



Psychological Services ERMHS

Division of Special Education
LOS ANGELES UNIFIED SCHOOL DISTRICT

Professional Development Meeting

August 12, 2013

Please
**Turn off
Cell Phones**
Or at least turn them
to
SILENT





Welcome/Introductions

- Welcome
 - *New Psychologists*
 - *25 Returning Staff/New Hires*
- Introductions – New Coordinator
 - *Larisa Pikover Crookston - East*
- Introductions – New Specialists
 - *Sergio Aviles – ISIC*
 - *Angela Deterville - West*
 - *Danielle Duncan – South*
 - *Alexandra Madrigal – East*
 - *Enrique Saldana - North*



Psychological Services

- SESC – South
 - *Delia Flores, Coordinator*
 - Jolene Bowman, Specialist
 - Danielle Duncan, Specialist
 - Annmarie Serrano, Specialist
- SESC – East
 - *Larisa Crookston, Coordinator*
 - Jesse Flores, Specialist
 - Jose Gonzalez, Specialist
 - Alexandra Madrigal, Specialist



Psychological Services

- SESC – West
 - *John Pero, Coordinator*
 - Angela Deterville, Specialist
 - Susan Mora, Specialist
 - TBD, Specialist
- SESC – North
 - *Mayra Santos, Coordinator*
 - Joan Kelleher, Specialist
 - Enrique Saldana, Specialist
 - Kashmiri Sidhu, Specialist
 - Beth Stoller, Specialist
 - TBD, Specialist



Psychological Services

- SESC – ISIC
 - *Monique Arbuckle, Coordinator*
 - Sergio Aviles, Specialist
 - Diana Fannon, Specialist
 - Arvin Garcia, Specialist
 - Susie Kapamaci, Specialist



ERMHS Staff

- Coordinators
 - *Arlene Banuelos*
 - *Araceli May*
- Specialists
 - *TBD*
 - *TBD*
- School Psychologists
 - *TBD*
 - *TBD*
- NPS/RTC School Psychologists
 - *Troy Leonard*
 - *Heather Rakowski*
 - *Vedeesh Saggar*



ERMHS Staff

- Psychiatric Social Workers
 - *Veronica Cagigas-Espinoza*
 - *Janise Escobar*
 - *Sonia Lopez-Munguia*
 - *Mary Miller*
 - *Luz Elena Rojas*
 - *Anita Yousoofian-Adams*
 - *TBD*

Committees

- UTLA Representative
 - *Yvette Foster*
- LAASP
 - *Beverly Williams, President*
- CASP
 - *Christine Toleson, President*





**LAASP Executive Board
2013-2014**

Why should you join LAASP?

- LAASP works closely with CASP to support State Legislature as it pertains to mental health services in the schools and school psychologists.
- LAASP is the largest CASP Affiliate.
- LAASP provides workshops that are relevant to our needs as school psychologists.
- LAASP is our professional organization and your input is valued.

Vision for LAASP

- Increase membership
- Provide meaningful workshops
- Expand the 2nd Annual Parent Consortium
 - There will be two dates for this event.
 - Increase the number of school psychologists as presenters.

LAASP Membership

- As of July 24, 2013:
 - 153 members via Payroll Deduction
 - 53 members via Direct Pay
 - 14 Student Members
 - 98 Emeritus Members
 - **A total of 318 LAASP members**

Join LAASP

- Membership applications are available today!!
 - See Beth Doshay at the LAASP Membership table
- Payment Options:
 - Payroll deduction - Includes LAASP and CASP membership! (\$30 LAASP and \$142 CASP, \$17.20 deducted per month). **Only available between July 1st and Nov 15th.**
 - Direct payment – Can pay by check payable to LAASP or on-line at www.laasponline.org

LAASP Membership Chair



Beth Doshay

SY 2012-2013

Workshops & Events

- LAASP Social Mixer during National School Psychologist week
- LAASP Winetasting and Tour – San Antonio Winery
- Cross-Battery Assessment
- LEP Preparation Workshop
- 1st Annual Parent Consortium

LAASP EVENTS

Lucky Strikes, LA Live

National School Psychologist Week



LAASP Social Mixer

National School Psychologist Week



Cross Battery Assessment Workshop

Dr. Pedro Olvera



LAASP Wine Tasting San Antonio Winery



LAASP 1st Annual Parent Consortium

- Theme: “School Psychologists Promoting Positive Mental Health and Wellness through Education!”
- Topics:
 - “Gratitude”, Alicia Garcia
 - “Parenting Skills”, Jennifer Obando-Salguero
 - “Disruptive Behaviors”, Zemeica McCorvey
 - “Social Skills”, Chris Ellis
 - “LGBTQ”, Christine Toleson
 - “Cyberbullying”, Arvin Garcia

LAASP 1st Annual Parent Consortium



LAASP End of the Year Luncheon



Beth Kauffman,
Jan Murdock &
Julie Schoenfeld

Christine Toleson,
Gay Brown &
Mary Barry



LAASP End of the Year Luncheon



**Retirees: Deborah Cross,
Jan Murdock & Gay Brown**

LAASP End of the Year Luncheon



**OSP Recipients: Jeff Spike,
Rosemary Gelinas, Christine Toleson
& Arvin Garcia**

LAASP Events for 2013-14

- ❖ LEP Preparation Workshop (Fall & Spring)
- ❖ 2nd Annual LAASP Positive Mental Health Consortium, Dec. 2013 in LA and Apr. 2014 in the Valley
- ❖ Possible workshops: Psychopharmacology; Seizure Disorder; Differentiating between ED/Social Maladjustment/Conduct Disorder; TBI; Trauma & Neuropsychology...
- ❖ Social Mixers: Wine Tasting, tentative date Nov. 14
- ❖ Outstanding School Psychologist Award and Retiree Luncheon

LAASP & Social Media

- ❖ Laasponline.org – LAASP's website
- ❖ LAASP is on Facebook
- ❖ Quarterly LAASP Word

CASP Convention 2013



Collaborating for
Safe Students &
Healthy Schools

- November 7 & 8, 2013
- Hyatt Regency
 - *Newport Beach, CA*

SAVE the DATE!!

Join CASP Now!!

