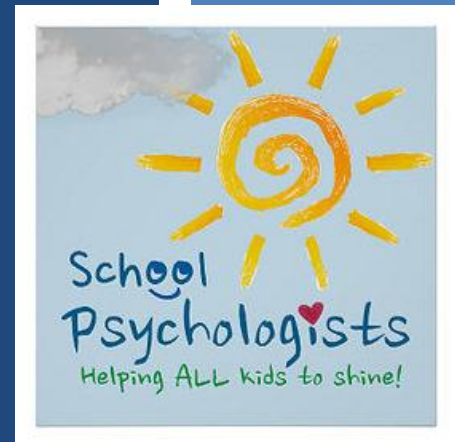


PSYCHOLOGICAL SERVICES ERIC'S & DUE PROCESS

DIVISION OF SPECIAL EDUCATION
LOS ANGELES UNIFIED SCHOOL DISTRICT

MONIQUE ARBUCKLE, DIRECTOR

Professional Development Meeting
August 12, 2016



Please
Turn off
Cell Phones

Or at least turn them
to
SILENT



WELCOME TO THE 2016-17 SCHOOL YEAR

- School Psychologists
- New and Intern School Psychologists
 - 38 New Hires
- Esteemed Guests

Welcome back to





Dr. Larisa
Crookston

Director,

Related Services

Division of Special Education

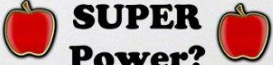
PSYCHOLOGICAL SERVICES

■ SESC – South

- *Vacant*, Administrative Coordinator
 - Jolene Bowman, Specialist
 - Martha Alvarado-Holguin, Specialist

- Annmarie Serrano, Intervention Coordinator

**I'm A School
Psychologist...
What's Your
SUPER
Power?**

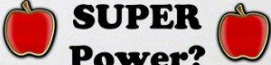


PSYCHOLOGICAL SERVICES

■ SESC – East

- Delia Flores, Administrative Coordinator
 - Alexandra Madrigal, Specialist
 - Enrique Saldana, Specialist
- Arvin Garcia, Intervention Coordinator

**I'm A School
Psychologist...
What's Your
SUPER
Power?**



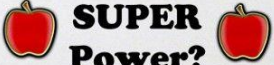
PSYCHOLOGICAL SERVICES

■ SESC – West

- John Pero, Administrative Coordinator
 - Angela Deterville, Specialist
 - Danielle Duncan, Specialist

- Susan Mora, Intervention Coordinator

**I'm A School
Psychologist...
What's Your
SUPER
Power?**



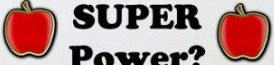
PSYCHOLOGICAL SERVICES

■ SESC – Central

- Susie Kapamaci, Administrative Coordinator
 - Sergio Aviles, Specialist
 - Diana Fannon, Specialist

- Arvin Garcia, Intervention Coordinator

**I'm A School
Psychologist...
What's Your
SUPER
Power?**



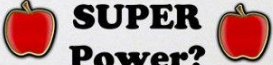
PSYCHOLOGICAL SERVICES

■ SESC – Northwest

- Mayra Santos, Administrative Coordinator
 - Doreen Kushida, Specialist
 - Beth Stoller, Specialist

- Rudy Gutierrez, Intervention Coordinator

**I'm A School
Psychologist...
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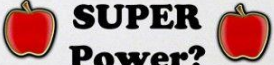


PSYCHOLOGICAL SERVICES

■ SESC – Northeast

- Jose Gonzalez, Administrative Coordinator
 - Katie Doyon, Specialist
 - Irene Ramos, Specialist
- Kashmiri Sidhu, Intervention Coordinator

**I'm A School
Psychologist...
What's Your
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Power?**

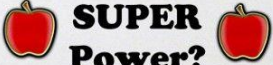


ERICs STAFF

■ Educationally Related Intensive Counseling Services (ERICs)

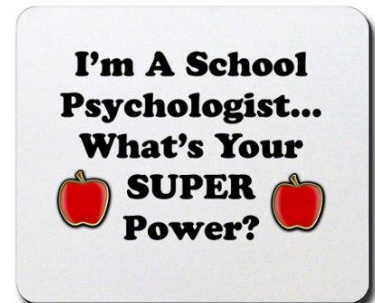
- Arlene Banuelos, Coordinator
 - Veronica Cagigas-Espinoza, Specialist
- Araceli May, Coordinator
 - Specialist - *Vacant*

**I'm A School
Psychologist...
What's Your
SUPER
Power?**



WELCOME


Beth Kauffman,
Associate Superintendent
Division of Special Education



COMMITTEE UPDATES

- UTLA
- LAASP
- CASP

**I'm A School
Psychologist...
What's Your
SUPER
Power?**

Two red apples with green leaves, one on the left and one on the right of the word "Power?".



