessment is from another school district.
3. If there have been any significant health or behavior changes since the last psycho-educational assessment.
4. If the previous assessment was either a preschool initial evaluation or preschool reevaluation.
5. If the student has an eligibility of developmentally delayed (DD) on the existing IEP and is a student age 3-6.
6. If a significant change of placement may be considered and/or requested by a student's parent/guardian.
7. If other extenuating circumstances would warrant a comprehensive reassessment.
8. For any other reason by which the IEP determines additional assessment data would be necessary to provide the student a free appropriate public education.

***When it may be appropriate to waive a three-year re-assessment:***

1. The student had a comprehensive reassessment in the last three years **and**:
  - a. The student's eligibility and unique needs have remained consistent and the student continues to required special education services to work towards grade-level standards
  - b. The student has demonstrated academic consistency or progress on IEP goals as determined by teacher progress reports, curriculum based assessments, grades and progress towards meeting grade level standards
2. If the student is on alternative curriculum and there is no evidence supporting the need to change the curriculum, eligibility, or program supports.

If the team feels additional assessment is needed, an Assessment Plan will be developed to address the areas specified on the three-year psycho-educational re-evaluation worksheet, at least 2 months prior to the Triennial Review date. The assessment must be conducted within 60 days of receipt of signed Assessment Plan.

If the IEP team, with parent input, concludes that no additional assessment is warranted at this time, the parent/guardian must be informed of their right to request an assessment.

*Note: Even if the three-year reassessment is determined to be unnecessary, a reassessment may be conducted if either the student's parent/guardian or a staff member requests that it be done.*

***DOCUMENTATION OF IEP TEAM DECISION FOR PSYCHO-EDUCATIONAL REASSESSMENT AS PART OF THREE-YEAR IEP***

The IEP team's decision for reassessment must be documented on the IEP FAPE Part 1 page, in the section titled, "Preparation for Three-Year Review IEP".

1. If **no formal assessment** is needed, select the "**No**" radio button
2. If the "**Yes**" button is selected, specify the areas to be reassessed in the designated section.
3. Do **NOT** leave this section **BLANK**.

Additionally, the IEP team will complete the "Three-Year Psycho- Educational Reassessment Determination Worksheet" (See Attachment A). Administrator/ designee will obtain parent/guardian signature and upload worksheet as an attached document to the 2nd annual review IEP, under IEP Management.

### **UPCOMING TRIENNIAL**

1. The three-year IEP must be opened as a “Three-Year Review” on Welligent. A student’s IEP record should reflect a “Review - Three-Year Evaluation”, every three years.
2. The three-year date will reset at each three-year review IEP and a new three-year date will be projected.

#### **Note:**

*A three-year review IEP **must** be held, regardless of the IEP team’s decision to waive the formal comprehensive psycho-educational assessment. Both health and academic assessment plans are required for all triennials.*

### **COURT REQUESTS FOR ASSESSMENT/IEP MEETINGS**

When a court (e.g. family court, dependency court, and/or juvenile delinquency court) requests an assessment and/or an IEP meeting for a student, the case shall be handled in the same manner as all other direct requests. The parent and/or surrogate parent should be contacted immediately to determine the nature of the request and the court/judge’s concern, student interventions that have been implemented and monitored over time, where the student is currently enrolled and the school program he/she is attending. **EDUCATIONAL DECISIONS:** In most cases, parents have the right to make educational decisions on behalf of their children. In situations where the parents of a child are divorced, the parental rights established by Individuals with Disabilities Education Improvement Act (IDEIA) 2004 apply to both parents, unless a court order or state law specifies otherwise. **FOSTER PARENT:** The definition of parent in IDEIA 2004 expressly includes a foster parent, unless state law, regulations, or contractual obligations within a state or local entity prohibit a foster parent from acting as a parent (34 C.F.R. 300.30 (a) (2)). **SURROGATE PARENT:** A surrogate parent is also included in IDEIA’s definition of “parent;” therefore a surrogate parent may be accorded all the procedural safeguards granted to parents under IDEIA (34 C.F.R. 300.519).

### **HEALTH ASSESSMENT**

School psychologists must be knowledgeable of any vision, hearing and educationally relevant health factors, including current medications, which may adversely affect the assessment process and the interpretation of assessment results. California Ed Code, section 3027 states that all pupils being assessed for initial and 3 year review for special education services shall have had a hearing and vision screening unless parental permission is denied.

Refer to **Bulletin 2030.1 Guidelines for Individual Health Assessment and the Participation of Credentialed School Nurse in the Individualized Education Plan (IEP) Process, January 31, 2012.**

**Bulletin 2030.1**, the Initial Health Assessment section (Number 3, part c.) notes that “Copies of vision and hearing screenings and any health information that may impact the validity of the testing should be given to other assessors on the team prior to their testing”. As such, school psychologists must collaborate with the school nurse on current health status early in the 60 day timeline.

## ***SOCIAL EMOTIONAL ASSESSMENT***

Counseling or Educationally Related Intensive Counseling Services (ERICS), as a related service, are a supplement to the regular guidance and counseling program at a school and should be considered only when it is required in order for a student to benefit educationally from his or her special education program. A student may only receive counseling or ERICS, as a related service, if he or she also has a disability that requires special education services. Before a student is referred for counseling or ERICS as a related service, interventions that can ameliorate the student's impeding behavioral symptoms should be considered, implemented and progress monitored. Refer to **BUL- 5577.1, Counseling and Educationally Related Intensive Counseling Services (ERICS) for Students with Disabilities, July 21, 2014.**

ERICS is an intensive educationally related counseling service that may include individual counseling, group counseling and family consult and support.

**SOCIAL EMOTIONAL GOALS:** If the IEP team has determined that DIS counseling or ERICS as a related service is required, the IEP team shall develop social emotional goals that are *measurable* and correspond to the assessed needs of the student. The goals and objectives should specifically address the social-emotional framework domains, as outlined in the current LAUSD Counseling Handbook, which are limiting the student from benefiting from the special education program (LAUSD Special Education Policies and Procedures Manual, and the most current version of the LAUSD Counseling Handbook).

The student's progress toward meeting the IEP goals and objectives should be determined, Present Levels of Performance (PLPs) developed and new goals and objectives written if the student is continuing with this instructional service. This should be completed annually as part of the student's IEP process. Unless required as part of a comprehensive three year re-evaluation, if a student has met all of his or her counseling goals, and there are no further social emotional deficits reported by parent and teacher(s), then a re-evaluation is not required to exit the student from counseling.