- For reduced Convention Rates
- To support your Professional Organization
- To receive CASP Publications
- For LEP Licensing Requirements



Warren Fletcher

- President
- United Teachers of Los Angeles (UTLA)



Goals and Expectations

- Serve students as mandated by their IEP
- Provide accurate and valid assessments
- Maintain compliance with Ed. Code
- Assessments and service delivery needs to be able to withstand Due Process
- Disproportionality reduction
- Strategic Operating Plan

Goals 2013-2014



- Accurate and valid assessments that are consistent across the District
- 99.9% compliance with counseling/ERMHS Service Provision
- Evidence Based Techniques for Counseling
- Counseling Handbook
- Increased NPS compliance with IEPs and Service Delivery
- Parent training and counseling
- Exit and reintegrate students into General Education
- Coordinated Professional Development



Sharyn Howell

- Executive Director
- Division of Special Education

Budget Update

- Rehires
 - *We were able to rehire all psychologists available from the 2011-12 school year*
- New Hires
 - *We were allocated 18 new positions to offset the additional assessments associated with ERMHS*
- Supplies
 - *Laptops*
 - *Assessment supplies*
 - *New instruments*





NPS Administrative Designees

- Only assigned to NPS locations to serve as the LAUSD Admin Designee at IEP meetings
- 12 positions district-wide
 - *part of ERMHS unit*
- Responsible for monitoring and approving ongoing Individual Service Agreements (ISAs)
- Will run SER (Service Tracking) reports for NPS Director on a weekly basis

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Assessment Template

- Minor changes to the **Report Frames** and **Report Reference Document**
- Reflects change in the eligibility and exclusionary factors from “Mental Retardation” to “Intellectual Disability”
- Added the ISIC unit as an option at the top right corner of the reports
- Mandated use of the report template
 - *Not optional*

Overview

You have received the following:

- *Report reference document (PDF document):*
 - Contains ALL possible headings as well as guidance about what information is required under each heading
 - Think of it as a full-size road map
- *Frames (headings only) (Word documents):*
 - ERMHS comprehensive frame
 - ERMHS social emotional frame
 - Comprehensive frame
 - Social emotional frame
 - Think of them as direct routes to specific destinations

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Overview (cont.)


When you receive an assessment plan:

- Choose the appropriate frame
 - *All headings required for that type of report are there for you*
- Type required information into appropriate frame
- Use reference document to ensure that required information is included for each heading

Case Study Submission


- Once the assessment is completed, the assessment protocols should be sent to your Psychological Services unit with the student ID number listed
- The psycho-educational report, IEE, etc. must be attached in Welligent





School Psychologist Informational Guide 2013-2014

- Updated
- Professional format
- Relevant to the role and responsibilities of the School Psychologist
- Committee for SPIG revision
 - *Sergio Aviles*
 - *Jolene Bowman*
 - *Angela Deterville*
 - *Jose Gonzalez*
 - *Kashmiri Sidhu*



School Psychologist Informational Guide

2013-2014

**Psychological
Services**

LAUSD

Professional Code of Ethics

- School Psychologists are required to read the full text of:
 - *California Association of School Psychologists Code of Ethics*
 - *Los Angeles Unified School District Employee Code of Ethics*




Professional Code of Ethics (cont.)

- Keep student records confidential
 - *Properly dispose of obsolete information*
 - *Share only with those who have a legitimate claim to such information.*
 - *Written consent from parents is obtained prior to releasing information to or from agencies or individuals*
 - *Inform children and others of the limits of confidentiality before establishing a professional relationship*
- Professional Relationships and Responsibilities
 - *Respect Students*
 - *Respect Parents*
 - *Under education system in terms of legal requirements and instructional practices*



Professional Code of Ethics (cont.)

- Professional Practice
 - *Understand parameters of psycho-diagnostic instruments and integration of findings into a comprehensive written report which represents the most valid picture possible of the student*
 - *Gather only information that is relevant to the educational needs of the child*
- Private Practice
 - *Obligation to inform Coordinator if engaged in private practice*
 - *Must maintain practice outside of hours of contracted employment*
 - *May NOT use tests or materials belonging to the district*
 - *May NOT use public school facilities*



School Psychology Interns: Mentoring Guidelines

- Direct all inquiries regarding practica or internship training to the Psychological Services Coordinator or designated Specialist
- Training in individual assessments is critical and may constitute a significant portion of an internship
- Interns should be provided a blend of direct and indirect services and should involve, when appropriate, both general and special education students
- Supervisors should understand that the evaluation process may be more time consuming for interns (assist with time management issues)
- Supervisors must provide ample advisement, professional guidance, as well as positive feedback and support

Intern Mentoring Guidelines Reminders!

- School psychologists assure high quality services and serve as role models
- School psychologists should never assign a case to an intern that they would rather not do themselves
- Interns are not assigned to schools to reduce the workload





School Psychologist Duties and Responsibilities

- Assessment
 - *Develop case studies to determine educational needs*
 - *Evaluate test results in relation to cultural, environmental, and language factors*
- Sharing results
- IEP Meetings
- Pre-Intervention and Intervention processes (SST)
- Logs
 - *Maintain for all evaluations and submit monthly*
 - *Must inform Coordinator/Specialist before cases go over timelines to determine if additional resources need to be allocated or other remedies utilized*



Hours of Work

Article IX of 2008-2011 agreement between LAUSD and UTLA

- Workday Provision
 - *8 hours*
- Sign-in and Sign-out
 - *For EACH arrival and departure*
- Minimum On-Site Obligation
 - *Not less than teacher hours*
 - *Remain on-site as necessary (or requested by administrator) to perform assigned duties and professional obligations*
- Other Duties
- Off-site
 - *Notification of SESC Psych Services and school personnel*

Jury Duty

- Employees will provide jury service during periods when the continuity of instruction and District operations will not be adversely affected
- BUL-4223.1
- Employees shall notify the Coordinator of a jury summons
 - *Employee shall seek postponement to an upcoming unpaid recess or 'off-track' period*
 - *A school psychologist who does not seek postponement to a recess off-track period will be granted unpaid absence for jury service.*

Absences

- E-mail prior to 8 AM, the day of the absence
 - *Report to the SAA at the assigned school(s)*
 - *ESC Psychological Services Office payroll reporter*
 - *Psychological Services Director's Office payroll reporter*
- It is recommended that each psychologist create an 'absence' distribution list of the above
- E-mail message should be short and shall include
 - *Name*
 - *Employee Number*
 - *Day/date of absence*
 - *Nature of absence*
 - *Work-related commitments for that day that need to be canceled or rescheduled*
- If unable to access the internet, then call school(s), Psychological Services at the SESC, and Operations at (213) 241-6701
- Must submit corresponding absence certification form