California Association of
School Psychologists

www.casponline.org

916/444-1595



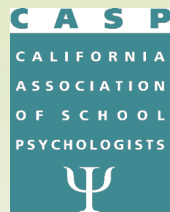


CASP Profile

The California Association of School Psychologists, was founded in 1953 and is headquartered in Sacramento. CASP is the largest statewide organization of school psychologists in the nation.

CASP represents the interest of the state's school psychologists – professionals dedicated to improving the mental health and educational experience for all students.





CASP

We strive to meet the needs of our members, and based on your feedback, we continue to make CASP more relevant to your needs as a school psychologist.



CASP Member Benefits

CASP Website

www.casponline.org is your current resource resource connection to all things school psychology.

CASP Today Newsletters:

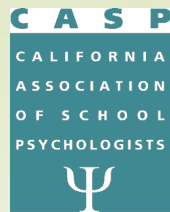
Updates on school psychology and the association.

Contemporary School Psychology: Annual peer-reviewed journal on today's issues in the profession.

CASP Resource and Position Papers:

Provide current information on evidence based practices.





CASP Services

More online services, more information on issues that affect your job, more opportunities to make yourself more valuable in the workplace – all developed with you in mind.

CASP has resources to support your needs:

ESSA updates

Dyslexia

LEP Supports

Intern training

Employment

Professional standards

Ethics/Employment Relations

Crisis Group

Assessment

Cultural and Linguistic Diversity

Research

Training and Accreditation

Survey Opportunities

Alumni Club



More Ways to Learn with CASP

Conventions (Fall)

Join over 1000 school psychologists and educators at the annual event. With the expo, networking and training opportunities you won't be disappointed.



October 27-29, 2016: Hyatt Regency Newport Beach

Advocacy & Intervention for Traumatized Youth

Spring Institutes (Spring)

Join CASP in northern California for the professions top trainers. Past trainings have included: Dr. Alfonso (XBASS), Dr. Mather (WJ IV), Dr. Feifer (FAR), Dr. Dehn (Executive Functioning)

Webinars

Information you need, from the comfort of your own home. Most courses are eligible for BBS and NCSP hours. New courses are continually added throughout the year. Examples include: *Mental Health, RtI, Executive Functioning, Interventions, Autism, and legal issues.*

Affiliate Trainings (CEU's available)

Participate in trainings locally with your city affiliate.

Other CEU Opportunities

CASP holds workshops throughout the state to assist members who need to satisfy licensing requirements (e.g. LEP/CEU)

As school psychologists, we have an *ethical* responsibility to update our skills and competencies through ongoing professional development. California's students count on us for knowledge, resources, and ethical, competent practice. CASP provides resources for you to personalize your professional growth.



CASP Scholarship Programs and Grants

- Scientist-Practitioner Research Grant
- Michael Goodman Memorial Research Award

California School Psychology Foundation

- Cultural and Linguistic Diversity Scholarship
- Paul Henkin Convention Scholarship
- School Psychology Mini-Grants
- Contributions to children in need throughout the world

Awards

- The Sandra Goff Memorial Award
- Nadine M. Lambert Outstanding School Psychologist Award





CASP Regions and Affiliates
These are your connections to local
school psychology groups

Region I

Sonoma County Association of School Psychologists

Region II

Santa Clara County Association of School Psychologists

Monterey County Association of School Psychologists

Region III

Central Valley Affiliate

Kern County Association of School Psychologists

Region IV

Los Angeles Association of School Psychologists

Region V

Greater Long Beach Association of School Psychologists

Foothill Association of School Psychologists

South Bay Association of School Psychologists

Region VI

Riverside Association of School Psychologists

Region VII

San Diego Association of School Psychologists

Imperial County Association of School Psychologists

Region VIII

Ventura County Association of School Psychologists

Central Coast Association of School Psychologists


Region IX

Orange County Association of School Psychologists

Region X

Delta Area Association of School Psychologists

Elk Grove Association of School Psychologists



National, State, or Local Affiliates – who to choose...

- All of the organizations provide benefits to you as a School Psychologist.