## ***EARLY CHILDHOOD AND PRESCHOOL ASSESSMENT***

The following special education legal guidelines shall be applied to all preschool assessments:

- A preschool child between the ages of three and five years qualifies as a child who needs early childhood special education services if he/she has needs that cannot be met with modification of a regular environment in the home or school, or both, without ongoing monitoring or support as determined by an IEP team (Chapter 4.45, Section 56441.11 (b) 3).
- A preschool child is not eligible for special education and services if the child does not otherwise meet the eligibility criteria and his/her educational needs are due primarily to unfamiliarity with the English language, temporary physical disabilities, social maladjustment, environmental, cultural, or economic factors. (Chapter 4.45, Section 56441.11 (c) ).

- When standardized tests are considered invalid for children between the ages of three and five years, alternative means, including scales, instruments, observations, and interviews, shall be used as specified in the assessment plan. (Chapter 4.45, Section 56441.11 (e).

### ***EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: GENERAL***

Per current LAUSD policy, school psychologists assigned to Early Childhood Special Education are responsible for all initial assessments of three and four year old children not enrolled in a District elementary school-based general education program or Early Education Center.

Once the child is receiving special education, any reassessments are the responsibility of the school or center where the child is enrolled. Assessments of three and four year old children enrolled in school-based general education programs or Early Education Centers are also the responsibility of the school-based assessment team, including the school psychologist. **(REF-4484.0 Psychological Assessments of Preschool Children Enrolled in School-Based Preschool Programs or Early Education Centers, 2008).**

*\*Psychologists assigned to the Early Childhood Special Education (ECSE) department will develop a report on the Preschool Assessment Team Report template, while psychologists assigned to District sites will develop a report on the Comprehensive frame.*

### ***EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: PRACTICAL GUIDELINES***

Public law reminds school personnel that in order to effectively implement eligibility criteria for preschool children, on-going training is needed that allows staff to understand developmentally appropriate practice, alternative assessment, and placement options. (Chapter 4.45, Section 56441.11 (f). School psychologists can begin to acquire some of this information on their own, through multiple resources.

Early Childhood Special Education, Division of Special Education, can provide additional expertise.

### ***EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: PROCEDURES***

#### **Regional Center Referral**

LAUSD will accept any Regional Center psychological evaluation in place of a District psycho-educational assessment to determine a preschool child's eligibility for special education services.

The student referral packet and/or documents housed in Welligent should be reviewed to determine whether a Regional Center psychological evaluation was conducted and the availability of the report. If a psychological evaluation was conducted and the report is not yet available, the administrator or administrative designee should contact the appropriate Regional Center staff and/or the family to acquire the report within the mandated assessment timeline.

When a Regional Center psychological evaluation was conducted and is available within required assessment timelines, the psychologist must adhere to the following:

- 1) Review the Psychological Evaluation report and diagnostic recommendations
- 2) Attach the Psychological Evaluation report electronically in Welligent to the assessment screen with a descriptor that designates the report as a Regional Center report (e.g. Lanterman Regional Center Psychological Evaluation)
- 3) Develop present levels of performance in the areas of General Ability/Cognition, Communication, Motor Skills, Social Emotional Status, and Self-Help/Adaptive Behavior based upon information presented in the Psychological Evaluation report.

**\*\* An LAUSD psycho-educational assessment will not be conducted. Psychologists will develop present levels of performance solely based on information from record review (i.e. the Regional Center Psychological Evaluation report) – no additional observations, interviews or testing will be conducted**

When a Regional Center psychological evaluation was not conducted or is not available within the mandated assessment timelines, the psychologist will conduct a comprehensive psycho-educational assessment of the student and develop a report. Psychologists assigned to the Early Childhood Special Education (ECSE) department will develop a report on the Preschool Assessment Team Report template, while psychologists assigned to District sites will develop a report on the Comprehensive frame.

### **Direct Referral**

When a child is referred by another source such as parents/guardians, a pediatrician, or via court order, the psychologist will conduct a comprehensive psycho-educational assessment of the student and develop a report.

When a private psychological evaluation, funded by parent or private insurance is provided, the psychologist will conduct a comprehensive psycho-educational assessment of the student and incorporate private assessment information into their report for eligibility determination.

### ***TRANSITIONING PRESCHOOL STUDENTS***

EC Section 56445. (a) *Prior to transitioning an individual with exceptional needs from a preschool program to kindergarten, or first grade as the case may be, an appropriate reassessment of the individual shall be conducted pursuant to Article 2 (commencing with Section 56320) of Chapter 4 to determine if the individual is still in need of special education and services.* (Education Code, Part 30, Special Education Programs, Chapter 4.45)

Guidelines for transition procedures from preschool to transitional kindergarten or kindergarten can be found in the LAUSD Special Education Policies and Procedures Manual.

Transition procedures for preschool students are led by school based teams who conduct the appropriate reassessments to determine if the individual is still in need of special education and services. These transition teams comprised of the site administrator/designee, special and general education teacher, school psychologist and related services provider(s), review preschool student portfolios, classroom assessments, and student anecdotal records (e.g. existing data). Their findings are recorded in narrative form (e.g. present levels of performance) on pages one through

seven of the Classroom Team Assessment Report (CTAR), the primary tool used by school staff to document and assist in the preschool transition process.