School Psychologist Schedule

- School psychologists shall follow an assignment schedule developed in collaboration with psych Coordinator/Specialist and site administrator(s)
 - *Schedule is to be submitted to Psych Services*
- Any changes in your schedule must be approved FIRST by your Coordinator
- Merely informing clerical staff, sending an e-mail or leaving a voice message, is not sufficient

Payroll

- Psychological Services submits your payroll to Beaudry, where you are time reported
 - *Except preschool*
- Must sign-in and sign-out every day
 - *Copies of Sign-In/Out cards must be submitted from every school assigned*
- Must submit a signed timesheet by due date!!!
 - *All the documents have to be organized, signed and mailed to Beaudry*
- Psychologists must complete and submit a Federal Activity Log on a monthly basis
- For payroll assistance, contact timekeeper, email employeeservice@lausd.net, or call (213) 241-6670

Mileage

- School business mileage
 - *Can no longer be submitted prior to the end of the month*
 - *To be submitted one month behind every payroll period on the Daily Mileage Statement form*
 - *Submitted with monthly time sheet*
- Only for work related travel
- Does not include travel from
 - *home to school*
 - *last work location to home*

Emergency Information

- ALL School Psychologists MUST keep their personnel/emergency information current
- MUST update any changes
- Information to be kept at each school and office



Stull Evaluation

- Done with consultation (input) of school site administrator

- Probationary

Once a year

- Permanent

At least every other year

- Permanent for 10+ years

Highly qualified

Can opt with Coordinator's approval to be "stulled" every 3, 4 or 5 years



Request for Employee Initiated Transfer

- Anticipated vacancies for each unit will be posted prior to April 1st
- To be eligible for a transfer
 - *Permanent employee for at least 3 years in same unit*
 - *Not eligible if received Notice of Unsatisfactory Service or Below Standard Stull*
- ½ of all openings are to be filled from transfer requests

Test/Equipment Security

School psychologists are to ensure that computer equipment is protected from:

heat, moisture, breakage and theft

- Computers are for business only
- Test equipment must be kept in locked files
- Personal property brought onto school sites should be REGISTERED



Test Materials Requisitions

- Requests should be submitted sent electronically (**via e-mail**) by the forms provided by the individual SESC.
- or sent **via school mail** to the assigned Specialist.



Maintenance / Storage of Psychological Case Studies

- School psychologists should store psychological records in a secure and safe location
 - *Not in cars, garages, or homes*
- Cases should be returned to the SESC *immediately* after completion of activities related to the case





Welligent Web-Based IEP and STS

School Psychologists are required to use Welligent

- Present Level of Performance
 - *Strengths, relative or significant*
 - *Areas of need, weakness/challenge and*
 - *Impact of disability on performance area*
- Goals and objectives
 - *DIS counseling*
 - *Make sure caseload is accurate!*
 - *Document sessions & student progress*



Uploading Psycho-Educational Assessment Reports

- School Psychologists are required to upload their report to the student's Welligent file prior to the student's IEP meeting.
 - *Need to carefully review and proofread reports prior to attaching*
- Label reports to *differentiate* between different support personnel reports:
 - *Initial Psycho-educational assessment*
 - *3 yr. Psycho-educational assessment*
 - *Bilingual Psycho-educational assessment*
 - *ERMHS Psycho-educational assessment*
 - *Social Emotional DIS assessment*
 - *ERMHS Social-Emotional assessment*



Uploading Psycho-Educational Assessment Reports

- If incomplete or error is in the report that was attached:
 - *Re-label description of report to “attached in error”*
 - *Upload revised report, label it as “Revised Psycho-educational Report”*



DIS Counseling and Service Tracking System (STS)

- At the beginning of the school year, one shall review their counseling case load and plan a service delivery schedule using the Welligent ServiceTracking System (STS).
- Using STS, service delivery must be *recorded* and *kept current* by the school psychologist.
 - *This includes student and provider absences*



SER 310 – 30 Day Service Report (Single Provider)

- SER310 shows ALL students assigned to provider for DIS Counseling AND the status of the service.
- The Report also contains students who do NOT have an active IEP or the named service on the IEP, but who are still being served.

SER315 - 30 Day Service Report (Missing Services)

- SER315 report shows all students for DIS Counseling for the entire school that are MISSING services
- It also shows who do NOT have a Service Record



SER REPORTS

- Students showing up as “No Service Provided,” “No Case Record,” or “Below 85% of Target” require Immediate Attention.
- Service Tracking for ALL students must be entered at least on a weekly basis, though daily is considerably preferable, and completed by *Friday* of each week.
- School Psychologists must run and review the 310 and 315 Reports weekly.
- On a monthly basis, school psychologists must print out the 310 and 315 Reports. Both Reports must be initialed by the provider, annotated addressing any discrepancies / issues and submitted to Psychological Services.

ASSESSMENT & IEP ACTIVITY LOG

- Must maintain records of:
 - *Initials (as they come in)*
 - *Comprehensive Re-Evaluations*
 - *Triennial Evaluations*
 - *Social Emotional Assessments*
 - *Behavioral Assessments*
- *Assessment Log is used for every school*



Case Study Information

CASE STUDY FILE COVER:

-Legibly, print in INK the following information on jacket cover:

- *Name of School*
- *Student's first and last name*
- *Date of Birth*
- *Student Identification Number*

FileNET

Cases that have been previously scanned can be accessed by school psychologists who have been registered and approved in FileNET at

<https://ecm.lausd.net>



Meeting Notes in Welligent

- Allows administrators or others responsible to document events leading up to the student's IEP meeting
 - *Attempts to reach parents*
 - *Rescheduling information*
 - *Reconvene information*
- May be used to document reasons why there may be a delay in scheduling/completing the IEP meeting
 - *Waiting for vision/hearing screening*
 - *Waiting for parent initiated outside report*

Recording Case Notes

- Vehicle to document follow-up tasks/information not specifically related to the IEP meeting itself, but which may involve the school psychologist
 - *Parent/student availability related to assessment*
 - *Movement of student records among school psychologists and SESC*