It is ideal to first support your affiliate organization, a direct benefit to you locally.

Next, supporting CASP advocates for your specific needs in California. It is the only organization that lobby's the state for California School Psychologists.

Finally, NASP provides additional resources, publication and training opportunities to support your needs.

SUPPORT THE THREE

(they support you)



Join or Renew Today!

CASP CANNOT CONTINUE TO PROVIDE
PROVIDE THESE SERVICES WITHOUT
YOUR MEMBERSHIP!

If you have questions about your CASP membership and the various services and benefits of membership, please:

- call the CASP office at (916) 444-1595 ;
- email memberservices@casponline.org ; or
- email Beth Doshay (beth.doshay@lausd.net) for LAASP/CASP payroll deductions.

We're here to support you.



YOU ARE CASP

Be a part of the only organization working
to ensure that California school
psychologists have a voice in
Sacramento!

Join CASP Today!





1020 12th St., Suite 200, Sacramento, 95814
916/444-1595 (phone) * 916/444-1597 (fax)

memberservices@casponline.org

www.casponline.org

Created by: Patrick Crain, Past-President CASP
Updated by Kristin Makena, CASP Past-Region VII Representative

CASP CONVENTION 2016

- **October 27-29**
 - Newport Beach, CA

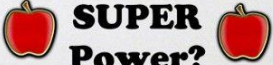
- **SAVE the DATE!!**

- **Theme**
 - “Advocacy and Intervention for Traumatized Youth”
 - Will feature UCLA Professor Pedro Noguera

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



**I'm A School
Psychologist...
What's Your
SUPER
Power?**



PSYCHOLOGICAL SERVICES GOALS 2016-17

Psychological Services

Mission Statement:

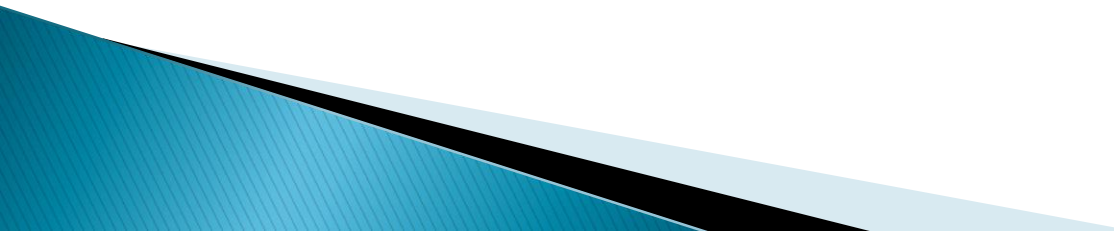
- ▶ To provide quality psychological services and support to students through culturally and linguistically appropriate assessments, evidence based counseling services, and the implementation of prevention and intervention programs in our schools with fidelity.



When I grow up I want to be...
(a School Psychologist)

Psychological Services

2015–2016 Current Year Anticipated Accomplishments:

- ▶ Development and Implementation of the Student Support Progress Team (SSPT) process in all schools (July 1, 2016).
 - ▶ Refine and rollout exit and reintegration criteria/characteristics to 15% –18% of schools across the District.
 - ▶ Complete and implement elementary and secondary parent training modules throughout the District.
- 

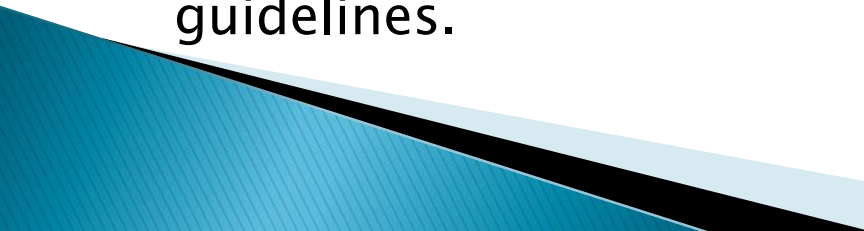
Psychological Services

2015–2016 Accomplishments:

- ▶ Implementation of the Three–Year Review Policy Bulletin to ensure that all students receive a comprehensive assessment as appropriate.
- ▶ Increase the coverage and support of Psychological Services within school sites based on need.
 - Ongoing recruitment and hiring.
- ▶ No Missing Services identified on the Debbie Oliver Study for PUC/DIS counseling services!!! 😊