**CTAR:**

- If a school team recommends transitioning a student from preschool to transitional kindergarten/kindergarten with **no change in eligibility**, on the recommendation page of the CTAR (page 8), the school psychologist will “check the box” and indicate that the student, “may continue to need special education services.” Present levels of performance (PLP) data and educational need will then be adapted from the CTAR onto a Welligent IEP form so that an IEP can be held and appropriate eligibility and placement decisions made.
- If a school team agrees that the preschool student may **no longer meet eligibility criteria** for special education and related services, an assessment plan must be developed. On the recommendation page of the CTAR (page 8), the school psychologist will “check the box” and indicate that the student, “does not appear to need further special education services.” An assessment shall be completed that meets the requirements of the law that states, “Before determining that the individual is no longer an individual with exceptional needs, a local educational agency shall assess the individual in accordance with Section 56320 and this section, as appropriate, and in accordance with Section 1414 of Title 20 of the United States Code.” (Education Code, Part 30, Special Education Programs, Chapter 4, Article 5, Section 56381.) As part of the exit process from special education, the present performance levels and learning style shall be noted by the individualized education program team. This information shall be made available to the assigned regular education teacher upon the child’s enrollment in kindergarten. (Section 56445.) After the assessment is completed, an IEP will be held and appropriate eligibility and placement decisions made (e.g., not eligible for the following disabilities, etc.).
- If a school team determines that a preschool student may continue to need special education services after they transition from preschool to transitional kindergarten/kindergarten and may **require a change in eligibility criteria** for special education services (e.g. SLI to SLD, DD to AUT, etc.), an assessment plan must be developed. On the recommendation page of the CTAR (page 8), the school psychologist will “check the box” and indicate that the student, “may continue to need special education.” Under, “other recommendation(s)” on page 8, the school psychologist will add a statement that clarifies the need for additional assessment (e.g. “student appears to have behaviors consistent with ASD and requires an assessment that looks at other areas of suspected disability,” “teacher expresses concern that student may have learning problems beyond speech/language delays,” etc.). After the assessment is completed, an IEP will be held with child’s parent/guardian, administrator/designee, appropriate school-based staff and invited representative(s) from school of residence; eligibility and placement decisions will be made.
- For all CTARs, the “Basis for making this recommendation” section is to be completed by the school psychologist (as indicated in the CTAR document).

## *DEVELOPMENTAL DELAY (DD)*

### *REASSESSMENTS FOR STUDENTS WITH DD ELIGIBILITY:*

The Districtwide Pilot for the use of Developmental Delay (DD) as an eligibility for preschool children with disabilities has ended. DD is no longer to be considered as an eligibility in determining services for special education. In determining a child's eligibility, teams need to consider the 13 federal eligibility categories.

For students with an existing eligibility of DD, a comprehensive psycho-educational evaluation will take place prior to the student's matriculation from preschool to either transitional kindergarten or kindergarten. If a child, under extenuating circumstances, maintains eligibility for special education under the category of Developmental Delay (DD) post-preschool (e.g., transitional kindergarten, kindergarten or first grade), it is the site psychologist's responsibility to conduct a re-evaluation as soon as possible, but no later than the child's next IEP due date.

### *SCHOOL PSYCHOLOGIST RESPONSIBILITIES:*

School psychologists are responsible for DD re-evaluations for students attending the elementary school-based general education program or Early Education Center.

## *EMOTIONAL DISTURBANCE: COMPREHENSIVE EVALUATION REQUIREMENTS*

It is the District's policy that any student suspected of having an Emotional Disturbance (ED) must have a comprehensive evaluation. This evaluation must be conducted for all initial referrals, three year re-evaluation and whenever a more restrictive special education environment is being considered.

School psychologists will complete comprehensive evaluations for students suspected of or identified as having an Emotional Disturbance by incorporating into their written reports all of the case components identified by the Office of Independent Monitor. To ensure uniform compliance with these requirements, all school psychologists are required to read and comply with the following:

- **Bulletin 1309, Comprehensive Evaluation for Students Suspected of Emotional Disturbance (ED), September 29, 2004.**
- **Bulletin 2075.0, Establishment and Documentation of Intervention Procedures for Students Suspected of Emotional Disturbance, October 24, 2005.**

For important background information, school psychologists should also read:

Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree During 2009-10, Appendix E: Study on the Disproportionate Identification of African American Students as ED in LAUSD, Year Seven, September 29, 2010, Attachment A: Instrument.

**ED CERTIFICATION FORM:** As an IEP attachment, an Emotional Disturbance Disability Certification Form is required for all students whose eligibility is Emotional Disturbance (ED).

It is expected that school psychologists will ensure the components delineated in this Welligent ED Certification Form are addressed in all initial, three-year review and comprehensive assessments for students being considered eligible for special education services as Emotionally Disturbed (ED).

The Emotional Disturbance Disability Certification Form includes a dropdown menu with a series of four options that capture documentation of an initial pre-referral intervention meeting and help IEP teams comply with the requirement that all students initially referred for special education meet stringent pre-referral standards. These requirements include (a) having pre-referral meetings that propose interventions to address behavioral and/or academic concerns, (b) follow-up pre-referral intervention meetings that document the results of the interventions, and (c) record the effect of the interventions on the student's behavior.

For students already identified as ED, as part of their 3-year review, the Welligent ED Certification Form (second section of Section 1) requires that they have (a) a behavior support plan (BSP) that has been implemented as part of the prior IEP, (b) documentation of academic modifications, (c) accommodations to address behavior concerns, (d) consideration of counseling services and/or referrals to school-wide discipline programs, and (e) an assessment plan (AP) that indicates behavioral concerns and consideration for ED as a suspected disability. ***All items in this section must be checked YES when ED is specified as the eligibility.***

The school psychologist's assessment must include a comprehensive behavioral evaluation that identifies the function of the behavior, the frequency and duration of the behavior, and the identification of alternative behaviors that serve to replace the undesired behavior.

A comprehensive assessment plan must be generated for all ED evaluations, with all appropriate areas checked off. **Below is a sample of the social emotional section of an assessment plan for ED.**

<p>6. <input checked="" type="checkbox"/> <b>Social-Emotional Status</b></p>	<p><input checked="" type="checkbox"/> <b>Standardized Tests (See other side)</b></p> <p><input type="checkbox"/> <b>Preschool Team Assessment Experiment III</b></p> <p><input checked="" type="checkbox"/> <b>Alternative Assessment</b> <span style="border: 1px solid black; padding: 2px;"><b>Consider ED</b></span></p>	<p><input checked="" type="checkbox"/> <b>Psychologist</b></p> <p><input type="checkbox"/> <b>Special Education Teacher</b></p> <p><input type="checkbox"/> <b>Other</b></p>
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### ***EMOTIONAL DISTURBANCE: TELECONFERENCE***

It is the District's policy, in accordance with the MCD, that parent participation at IEP meetings for students suspected of ED may include alternative forms of participation such as teleconferencing (See **Bul-4182.1 Parent Participation at Individualized Education Program (IEP) Meetings for Students Suspected of Emotional Disturbance (ED), August 9, 2010**). A letter is now to be attached to the Notification to Participate in an IEP Meeting form for an IEP meeting for a student who is being considered eligible with ED, or if the student is already eligible with ED. Schools can access this letter in the Welligent IEP System.