Preparing Case Files For Scanning

- Items To Be *Included* in the Case File:
 - *Protocols*
 - *Outside Agency Reports such as IEE's / other reports submitted by parents should be maintained in the case file (if they have not been uploaded into Welligent).*
- Items To Be *Removed*:
 - *LAUSD Psych Reports*
 - *LAS & other LAUSD Reports*
 - *CTAR*
 - *Copies of Cumulative Records*
 - *Report Cards*
 - *Due Process and Mediation documents should be maintained by the school*



Requests for Psychological Records: Parental Requests

- Parent of a student under 18 years of age, has the right to examine all school records
- Parent has the right to examine records and receive copies within 5 business days of either oral or written request
- Parent should be encouraged to put requests in writing.
- When a psychologist receives a request, they should forward it to the Custodian of Records, Division of Special Education per **Bulletin-5526.4**, Procedures for Requests for Educationally Related Records of Students with or Suspected of Having Disabilities, July 15, 2013

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Requesting Records from Other School Districts

- Upon enrollment, a student's records should be promptly obtained
- The school psychologist should follow up to ensure the current IEP and most recent psycho-educational assessment are obtained



Request for Special Education Assessment

- Who may initiate a request for an initial evaluation to determine if a child is a child with a disability?
 - *Parent of a child*
 - *State or Local educational agency*
 - *Other State agency*
- Request Form shall be made available to
 - *Parent*
 - *Staff*
 - *Others*
- Administrator/Designee is responsible for documenting on Welligent
 - *Referral Information*
 - *Assessment Plan Development*
 - Providing it within 15 calendar days



Request for Special Education Assessment

- Federal regulations permit local education agencies to review and consider appropriateness of requests for special education evaluation
 - ***Bulletin 4140.1*** (Sept. 29, 2010) provides guidance and procedures to schools reviewing such requests for evaluation
- School Psychologists should be aware of the specific steps outlined in Bulletin 4140.1
- When an assessment is conducted, the student should be assessed in all areas of suspected disability



Assessment Plan

- An assessment plan must be developed whenever an assessment for the development or revision of an IEP is to be conducted
- Exceptions are:
 - *Assessment to determine student progress*
 - Annual review
 - Reviewing existing data as part of assessment or reassessment
 - *Assessment that is administered to all children*
 - *Screening of a pupil by a teacher or specialist to determine appropriate instructional strategies for curriculum implementations*
 - School psychologists must first consult their Coordinator or Specialist before proceeding with such a screening



Referral and Assessment of English Learners

- 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
- 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,” January, 2012.

Referral and Assessment of English Learners

- **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 4 may also require consultation/assessment depending on available data, the student's records, and information obtained from the family.
- Monolingual school psychologists must consult with a bilingual psychologist whenever they have questions about an ELs native language functioning
- The referring school psychologist (assigned to the school that generated the referral) completes the Bilingual Consultation Request Form, Attachment C: Procedures for Referral and Assessment of English Learners, January, 2012



Referral and Assessment of English Learners

- 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

Court Request for Assessment/IEP Meetings

- Handled the same way as all direct request:
 - *Determine Nature of Request*
 - *Contact Parent*
 - *Document Interventions*
- Do parent's rights remain?
 - *Unless documented otherwise*

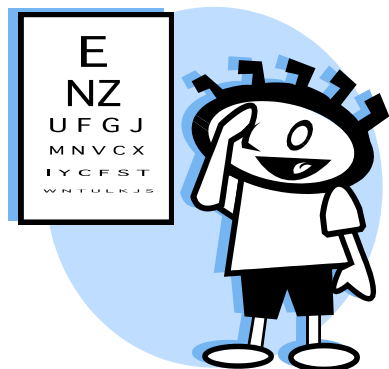


Health Assessments

- **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
- “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”.
- School Psychologists must collaborate with the school nurse on current health status early in the 60 day timeline

Health Assessments

- Psychologists must be aware of any vision, hearing, and health factors which may affect the assessment process





Social/Emotional Assessments

- Designated Instructional Services (DIS) counseling and Educationally Related Mental Health Services (ERMHS) are a supplement to the regular guidance and counseling program at a school
- Before a student is referred for DIS counseling or ERMHS, interventions that can ameliorate the student's impeding behavioral symptoms should be considered, implemented and progress monitored, refer to **Reference Guide 5578.0**



Social/Emotional Assessments

- ERMHS is an intensive educationally related counseling service that may include individual counseling, group counseling and family consult and support
- If the IEP team has determined that DIS counseling or ERMHS as a related service is required, the IEP team shall develop social emotional goals that are *measureable* and correspond to the assessed needs of the student



Early Childhood and Preschool Assessments

- School psychologists assigned to the Infant and Preschool Support Services are responsible for all initial assessments of three and four year old children not enrolled in elementary school-based general education programs
- Assessments of three and four year old children enrolled 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**)



Preschool Assessment: Practical Guidelines

- California Department of Education, Department of Education, Special Education Division website <http://www.draccess.org/> provides training and technical assistance in the use of the Desired Results Developmental Profile Revised (DRDP-R), a statewide assessment instrument of choice that is used by California to assess pre-school-age children with IEPs
- Hardcopies of the teaching manuals and instructional guides can be found at all LAUSD Early Education Centers, School Readiness Language Development Programs (SRLDP) and preschool special day class programs



Transitioning Preschool Students

- The primary tool to determine whether a student continues to require special education services is the Classroom Team Assessment Report (CTAR)
- If a school team agrees their recommendation is for the student to transition from preschool to kindergarten with **no change in eligibility**, on the recommendation page of the CTAR (page 6), the school psychologist will “check the box” and indicate that the student, “may continue to need special education services”

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Transitioning Preschool Students

- If a school team agrees that the preschool student may **no** longer meet eligibility criteria, an assessment plan must be developed
- On the recommendation page of the CTAR (page 6), the school psychologist will “check the box” and indicate that the student, “does not appear to need further special education services”



Transitioning Preschool Students

- If a school team determines that a preschool student may continue to need special education services after they transition from preschool to kindergarten and may **require a change in eligibility**, an assessment plan must be developed
- the school psychologist will “check the box” and indicate that the student, “may continue to need special education”



Developmental Delay (DD)