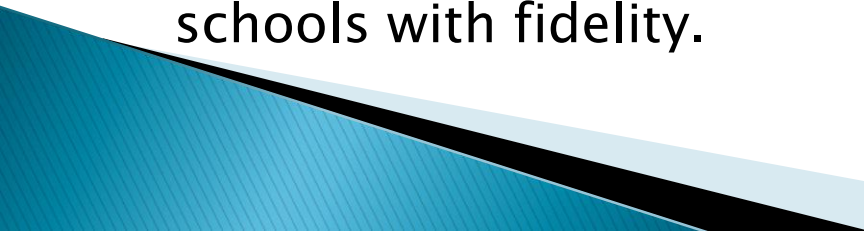
Psychological Services

2016–2017 Department/Unit Objectives:

- ▶ Provide evidence based counseling practices and services to students within the frequency and duration indicated on the IEP.
 - Improve the quality of counseling goals and intervention through IQAR in collaboration with MAA office.
 - ▶ Reduce disproportionality through pre-referral interventions.
 - ▶ Continue maintenance of effort for MCD Outcome 10: Timely Completion of Evaluations.
 - ▶ Utilize eligibility rubrics and guidelines to ensure culturally and linguistically appropriate assessments based on state and federal guidelines.
- 


Psychological Services

2016–2017 Department/Unit Objectives:

- ▶ Continue to utilize the psycho–educational assessment case review process for initial AUT, ED and OHI cases; and review of NPS/RTC referrals to ensure defensible reports and appropriate LRE recommendations.
 - ▶ Ongoing PD and training for school psychologist staff.
 - ▶ Continue to provide support to schools with the behavior and academic intervention rubric based on grade and EL levels.
 - ▶ Collaborate with key stakeholders, such as Instructional Directors, principals, teachers, parents and community partners in order to implement prevention and intervention programs in schools with fidelity.
- 

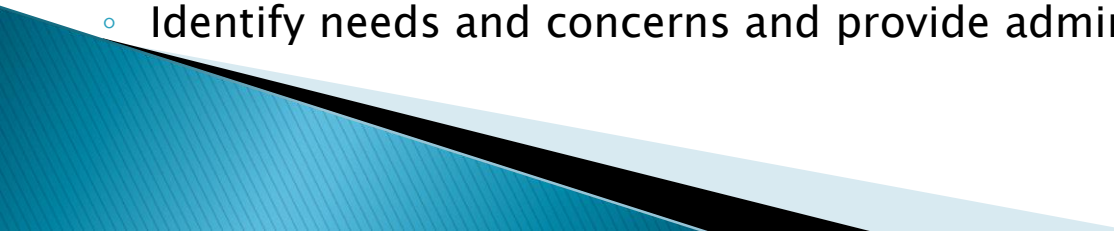
Psychological Services

Department Long-Term Goals for 3 Years:

- ▶ Contribute to the disengagement from MCD Outcome 13: Delivery of Services.
 - ▶ Reduce disproportionality, referrals for special education and inappropriate identification of students for special education and related services through the use of research based interventions and progress monitoring.
 - ▶ Reduce the over identification of African-American males in segregated school sites.
 - ▶ Exit students from special education services and eligibility as appropriate.
- 

Psychological Services

Department Performance Measures:

- ▶ MCD Outcome 13: Delivery of Services
 - Monitoring through use of Welligent SER reports
 - ▶ Initial Referral data
 - Determine over-referrals and target schools for support by Intervention Coordinators
 - Complete initial assessments within 60 day timeline
 - ▶ SSPT intervention; progress monitoring; follow up documentation
 - ▶ Monthly IQAR reports
 - Quality of counseling goals, counseling intervention and documentation
 - ▶ Climate Survey for school psychologists
 - Developed by UTLA psych representative and Psych Svs. admin. representative
 - Identify needs and concerns and provide administrative support
- 

REVIEW OF FOCUS FOR 2016-17 SCHOOL YEAR

Prevention of inappropriate identification of Students with Disabilities

Prevention

- a. Better 1st instruction in every classroom (focus on K-3)
- b. Enhanced tiered intervention with documentation
- c. Improved referral and assessment processes (pre-referral review teams)
- d. Consistent decision making in IEP (Protocols, support systems)

Disproportionality (AA and EL in SPED and SDP, gender, plus Caucasians identified as AUT)

Disproportionality

- a. Superintendent's Commitments
 - i. Districtwide implementation of a transdisciplinary team (SSPT)
 - ii. MiSIS intervention tracking and monitoring system
 - iii. Report on disproportionality
- b. Plan (LRE of AA – CEIS)
 - i. Need to develop a plan – goal is to align with our strategic projects