If parents express that they are not able to attend the IEP meeting, the school site administrator must offer the parent the option to participate via teleconferencing. When parent agrees to participate via teleconference, the site administrator must document this fact in Welligent IEP Case Notes.

After the IEP meeting, the school site administrator must document on the IEP that the parent participated via teleconference, in the following places:

- Names and signature section (e.g. record “*teleconference*” in the signature column adjacent to the parent’s name);
- Emotional Disturbance Certification page, Section 5 (e.g. check, “Yes” for, “*Parent participation at the IEP meeting, including alternative forms of attendance such as teleconference, determining eligibility and placement.*”).

If parents are unable to attend the IEP meeting and cannot re-schedule or participate by teleconference, they are advised to:

- Check the appropriate box on the *Notification to Participate in an IEP Meeting* form authorizing the IEP team to convene the meeting without them;
- Sign and return the bottom of page 2 of the *IEP Parent Participation Letter ~ Considering/Discussing ED Eligibility* no later than seven (7) days before the IEP meeting.

Upon receipt of the signed letter from parent, school staff must document receipt in Welligent IEP **Case Notes section**, file the letter in the student’s green folder, and proceed with the IEP meeting.

## ***SPEECH AND LANGUAGE IMPAIRMENT***

A psychological evaluation is required by a school psychologist if a disorder in the area of language is suspected, refer to **Bulletin 4191.2, Speech Language Impairment Eligibility Certification (SLI Certification); and Language and Speech Eligibility Certification (LAS Certification), December 12, 2016.**

Per Bulletin 4191.2, the school site administrator is responsible for ensuring that each student suspected of delays or impairments in the area of speech and language be provided with appropriate pre-referral Response to Intervention (RtI<sup>2</sup>), a comprehensive assessment by a credential or licensed speech therapist, and a determination of eligibility in alignment with criteria outlined in the California Education Code, and in the California Code of Regulations. The IEP team must utilize the information provided by the comprehensive assessment in considering eligibility and services. In addition to a Language and Speech assessment the following apply for TK – 12<sup>th</sup> grade students:

- **A Psychoeducational Assessment is required** if the suspected area of disability is language.
- A Psychoeducational Assessment is **not** required if the suspected area of disability is voice, fluency, or articulation.

In the event a student with eligibility of Speech Language Impairment is being considered for special education academic services and/or support, a District psychoeducational evaluation will be completed to determine eligibility. If the primary eligibility continues to be SLI, the SLI Certification form must be completed (Attachment A). If not, the student's eligibility should be changed to the new eligibility and the LAS Certification form completed (Attachment B).

A psychological evaluation is ***not*** required and general ability does not have to be assessed/reassessed if:

- cognitive ability was documented by a psychologist in a previous evaluation, and
- there is no reason to suspect a change in the eligibility or that cognition may be different

### ***NONPUBLIC SCHOOL (NPS) STUDENTS***

When students are being considered for a nonpublic school (NPS) setting, they should receive a comprehensive psycho-educational assessment followed by an IEP meeting that (a) identifies a free and appropriate public education (FAPE), (b) develops a behavior support plan (BSP) for students with ED and AUT eligibility and other students needing behavioral support, and (c) includes a counseling or ERICS goal, as needed, with the frequency and duration clearly indicated.

The steps to follow leading to an IEP team recommending NPS are found in BUL-5757.3 Nonpublic School (NPS) Placement Policies and Procedures for Individualized Education Program (IEP) Teams.

When students are being considered for ***full return*** to a comprehensive LAUSD school setting from a nonpublic school setting, best practice dictates that they must receive a comprehensive psycho-educational assessment followed by an IEP meeting that includes the participation of (a) the designated psychologist assigned to the NPS, (b) an SESC special education staff member, and/or (c) an administrator/designee from the receiving general education school. This IEP team will develop an individualized educational program appropriate for a comprehensive LAUSD general education setting.

### ***PSYCHO-EDUCATIONAL REPORTS***

School psychologists' written reports must meet all compliance specifications and present a clear picture of a student's functioning in all areas of assessment. California Education Code (56327) requires that the personnel who assess the pupil prepare a written report of the results of each assessment. School psychologists are required to use the most current District issued report template frames, incorporating the applicable sections from the REPORT REFERENCE DOCUMENT Mandated Components for Psycho-educational Reports.

A copy of the psycho-educational report must be presented to the parent/guardian no later than at the time of the IEP meeting. According to the LAUSD Special Education Policies and Procedures Manual, **if a parent requests a copy of the assessment report it must be forwarded to them at least 4 work days prior to the IEP meeting.** This policy is consistent with federal and state law that requires a copy of the assessment report and documentation of

determination of eligibility to be given to the parent or guardian. Best practices dictate that assessment findings be shared with IEP team members prior to the IEP meeting.

**School psychologists are required to include an Appendix in their psycho-educational case studies that includes test data (e.g. scaled scores, standard scores, etc.) from all tests administered during the course of the student's assessment.**

### **REQUIRED VALIDITY STATEMENTS TO BE INCLUDED IN ALL PSYCHO-EDUCATIONAL REPORTS**

The following validity statement must be used on all psycho-educational case study reports. It should be written at the beginning of the section entitled, "Analysis and Interpretation of Current Assessment Results."

*"Materials and procedures used for assessment, and educational planning are selected and administered so as not to be racially, culturally or sexually discriminatory and are considered valid and reliable for this evaluation. When published norms are not appropriate, instruments have been administered for the purpose of analyzing qualitative responses and information. In accordance with LAUSD policy, no IQ tests have been used to determine Special Education eligibility. All assessment procedures measure a limited sample of a person's total repertoire. The selected measures should only be interpreted within the limits of their measured validity. Scores that are used in this report compare the student to same-age peers using standard scores, percentiles, or other scores obtained during the publishers' standardization of the instrument. The evaluation is an accurate and valid description of the student's functioning."*

Using a qualified interpreter as part of your assessment should occur only in situations where central staff is unable to locate qualified psychological services personnel within the District who are fluent in the native language of the student. Prior to use of an interpreter, the regular bilingual referral procedures **must** be followed and adhered to. If an interpreter is used during the administration of tests, the following statement should also be included in the beginning of the report section -titled, "Analysis and Interpretation of Current Assessment Results."