- DD eligibility can no longer be established as an eligibility within LAUSD for any student over 3 years, 8 months of age. If a student is assessed and older than 3.8, then one of the standard eligibilities (AUT, OHI, ID, SLD, etc.) must be identified if the student is to qualify for special education services
- A critical component of the DD criteria is that “**lack of clarity**” exists in determining child’s eligibility within the 13 federal and state eligibility categories
- For students with an eligibility of DD, a comprehensive psycho-educational evaluation will take place prior to the student’s kindergarten year, whenever possible, so as to reduce the incidence of students with the DD eligibility above 4 years of age
- School psychologists assigned to schools adjacent to Early Education Centers (EECs) or have Preschool Mixed (PSM) , Preschool Intensive (PSI) or other programs that may have students with eligibilities of DD should be aware of these students and be involved in these transition assessments, as appropriate



Established Medical Disability (EMD)

- An established medical disability (EMD) is a disabling medical condition or congenital syndrome that the IEP team determines to have a high predictability of requiring special education and services.
- It is an eligibility criterion that is used for preschool students between the ages of 3 and 5 years.
- By District policy, reassessments for children with EMD eligibility are completed during the child's kindergarten year



Emotional Disturbance (ED): Comprehensive Evaluation

- Any student suspected of having an emotional disturbance must have a comprehensive evaluation
 - *All Initials*
 - *All Three Year Reevaluations*
 - *A change in eligibility is being considered*
 - *Whenever a more restrictive special education setting is considered*
- Refer to BUL-1309

Emotional Disability Certification Form / IEP

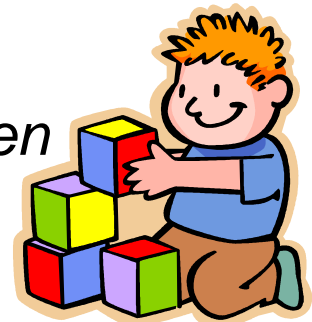
- An IEP attachment
- Required for all students whose eligibility is ED
- All items must be checked YES when ED is the specified eligibility



School Psychologist's Written Report

ANALYSIS OF BEHAVIOR

- School Psychologist's assessment must include but may not be limited to a description and analysis of:
 - *Problem/target behavior*
 - *Function of behavior*
 - *Frequency and duration of problem behavior*
 - *Suggested replacement behavior(s)*
 - *Summary of the assessment results if a separate behavioral assessment has been conducted*





Assessment Plan when ED is suspected as a possible area of eligibility

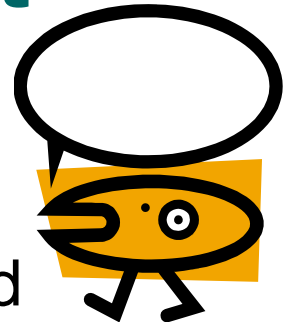
- A comprehensive assessment plan must be generated for all ED evaluations, with all appropriate areas checked off
- Make sure that the assessment plan also indicates that “ED” is being considered
 - *Social emotional*
 - Alternative assessment
 - Consider ED

ED and Teleconference

- Per District policy and MCD, parent participation at IEP meetings for students suspected of ED may include alternative forms of participation, such as teleconferencing
- Refer to BUL-4182.1



Speech and Language Impairment



- Psycho-Educational Evaluation is required if a disorder in the area of language is suspected
 - *See BUL-4191.0 Speech Language Impairment (SLI) and Language and Speech (LAS) Eligibility Certification, April 14, 2008*
 - *Assessment gives an indication of where the student's general ability lies*
 - *This applies to both Initials and re-evaluations where general ability has not been previously established*



Speech and Language Impairment

- Before a psycho-ed evaluation is initiated
 - General education interventions and screenings by speech therapist, SST, or approved preschool screening instrument must be completed
 - Pre-referral information must provide evidence that Speech and Language disorder is
 - Not due to unfamiliarity with English or lack of instruction in English
 - Not due to environmental , economic, social or cultural factors



Nonpublic School (NPS) Students

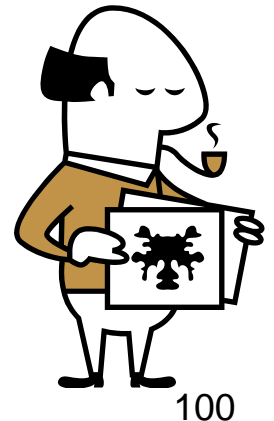
- Students being considered for NPS placement
 - *Comprehensive psycho-educational assessment*
 - *IEP that includes:*
 - FAPE offer
 - Behavior Support Plan
 - Counseling goal
- BUL-5757.3 summarizes critical elements related to events before, during and after IEP meetings where NPS is considered
- NPS students being considered for return to LAUSD general education school setting
 - *Comprehensive psycho-educational assessment & IEP*
 - To include a school psychologist assigned to the NPS, a SESC special education staff member or administrator/designee from receiving gen. ed. school

Psycho-Educational Reports

- Written reports must meet all compliance specifications and present a clear picture of student's functioning in all areas of assessment
- CA Education Code (56327) requires that the personnel who assesses the pupil prepare a written report of the results of each assessment
- A copy of the psycho-ed report must be presented to the parent/guardian no later than at the time of the IEP meeting
 - *If parent requests a copy of the assessment report, it must be forwarded to them at least 4 days prior to the IEP meeting*

Psycho-Educational Reports

- Required validity statements, as outlined in the SPIG and psycho-educational report templates must be included in all psycho-educational reports
- School Psychologists are required to use the most current District issued report templates, incorporating the applicable sections from the REPORT REFERENCE DOCUMENT.



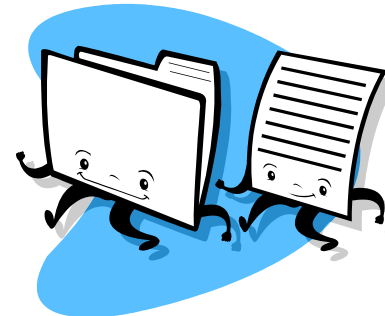


Response to Intervention and Instruction (RtI²) and SLD Identification

- California Department of Education (CDE) states that Response to Instruction and Intervention (RtI²) is a systematic, data-driven approach to instruction that benefits every student. California has expanded the notion of Response to Intervention to RtI²
- School psychologists must have a knowledge of RtI² strategies
- LAUSD school psychologists must continue using current assessment policies and practices which includes:
 - Utilizing a variety of assessment tools and strategies
 - Incorporating the student's response to intervention as a component of the psycho-ed evaluation

MyData

- MyData is a comprehensive, web-based reporting tool where school psychologists and school teams can access student-level data to inform practice
- School psychologists should regularly access MyData as part of their case development