*"The administration of the test (or tests) using an interpreter was not part of test standardization. Thus, assessments conducted using interpreters were not administered according to standardized procedures. As a result, the validity of the test (or tests) may have been compromised and should be regarded as not valid. However, careful analysis of the student's responses to test items given in the native language by the interpreter did suggest the following:"*

In the body of the test analysis, the school psychologist should describe how and in what way the interpreter was used, and how the use of an interpreter may have affected the results.

The following statement must be written in the OVERALL ASSESSMENT SUMMARY, Eligibility Recommendation section of the report, with all exclusionary factors considered.

*"The results of this evaluation are not **primarily** due to environmental, cultural, or economic disadvantage, unfamiliarity with the English language, limited school experience, poor attendance, social maladjustment, intellectual disability, or visual, hearing, or motor impairment."*

(note – if any of the above exclusionary factors is an issue, please extract factor from sample statement, and explain/elaborate, making a statement about whether this issue is or is not the primary cause of student’s learning difficulties).

### ***MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) AND USE OF THE STUDENT SUPPORT AND PROGRESS TEAM PROCESS***

Multi-Tiered Systems of Support (MTSS) addresses the needs of all students, aligns the entire system of initiatives, supports and resources, and implements continuous improvement processes at all levels of the system [school-wide, classroom, and individual students]. (CA Dept. of Education).

According to **Bulletin 6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team**, all schools, including Early Education Centers, are required to use MTSS for the early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally in the general education setting and to address disproportionate misidentification of African American students for special education and for disciplinary referrals. The purpose of the SSPT is to ensure students’ cultural, cognitive, and social emotional needs are addressed and provide a method to evaluate the effectiveness of school-wide Tier I systems and practices, including instruction and Positive Behavior Intervention Supports (PBIS). This approach involves a problem-solving process, data-driven decision making, implementation of targeted interventions that include CLR instructional practices, and ongoing progress monitoring. The SSPT process emphasizes that early intervention for underachieving and struggling students is a function of the general education program. The SSPT website and online Resource Toolkit are available at <http://achieve.lausd.net/sspt>.

School psychologists must have knowledge of the Student Support and Progress Team process, including universal screening methods, evidence-based instructional programs and strategies, progress monitoring data collection and data-based decision making. School psychologists must provide support to the school site Student Support and Progress Team, as needed.

As part of this requirement, school psychologists should see themselves as essential team members in (a) coordinating instructional interventions, (b) conducting progress monitoring, and (c) analyzing data connected to standards-based instruction and intervention.

In order to help facilitate data-based decision making, school psychologists should have knowledge of the California State Standards <http://www.cde.ca.gov/re/cc/elaresources.asp>, and become familiar with current interventions, approaches, programs and curriculum resources being utilized in the LAUSD.

### ***RESPONSE TO INTERVENTION AND SLD IDENTIFICATION***

Key provisions of IDEIA 2004 no longer require the use of a “*severe discrepancy*” between intellectual ability and achievement as part of the SLD determination and must permit the use of a process based on a child’s response to scientific, research-based interventions.

Determining SLD factors now include:

- Inadequate achievement measured against expectations for a child’s age or the grade-level standards set by the state

- Insufficient progress when using a process based on response to scientific, research-based interventions (RTI)
- Evidence of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, grade-level standards or intellectual development

As with previous requirements, it must be determined that the student's learning difficulties are not primarily the results of a visual, hearing or motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency or lack of appropriate instruction in reading, including the essential components of reading, or lack of instruction in math.

The evaluation of a child suspected of SLD must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion for determining eligibility for special education.

IDEIA 2004 prohibits schools from finding a student eligible for special education if it is determined that the student's learning problems result from a lack of appropriate instruction in reading, lack of instruction in math, or limited English proficiency.

The RtI<sup>2</sup> policy paper describes the Core Components of the RtI<sup>2</sup> process. Core Component #10 states, *"The RtI<sup>2</sup> approach may be one component of Specific Learning Disability determination as addressed in the Individuals with Disabilities Education Act of 2004 statute and regulations. As part of determining eligibility, the data from the RtI<sup>2</sup> process may be used to ensure that a student has received research-based instruction and interventions."*

LAUSD school psychologists must incorporate the student's response to intervention as a component of the psycho-educational evaluation in the identification of students suspected of learning disabilities.

## **MYDATA**

MyData is a comprehensive, web-based reporting tool where school psychologists and school teams can access student-level data to inform practice. MyData contains, but is not limited to student information such as enrollment history, state test scores (e.g., SBAC, CELDT) student grades, attendance, A-G coursework, periodic assessments, English Learner data, special education status, and intervention history. School psychologists should regularly access MyData as part of their case development.

## **MY INTEGRATED STUDENT INFORMATION SYSTEM (MISIS)**

My Integrated Student Information System (MiSiS) is a suite of fully-integrated web-based tools designed to provide up-to-date information for any K-12 student in LAUSD. There are a variety of categories of information included within MiSiS: enrollment, attendance, interventions (academic, social-emotional, and behavioral), grades, EL/Special Ed/Gifted and Talented data, summer school, and student testing among others. MiSiS is intended to be a comprehensive database where information is located in one place connecting every student from the point of enrollment to graduation.

MiSiS now includes the newly released **Student Support and Progress Team (SSPT)** module. The SSPT module is accessible under the student “Support” tab, once inside of an individual student’s profile. To read, create, and up-date an SSPT, one must have MiSiS user profile access as Principal, Counselor, Discipline Designee, Gate Coordinator, Pupil Services and Attendance (school-based), scheduling administrator, Special Education Preschool Office and Categorical Program Coordinator. Teachers have access to request an SSPT meeting. All other users have access to enter referral information, create an Intervention Plan, recommend reclassification for English Learners and conduct a follow-up meeting.

The screenshot displays the PRODUCTIONMIRROR software interface. At the top, there's a navigation bar with tabs for 'Students', 'Admin', 'Reports', 'Support', and a user profile for ANNAMARIE SERRANO. The main content area shows a student profile for 'MANUEL B.'. The 'Support' tab is active, and a dropdown menu is open, highlighting 'SSPT Referrals' with a blue arrow. The interface includes various form fields for student information, including enrollment details, contact information, and residence data.

## PSYCHOLOGICAL SERVICES WEBSITE

The LAUSD Psychological Services website (<http://achieve.lausd.net/Page/2853>) provides information about the offices and resources provided by Psychological Services. The public pages contain Local District contacts, information about employment and links to our professional organizations. Additional pages, which require a LAUSD single-sign, contain resources for school psychologists and school staff for implementing a tiered approach in supporting students’ social, emotional and behavioral needs. School psychologists can log-in to “Psychological Services Resources (Psychologists Access Only)” to find policies, forms and materials which support their work: under the heading “Professional Development” presentations and materials presented at staff meetings are linked and under “Resources” there are links to current policy manuals, bulletins, procedures, report documents, forms, as well as activity logs, absence forms and links to outside resources. New materials and policy changes will require several weeks to be updated on the website. This webpage will likely contain the answers to many technical and operational questions that school psychologists may have.

## IEP MEETINGS

School psychologists shall participate at IEP meetings where they have completed assessments, provided DIS counseling services, have responsibilities for behavior interventions, or to provide special expertise (e.g., assist in the interpretation and consideration of an Independent Educational Evaluation or a parentally provided agency report, etc.).

School psychologists who are participating in IEP meetings as the school psychologist on the IEP team shall not serve as the administrative designee for the meeting or be expected to conduct the IEP proceedings. Nor should they be relied upon to serve as the IEP team's translator and/or the interpreter for other assessors and/or team members (refer to the LAUSD Special Education Policy and Procedures Manual).

School psychologists must consult with a Specialist before IEP meetings are held that involve litigious or complicated issues such as when team members may be conflicted regarding NPS placements or student eligibility (e.g. ED and/or AUT for example).

School psychologists should be aware that IEP meetings can, at parent's request, be audio recorded. Parents intending to audio tape record the meeting must give notice to the administrator/designee at least 24 hours prior to the meeting. If a parent tape records the meeting, the school may also tape record the meeting without parent approval (refer to the Special Education Policies and Procedures Manual).

### ***CASE REVIEW PROCEDURES***

In an effort to reduce disproportionality and ensure that uniform criteria, as well as the highest professional standards are applied to all cases, Educational Service Centers will implement a Case Review procedure. Case review meetings will occur on Tuesday afternoons in every unit. Additional meetings may be scheduled, if required, time and space permitting.

School psychologists and intern students are required to attend case review for all cases being **initially** considered for the following eligibility categories:

- Other Health Impairment (OHI)
- Autism (AUT)
- Emotional Disturbance (ED)
- Specific Learning Disability (SLD)- Preschool (See NOTE below)

#### ***Additionally:***

- School psychologists and interns are required to attend case review for cases where students are initially being considered for placement in a District-contracted NPS that is affiliated with a residential treatment center (NPS/RTC). Note-this does not include consideration for NPS placement only.

NOTE: School psychologists whose assignment is Preschool will not be required to attend Case Review, as the assessments are multi-disciplinary in nature. Therefore, the assessment components are reviewed amongst all assessors as part of the process. However, school psychologists **not** assigned to preschool who are conducting preschool age assessments at Early Education Centers and elementary sites, must take cases to case review where the suspected area of disability is SLD, given the rarity and nature of this type of eligibility at such a young developmental age.

When a school psychologist becomes aware of a case requiring review, he/she will complete the case review referral form and submit it to the appropriate specialist as early in the 60 day timeline as possible. The school psychologist will be assigned to a case review meeting by his/her specialist.

Case review groups will consist of a specialist and school psychologists. School psychologists must come to the meeting with a draft psycho-educational report prepared to present and discuss relevant student background information, educational history and performance, interventions attempted, current assessment results, and any questions they might have about the case. The presenting school psychologist must utilize the component checklist for the eligibility he/she is endorsing and be prepared to discuss eligibility rubric items for the particular eligibility or eligibilities being considered. The final written case study must be submitted to your specialist five working days prior to the IEP team meeting for review. The component checklist(s) are NOT to be included in the student's file/records and psycho-educational case file.

### ***SERVING PARENTALLY PLACED PRIVATE SCHOOL STUDENTS WITH DISABILITIES***

The Los Angeles Unified School District (LAUSD) provides district procedures for serving parentally placed private school students with disabilities, refer to **REF Guide 6846.0, Serving Parentally-Placed Private School Students with Disabilities (Ages 5-21) Including School of Residence (SOR) Responsibilities**.

It is the policy of LAUSD to conduct child find activities to locate, identify and evaluate parentally placed private school students. The School of Residence (SOR) is responsible for completing the Individual Service Plan (ISP) for students with disabilities who attend parentally placed private school whether or not the provision of a free, appropriate public education (FAPE) is an issue.

This new policy outlines District procedures regarding special education identification for students who reside within LAUSD boundaries and non-resident students suspected of having a disability who attend private school within LAUSD boundaries. The policy further outlines the procedures for the School of Residence in conducting Initial, Re-evaluation and Three-Year Review IEPs. For more information, refer to REF Guide 6846.0 at [http://notebook.lausd.net/pls/ptl/ptl\\_apps.simple\\_search](http://notebook.lausd.net/pls/ptl/ptl_apps.simple_search).

### ***PARENTAL REVOCATION OF CONSENT FOR CONTINUED PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES***

Parents of a child with an IEP have the right to withdraw consent for the provision of continued Special Education and related services. Effective December 2008, per Federal Register (Regulations §300.300 (b) (4), this request for revocation **must be in writing** and **must be dated** and signed by parent. This provision applies only when a parent revokes consent for all special education and related services.

Prior to the cessation of all of the special education and related services on the student's IEP, the District must provide the parent with Prior Written Notice (refer to **Bulletin 4680.0, Procedures for Addressing Parental Revocation of Consent for Continued Provision of Special Education and Related Services**, Attachment A). This written notice will delineate the impact of their request on their child's educational program and the timeline for the revocation of services (e.g., 15 calendar days from the date documented on the completed prior written notice form).

Schools must copy the prior written notice form/letter onto their school letterhead (refer to **Bulletin 4680.0**, Attachment A, dated July 1, 2009). After this form is thoroughly completed with the student's identifying information and other required data related to timelines and specific services documented in the current IEP, it must be signed by an administrator at the school. The completed two page form, along with a copy of A Parent's Guide to Special Education Services (including Procedural Rights and Safeguards), must be provided to parents within five (5) business days from receipt of parent's written request to revoke consent.