IEP Meetings



- School Psychologists will
 - *Participate in IEP meetings where they have completed assessments, provided DIS counseling, have responsibilities for behavior intervention, or have special expertise*
 - Shall not serve as administrative designee or be relied upon to serve at the IEP team's translator/interpreter
 - *Consult with Specialist before IEP that involve litigious or complicated cases/issues, NPS placements, ED eligibility, and ERMHS referrals*



Case Review Procedures

- Special Educational Service Centers will create and implement a Case Review procedure
- All school psychologists, interns and practica students will be required to participate in the case review process for ED, AUT, ERMHS, NPS/RTC and unusual cases

Facilitated IEP Meetings

- Useful when an impartial facilitator is needed when an IEP meeting
 - *falls under “unusual circumstances” where:*
 - effective communication has failed
 - decision-making has reached an impasse
 - conflict cannot be resolved
- May be scheduled at various schools and/or locations within the SESC’s
- Local administrators should make arrangements through their respective SESC’s



Serving Parentally Placed Private School Students with Disabilities

- LAUSD provides district procedures for serving parentally placed private school students with disabilities (Ages 5-21)
 - *refer to Bulletin 3835.0*
- The District will develop a Services Plan when parents of students with disabilities choose to place their child in a private school located within district boundaries



Parental Revocation of Consent for Continued Provision of Special Education and Related Services

- Parents have the right to withdraw consent for the provision of continued special education and related services
- Request for revocation must be:
 - *In writing*
 - *Dated*
 - *Signed by parent*
- Applies only when a parent revokes consent for all special education and related services
- Refer to BUL-4680

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*
 - *Formal Due Process*
- An IDR HELPLINE at (213) 241-8135 is available for district staff (only) to assist school staff in exploring solutions for IEP disagreements and to assist school site administrators with due process proceedings
- Refer to Reference Guide 1410.4





30 Day Interim Placement

- Special education students transferring to LAUSD from another district shall immediately receive services comparable to those described in the previous IEP on an interim basis not to exceed 30 days
- The school administrator or designee must immediately request all psychological and special education information from the previous school district
- Before the 30 day period expires, an IEP meeting shall be held to review the interim placement and to make a final recommendation for supports, services, and placement
- The IEP is developed 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

30 Day Interim Placement

- **If** the IEP team determines that the incoming IEP information is appropriate and compliant with federal and state law, this information may be summarized on a PLP
- **If** the student's current IEP or psycho-educational assessment report are unavailable or non-compliant, or appear inconsistent with student's current observable academic performance and/or behavior, an assessment plan (AP) shall be developed and an evaluation conducted



30 Day Interim Placement

For incoming students with an ED eligibility:

- A comprehensive psycho-educational assessment must be completed if all of the required LAUSD comprehensive evaluation components of the out of district evaluation are not present
- 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

Pre-Expulsion IEP for Special Education Students

- IEP must be held
 - *Manifestation Determination by IEP team*
 - a) If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability
 - b) If the conduct in question was the direct result of the District's failure to implement the IEP
 - *If IEP team determines a) or b) is applicable to the student, the conduct is a manifestation of student's disability (refer to BUL-46511.1)*
 - *If IEP team determines that the conduct was not a manifestation of student's disability, the case may proceed in expulsion process*



Independent Educational Evaluation (IEE)

- Defined 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”
- Parent has the right to obtain, at public expense, an IEE, if the parent disagrees with an assessment done by the school district
- School district must, without unnecessary delay, either
 - *Initiate a hearing to show that their evaluation is appropriate*
 - *Ensure that an IEE is provided at public expense*
- If the parent obtains the IEE at private expense, the results of the assessment shall be considered by the school district
 - *Parents are encouraged to provide the report in advance of the IEP meeting, so that it can be reviewed by District personnel*



Independent Educational Evaluation (IEE)

- When an IEE is presented at an IEP meeting, either by the parent at their expense or an IEE funded by the District, the school psychologist will review the IEE report and attend the IEP meeting. If the IEE evaluator is not in attendance, the school psychologist will summarize the information and findings of the report for IEP team consideration
- The school psychologist will also always provide a written summary in the PLP section of the IEP. *The written summary is to be completed as a brief summary, rather than the standard PLP format*
- The school psychologist will ensure the IEE is attached to the IEP
- Requests for an IEE at public expense should be forwarded to the Psychological Services office at the local SESC.

Resources

- Bulletins and Reference Guides
- Special Education Law
- Crisis Contacts





2013-2014 Timesheets/ Federal Activity Log

- New Timesheets
- Federal Activity Log
- Designed by
 - *John Pero*
 - *Arvin Garcia*
 - *Diana Fannon*

Monthly Assessment Logs

- Emailed in your meeting packet
- Nothing significantly different than last year
 - *Date changes*



2013-2014 Professional Development Meeting Dates

- Uniform across units
 - *Same dates*
 - *Same primary content*



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Bilingual Referrals

- You must refer all ELD 1 and ELD 2 students for a bilingual referral
- ELD 3 students will be considered on a case by case basis.
- Contact the designated person in your unit for further clarification

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Bilingual Referrals

- Referrals (with complete packet) **MUST** be received, at SESC Psych Services, no later than 3 weeks prior to IEP date
- Bilingual staff will determine extent of consultation and/or evaluation needed
- One PLP for Language is prepared by the onsite psychologist upon receipt of bilingual assessment/consultation results



ERMHS Referrals

- ERMHS is a related service
- For students have mental health issues beyond the scope of traditional DIS counseling
- Assessment must be done to determine need for services
- Assessment plan must indicate “consider ERMHS” in social-emotional section
- Follow ERMHS frame for either ERMHS comprehensive assessment or ERMHS social-emotional assessment
- Must go to ERHMS Case Review
- School Psychologist writes PLPs
- PSW writes goal

Medi-Cal Administrative Activities(MAA)

Random Moment Time Study (RMTS)

- In the 5 quarters since LAUSD began using the Random Moment Time Study, the District has been reimbursed \$10.1 million. (This is 2X the amount reimbursed using worker logs!)



- **Please complete both trainings – RMTS and FFCA (Federal False Claims Act)**
 - *Learning Zone*
 - *Must be done by 9/20*
- **Please remember that moments are assigned RANDOMLY.**
 - *This means some people get none, some get a few, and some get many.*
 - *Some moments fall outside of your assigned 8 hour work day. Indicate this in your response.*
- **Please be accurate when reporting your time.**
 - *Report what you were doing for 1 minute only.*
 - *Give specific examples (but do not use student names).*
 - *Indicate whether time off was paid or unpaid.*
 - *Be professional.*
 - *Contact the supervisor in your unit if you have questions.*



AB86 – Repeals Hughes Bill

- On July 1, 2013, Governor Brown signed school funding legislation which modifies the Behavior Intervention Plan mandate, commonly known as the “Hughes Bill”
- At this time, LAUSD is operating under its previous policy and procedures
- New guidelines and training are being developed
- School psychologists will be among the first groups to receive this training

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Outcome 10

- Timely Completion of Evaluations
 - *Must continue with the maintenance of effort*
 - *Call your Specialist if you are not able to meet your timelines*
 - Call well in advance of due dates
 - Specialist will determine if there is a need for assistance and if resources are available
 - Make sure your assessment logs are accurate and up-to-date



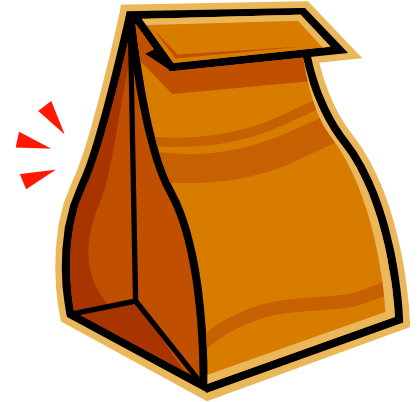
Outcome 13

- Provision of Related Services
- Providing DIS counseling and ERMHS Services
 - *Appropriate documentation*
 - *Compensatory time for provider absences*
- Reports are to be run weekly and submitted monthly to your unit and **MUST** be annotated
 - *SER 310*
 - *SER 315*

Outcome 18

- Over identification of African-American students as ED
- Monitoring Device emailed as part of the meeting packet
- Need to take potential ED cases to peer case review

LUNCH





Preschool Assessments

- Need to use standardized, defensible assessment instruments
 - *Mullen*
 - *Developmental Profile 3*
 - *Autism Scales*
 - ASRS
 - GARS
 - CARS
- No more Preschool Team Assessment III
 - *Effective September 1, 2013*

Celebrating Success

- Help Save a Life
 - *A Video*
 - *Suicide Prevention*
- Tohfeh Yadegar
 - *LAUSD School Psychologist*
- Counseling Students
 - *Award Winning video*



Counseling Handbook



Counseling Handbook News

A team has been working on a new counseling handbook which will include all technical information related to DIS Counseling/ERMHS service provision and tracking as well as:

- Social Emotional standards based on current research
- Skills identified in a hierarchical, developmental manner
- Goals and suggested activities

The Handbook will be ready for the January 2014
Staff Training

*Your Counseling Handbook Committee Members are:
Susan Mora, Beth Stoller, Alexandra Madrigal,
Jimena Del Pozo, Troy Leonard and Araceli May*





Child and Adolescent Needs and Strengths (CANS)

- CANS assessment will be used to inform ERMHS eligibility decisions
 - *Utilized as part of the ERMHS Case Review Process*
 - *Used to track progress*
- 164 Trainers trained with 2 day CANS Training
- 189 Staff trained in one day training
- A total of over 350 School Psychologists trained
- Still need to train 150-200
 - *Will be completed by the CANS Trainers in each unit*



Cognitive Behavioral Therapy

- Evidence Based Practice
- District-wide PD/Training
- September 17, 2013
- Presenter from the Beck Institute
- Cortines Learning Center
- Limited on-site parking
 - *Plan accordingly*

2013-2014 Calendars

- C Basis calendars in meeting packet email
- Sign In/Sign Out cards also emailed to you
 - *Submit twice yearly*
 - *January/June*

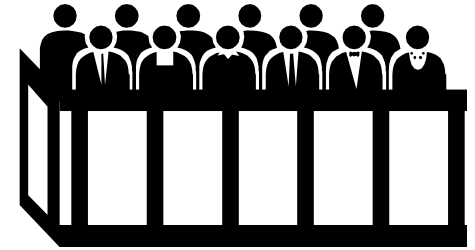


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Stulls

- You are to be stulled if you receive a Stull Planning Sheet in your assignment packet today
- You received as part of your materials for today's meeting the instructions for the Initial Planning Sheet
- IPS is due to your Specialist by Friday, September 20th

Jury Duty



- **BUL-4223.1**
- District procedures for certificated employees summoned for jury duty
- Employees will provide jury services during periods when continuity of instruction and District operations will not be adversely affected
- Must notify Coordinator IMMEDIATELY upon receiving a jury summons
- Request postponement to “off-track” or unpaid period
- If you do not request postponement to “off-track” period, you will be unpaid for your jury service



Needs Assessment

- Form was emailed to you
- Please include your areas of interest or need for future Professional Development meetings
- Results will help inform planning for future PDs
- Please return form to your Psychological Services unit by August 16th



Workplace Issues

- Payroll need to be submitted on time
 - *Refer to payroll due dates*
- E-mail
 - *lausd.net must be used and checked daily*
 - *Welligent email should be checked daily*
- Sign-Ins
- Arrival time
- On site hours
- Personnel Cards
- Test Equipment Security
- Protocols
 - *Fill out identifying information on protocol completely and in ink*
 - *Use it and score it*
 - *Not merely for note taking*



Mandated Notices

- You have been sent all of the mandatory notices via email
- The following Powerpoint will briefly describe the key points in each of the documents
- It is your responsibility to maintain access to these documents and to be familiar with their contents
- Need to sign and submit the following to your unit:
 - *Employee Acknowledgement of Suspected Child Abuse Reporting Requirements*
 - *Laptop Loan Agreement*

LAUSD INJURY AND ILLNESS PREVENTION PROGRAM FOR SUPERVISORS AND EMPLOYEES

As required by California Code of Regulations, Title 8,
Section 3203

LOS ANGELES UNIFIED SCHOOL DISTRICT

HEALTH AND SAFETY POLICY

The safety of students and staff is the highest priority for the Los Angeles Unified School District. Injuries and illnesses create personal loss to employees, students, and their families, and reduce the District's ability to provide quality education. It is the District's position that all accidents are preventable.

Site administrators have primary responsibility for providing a safe working and learning environment, and are accountable for compliance with applicable health and safety requirements. All supervisory employees, from senior managers to first line supervisors share responsibility for ensuring the safety of students and staff.