An IEP does not need to be held. However, parental revocation of consent for continued provision of all special education and related services should be documented on the IEP Management Screen in the "Prior Written Notice Sent Date" field. The date the "prior written notice" was completed and sent to parents also needs to be entered. Additionally, this same "Prior Written Notice" form needs to be scanned and uploaded onto Welligent and a copy of the form placed in the student's special education green folder. (Note: This is an administrative function.)

Once all special education and related services cease (15 calendar days from the date documented on the completed prior written notice form), the student returns to general education and is no longer entitled to protections under the IDEA and related provisions of the California Code of Education.

### ***DISPUTE RESOLUTION***

Parents who disagree with all or part of their child's IEP may use any or all of the following dispute resolution processes: District's Informal Dispute Resolution, State Mediation and Formal Due Process (refer to **Reference Guide 1410.9, Special Education Dispute Resolution- The Three Options for Parents Wishing to Initiate a Form of Dispute Resolution Regarding the Proposed Components of an IEP: (1) Informal Dispute Resolution, (2) State Mediation Only, and (3) Formal Due Process Hearing, September 4, 2017**).

### ***30 DAY INTERIM PLACEMENT***

Based on parent information and/or documentation that the student received special education services in another school district, transferring pupils shall ***immediately*** be placed in appropriate programs and receive appropriate special education services, including DIS counseling, comparable to those described in the previous IEP on an interim basis not to exceed thirty (30) days. The school administrator or designee enrolling the student from out-of-district must ***immediately*** request all psychological and special education information from the previous school district. School psychologists should be notified of upcoming 30 day IEP meetings in order to review incoming information and attend as appropriate (e.g. if the student has a DIS counseling goal or if an assessment is overdue/warranted).

Before the expiration of the thirty (30) day period, an IEP *shall be held* at the local school to review the interim placement and to make a final recommendation for the student's placement, supports and services. The IEP team may develop an LAUSD IEP document utilizing any records, reports and information from the sending school district along with current information from the student's classroom teacher and other service providers.

- *If* the IEP team determines the incoming IEP information from out-of-district is accurate, appropriate, current and compliant with federal and state law, this information may be summarized on a PLP. The Out of District psycho-educational report should be attached to the 30 Day IEP in Welligent. No new, additional assessment is required.
- *If*, however, the student's current IEP or psycho-educational assessment report are unavailable or non-compliant with federal and/or state law, or appear inconsistent with student's current observable academic performance and/or behavior, an assessment plan (AP) shall be developed and an evaluation conducted.

#### ***STUDENTS WITH ED ELIGIBILITIES:***

Due to the LAUSD's comprehensive evaluation component requirements for students identified as Emotionally Disturbed (ED) as well as their **need for an "ED Certification Form," a comprehensive psycho-educational assessment must be completed if all the components of the comprehensive evaluation are not present upon the student's enrollment from out-of-district.**

Likewise, if a student enters LAUSD from a school district with a disability that is unclear, ill defined, or inconsistent with California Code of Regulations, a comprehensive assessment must be completed.

#### ***PRE-EXPULSION IEP FOR SPECIAL EDUCATION STUDENTS***

A manifestation determination (pre-expulsion) IEP meeting is part of the expulsion analysis for students with disabilities who receive special education services and are being considered for expulsion. A special education student can be expelled only if the alleged misconduct meets the District's criteria for expulsion and was not caused by, and did not have a direct and substantial relationship to, the student's disability; and the conduct in question was not the direct result of the District's failure to implement the IEP. Refer to **Bulletin 6050.2, Expulsion of Students – Policy and Procedures, October 10, 2016.**

If the IEP team determines that the conduct was not a manifestation of the student's disability, the case may proceed in the expulsion process.

#### ***PRIVATE EVALUATIONS***

##### ***DISTRICT-FUNDED INDEPENDENT EDUCATION EVALUATION (IEE)***

An Independent Education Evaluation (IEE) is defined by federal law as an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question (Section 300.53 of the Title 34 Code of Federal Regulations).

IEEs may be granted to parent or guardian, at public expense, if he/she disagrees with the District's evaluation of their child. In the event that this occurs, they must notify the district in writing or inform the District that they are requesting an IEE at public expense. If the parent makes an oral request, the District shall offer to assist the parent by putting the request in writing and forwarding it to the appropriate personnel. Parents may request an IEE for a District evaluation that may have taken place within two (2) years from the date of the current District assessment to which the parent disagrees.

If any additional questions and/or concerns arise, contact the appropriate personnel for any Psychological Services management staff and refer to the Special Education Policies and Procedures Manual found on the District's website, as well as the corresponding bulletin for IEEs.

Refer to **Bulletin 6642.0, Independent Educational Evaluations (IEE)**.

If the parent or guardian obtains an IEE at public expense, the report should be provided to District staff within a reasonable time period, in advance of the IEP meeting, so it can be reviewed by District personnel qualified in the area of the evaluation. The results of the IEE shall be considered by the public education agency with respect to the provision of a free appropriate public education (FAPE) to the child.

In cases where a psycho-educational IEE is presented at an IEP meeting, the school psychologist will review the IEE report and attend the IEP meeting, regardless of whether the IEE evaluator is in attendance. If the IEE assessor is not in attendance, the school psychologist will orally present the assessor's findings for the consideration of the IEP team. Additionally, the school psychologist will summarize the information and findings of the IEE report on a PLP entitled, "Independent Education Evaluation (IEE) Summary". The committee reviewing the IEE may or may not agree with the findings of this assessment. It is up to the IEP team to determine subsequent eligibility and placement. This written summary is to be completed as a brief summary, rather than the standard PLP format. Lastly, the school psychologist will ensure that the IEE report is attached to the corresponding IEP in the management screen in Welligent, as delineated in the *Uploading Psycho-Educational Assessment Reports* section of this manual.

#### ***PARENT INITIATED OUTSIDE EVALUATIONS***

There are occasions where the parent or guardian may procure an outside evaluation on their own. Whether or not the District is concurrently conducting its own evaluation, an effort should be made by the school psychologist to obtain a copy of the results of the report to consider its findings. Once the parent has provided a copy of the private assessment report, an IEP meeting may be convened to consider the results of the outside report.

In the event the parent provides a copy of the private assessment at the time the District assessment is in progress, then the school psychologist will reference it and summarize its findings in the District psycho-educational assessment in the *Outside/Private Assessments* section of his/her report and consider the independent report, along with all other information, at the IEP meeting. A PLP is not required to summarize the independent report.

## ***RESOURCES***

### ***BULLETINS, REFERENCE GUIDES, & MEMOS***

BUL-5212.2 .....	Bullying and Hazing Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult, 11/26/14
BUL-1347.2 .....	Child Abuse and Neglect Reporting Requirements, 7/1/11
BUL-5167.0 .....	Code of Conduct with Students – Distribution and Dissemination Requirement, 07/01/10
BUL-716.2 .....	Compliance with the 1976 United States Copyright Law-Computer Software, 10/01/05
BUL-1309.0 .....	Comprehensive Evaluation for Students Suspected of Emotional Disturbance (ED), 09/29/04
BUL-5577.1.....	Counseling and Educationally Related Intensive Counseling Services (ERICs) for Students with Disabilities, 7/21/14
BUL-6231.0 .....	Discipline Foundation Policy: School-Wide Positive Behavior and Support, 2/14/14
BUL-045788.0.....	Identification and Educational Support of Students with Characteristics of Dyslexia, 02/06/18
BUL-3357.1 .....	Employee-to-Student Sexual Abuse and Related Discipline Policy, 11/13/08
BUL-2075.0 .....	Establishment and Documentation of Intervention Procedures for Students Suspected of Emotional Disturbance, 10/24/05
REF-6022.0.....	Family and Medical Leave Act/California Family Rights Act– Supervisors’ FMLA/CFRA Reference Guide 3/25/13
BUL-2047.1 .....	Hate-Motivated Incidents and Crimes – Response and Reporting, 06/15/15
BUL-6642.0.....	Independent Educational Evaluations (IEE), 02/08/16
BUL-4223.2.....	Jury Service For Certificated Employees, 11/02/15
BUL-6269.1.....	Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities, 03/06/17
BUL-6730.1.....	A Multi-Tiered System of Support Framework for the Student Support and Progress Team, 07/13/17
BUL-5757.3 .....	Nonpublic School (NPS) Placement Policies and Procedures for IEP Teams, 06/04/13
BUL-4182.1 .....	Parent Participation at Individualized Education Program (IEP) Meetings for Students Suspected of Emotional Disturbance (ED), 8/09/10
BUL-5335.5 .....	Performance Evaluation for UTLA Bargaining Unit Personnel, 09/23/16
BUL-269.9.....	Policy for Assessing and Identifying Students for Gifted/Talented Programs, 09/06/16
BUL-3277.1 .....	Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol, Tobacco, and Other Intoxicants, 01/22/09

BUL-4680.0 .....	Procedures for Addressing Parental Revocation of Consent for the Continued Provision of Special Education and Related Services, 07/01/09
BUL-5526.6 .....	Procedures for Requests for Educationally Related Records of Students with or Suspected of Having Disabilities, 11/14/16
BUL-999.11 .....	Responsible Use Policy (RUP) for District Computer and Network Systems, 08/20/15
BUL-4140.1 .....	Review and Consideration of Request for Special Education Evaluation, 9/29/10
BUL-4692.5 .....	Section 504 of the Rehabilitation Act of 1973, 6/15/15
REF 6846.0 .....	Serving Parentally Placed Private School Students with Disabilities (Ages 5 through 21), Including School of Residence Responsibilities, 03/27/17
BUL-1893.1 .....	Sexual Harassment Policy (Employee-to-Employee), 8/1/05
BUL-3349.1 .....	Sexual Harassment Policy (Student-to-Student, Adult-to-Student, & Student-to-Adult), 8/6/14
BUL-5688.1 .....	Social Media Policy for Employees and Associated Persons, 1/29/2015
REF-1410.9 .....	Special Education Dispute Resolution- The Three Options for Parents Wishing to Initiate a Form of Dispute Resolution Regarding the Proposed Components of an IEP: (1) Informal Dispute Resolution, (2) State Mediation Only, and (3) Formal Due Process Hearing, 09/04/17
BUL-4191.2 .....	Speech Language Impairment Eligibility Certification (SLI Certification); and Language and Speech Eligibility Certification (LAS Certification), 12/12/16
BUL-5721.1 .....	Student and Employee Security, 2/25/13
BUL-6639.0 .....	Three-Year Review Individualized Education Program (IEP) Psycho-Educational Reassessment Requirements, 02/01/16
BUL-5630.3.....	Timeline for Completion of Individualized Education Programs (IEPs), 10/6/14
BUL-2521.1.....	Title IX Policy/Complaint Procedures, 6/7/06
BUL-5159.7 .....	Uniform Complaint Procedures (UCP), 09/22/16
REF-1279.2.....	Workers' Compensation Claims Reporting, 01/19/16
LAUSD Ethics Office	Employee Code of Ethics, 2/03

## **LAW**

Federal and State Laws, Regulations, and Policies

Online: <http://www.cde.ca.gov/sp/se/lr/>

Department of Education (2006). *Federal Register: August 14, 2006 (Volume 71, (Number 156).*  
Department of Education: Author.

Online: <http://www2.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf>

IDEA online: <http://nichcy.org/laws/idea>

### *CRISIS CONTACTS*

Los Angeles County Department of Children and Family Services (DCFS)  
Child Protection Hotline (800) 540-4000

LAUSD School Police Watch Commander (213) 625-6631  
Psychiatric Mobile Response Team (PMRT)  
Los Angeles County Department of Mental Health (24-hour Hotline)  
Access Phone Number (800) 854-7771

PMRT Service Area Numbers  
Service Area II (SF Valley) (818) 832-2410  
Service Area IV (Downtown/Metro): (213) 351-2813  
Service Area V (West) (310) 482-3260  
Service Area VI (South/ Hyde Park) (310) 668-4435  
Service Area VII (East/ South Gate) (562) 467-0209  
Service Area VIII (South Bay/Harbor) (310) 534-1083  
Valley Coordinated Children's Services (818) 708-4500  
(County of Los Angeles Department of Mental Health)

Suicide Prevention Center (24 Hour Hotline) (877) 727-4747

LAUSD School Mental Health Crisis Counseling and Intervention Services  
(213) 241-3841