Every employee is expected to work safely, adhere to safety requirements, and immediately report accidents and potential workplace hazards to their supervisors.

INJURY AND ILLNESS PREVENTION PROGRAM

- Is required by Cal/OSHA health and safety regulations for all District schools and sites.
- Reflects the District's policy on employee safety.
- Specifies procedures to maintain a safe and healthful workplace for employees.

INJURY AND ILLNESS PREVENTION PROGRAM

Consists of 7 components:

1. Designation of a responsible individual
2. Employee compliance with safety and health regulations
3. Communication of safety and health information to employees
4. Workplace hazard assessment and correction
5. Accident investigation and reporting
6. Employee training
7. Recordkeeping

INJURY AND ILLNESS PREVENTION PROGRAM

Designation of a Responsible Individual

The site administrator:

- has the overall responsibility for program implementation.
- may delegate safety activities to other personnel.
- must established a safety committee and designate a committee chair.

INJURY AND ILLNESS PREVENTION PROGRAM

Safety Committee:

- Is responsible for reviewing accident reports, regulatory notices and workplace safety concerns.
- May also include the following responsibilities:
 - Reviewing causes of work-related injuries and illnesses
 - Recommending corrective actions
 - Conducting periodic safety inspections
 - Implementing District safety & health policies and procedures

INJURY AND ILLNESS PREVENTION PROGRAM

Employee Compliance with Safety and Health Regulations

- Supervisors are responsible for enforcing safe work practices and mitigating hazards.
- Supervisors other safety responsibilities include:
 - employee orientation to job hazards, safe work practices and training
 - accident reporting and investigations
 - disciplinary action for failing to comply with safety requirements
 - maintaining employee training records

INJURY AND ILLNESS PREVENTION PROGRAM

Employee Compliance with Safety and Health Regulations

Employee are responsible for:

- Following safe work practices and procedures.
- Reporting unsafe conditions, work practices and accidents immediately to supervisors.
- Using personal protective equipment if required or as instructed by supervisors.

INJURY AND ILLNESS PREVENTION PROGRAM

Communication of Health and Safety Information to Employees

- Safety and health information is communicated to by District bulletins, memorandum, Safety Alerts, written programs and policies.
- Site administrators must provide employees with these documents by:
 - posting on employee bulletin boards
 - in-service training and new employee orientation
 - staff development sessions
 - safety committee and department meetings
- Employees are required to review information as applies to job classification.

INJURY AND ILLNESS PREVENTION PROGRAM

Workplace Hazard Assessment and Correction

Each District site must:

- Conduct semi-annual safety inspection
- Conduct daily walk through to identify hazards
- Correct hazards immediately
- Mitigate, tag or barricade hazards not corrected immediately

INJURY AND ILLNESS PREVENTION PROGRAM

Accident Investigation and Reporting

Site administrators must take the following actions after an accident:

- Provide first aid or medical treatment to injured or ill personnel
- Report injuries other than first aid to Sedgwick CMS (*See Reference Guide 1279*)
- Investigate the accident and accident site
- Interview employees and witnesses
- Complete an accident investigation report (Attachment G)
- Implement actions to prevent accident recurrence

INJURY AND ILLNESS PREVENTION PROGRAM

Accident Investigation and Reporting

Site administrators, supervisors or designee must notify Cal/OSHA within 8 hours to report serious Injuries*, illnesses or death of an employee (refer to page 1-6, Injury and Illness Prevention Program).

**A “serious injury” is defined as a death, amputation, permanent disfigurement, hospitalization for more than 24 hours for other than observation, or multiple worker injuries requiring hospitalization.*

INJURY AND ILLNESS PREVENTION PROGRAM

Employee Training

- Supervisors must train their employees on District safety policies and procedures; safe work practices; and provide specific training on hazards unique to the employee's job.
 - All safety training must be documented on the “Health and Safety Training Form” (attachment D) and filed at each site.
 - Supervisors must retrain employees with new job assignments or whenever new substances, processes, procedures or equipment are introduced to the workplace.

INJURY AND ILLNESS PREVENTION PROGRAM

Recordkeeping

Retain the following documents on site for at least 5 years:

- Safety Inspection reports
- Regulatory citations (report all citations immediately to the Office of Environmental Health and Safety)
- Corrective Action Notices (issued by Office of Environmental Health and Safety)
- Safety Committee meeting minutes
- Cal/OSHA Form 300 “Summary of Occupational Injury and Illnesses
- Employee Injury/Accident Investigation reports
- Workers’ compensation claim reports (refer to Reference 1279)
- Employee health and safety training records

REVIEW

1. **T** or F. Every District employee has some role in site safety.
2. Name ways site administrators can communicate safety information to employees.
District bulletins, memorandum, safety alerts, policies, board resolutions, written programs.
3. What should an employee do if they notice a safety hazard?
 - *Report hazard to supervisor (attachment "C" "Employee Request for Correction of Safety hazard")*
 - *Present concerns at staff meetings*
 - *Inform safety committee representative of the hazard*
 - *Inform site administrator, or call OEHS*

REVIEW

4. How often should a safety inspection be completed?

At least two times a year. Plant managers or other designated employees should conduct an informal walk through for unsafe conditions on a daily basis

5. Whom should an employee notify in the event of an occupational injury or illness?

The supervisor, site administrator or site designee.

6. Name safety and health training that you received within the last year.

Bloodborne Pathogens, Hazard Communication, Emergency Procedures, New Employee Orientation are examples of safety and health trainings employees may have received within the last year. Employees may have received other more specific training as required for the job classification.

7. How long are safety document retained?

Five years on site.

FINISHED

- Congratulations you have completed the requirement for Injury and Illness Prevention Program training!
- Make sure you sign the Health and Safety Training Sign In sheet.
- For further information on this program talk to your supervisor, or call the Office of Environmental Health and Safety at (213) 241-3199, or visit the OEHS website at <http://www.lausd-oehs.org/>.



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Assignments

- Assignment Letters
 - *Included in your packet today*
- Itinerant Position Requisition
 - *Also in your packet*
- Assignment Schedule
 - *Due to your specialist*
 - *Copy “Annual Calendar” page from your timesheet workbook*

Dates to Remember



- **August 16, 2013**
 - *Assignment Schedule Due*
 - *Laptop Loan Agreement Form Due*
 - *Employee Acknowledgement of Suspected Child Abuse Reporting Requirements Form Due*
 - *Needs Assessment Due*