Moving students to LRE with the goal of exiting SPED using support

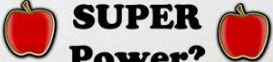
- a. Re-integration into LRE
- b. Reduction in need for services
- c. Transition IEP services (504 plans, SSPT)

Moving students to LRE with the goal of exiting SPED using support

BUDGET UPDATE

- New Hires
- Supplies
 - Laptops
 - Assessment supplies
 - New instruments

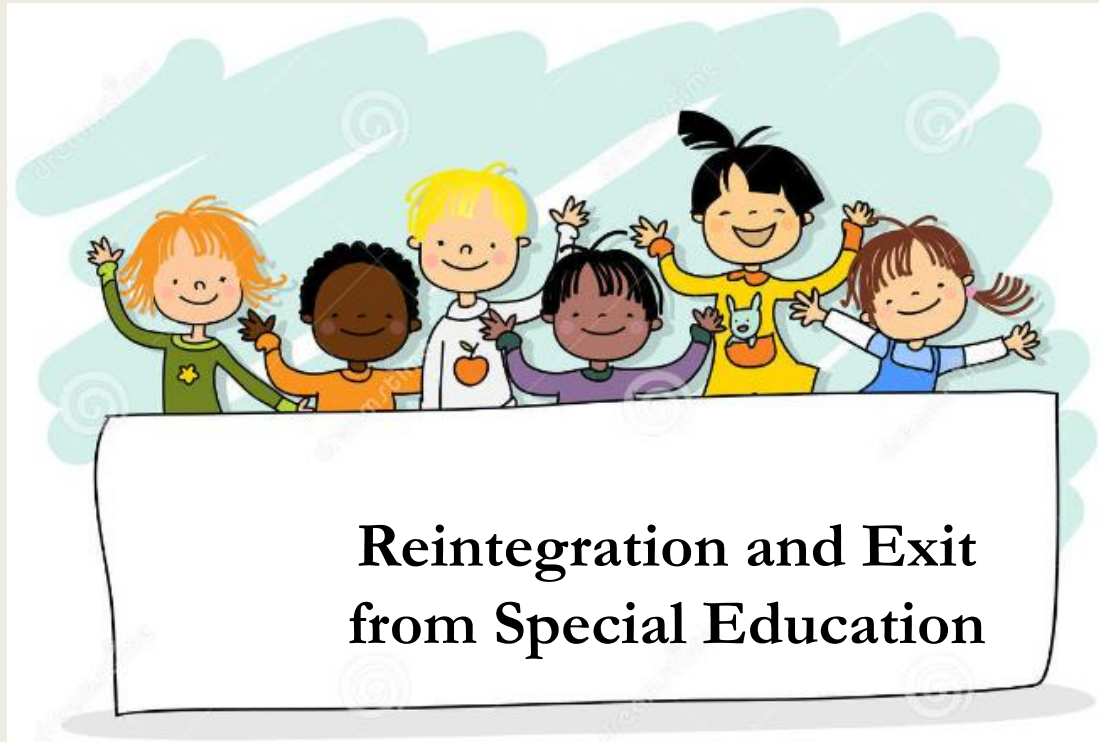
**I'm A School
Psychologist...
What's Your
SUPER
Power?**



REINTEGRATION AND EXIT

INITIATIVE 4: EXIT AND REINTEGRATION TO GENERAL EDUCATION

- The goal is to research, develop and establish criteria for appropriately exiting students from special education and/or reintegrating the students into the LRE



INITIATIVE 4: CURRENT STATUS

- Exit Process and Flowchart created
- Developed Draft Training Module for staff
- Implement Process at 3 Pilot Schools
 - **2 Schools in LD Northeast** – 1 ES and 1 MS
 - Exited 5 in MS plus 10 for next year
 - Exited 14 in ES plus reduced initials
 - **1 School in LD East** – 1 ES
 - Exited at least 2 students
 - 10 additional students went from SDC to RSP



INITIATIVE 4: CURRENT STATUS

(CONTINUED)

- Trained six Psychological Services Intervention Coordinators and eight additional support staff across all LD units.
 - Will assist in training and expansion of schools for 2016-17 (up to 15-18% of traditional schools).
 - Will align with CEIS Intervention roll-out plan (ELLP schools).
- Support from Ed. Equity & OGC in process/Section 504.
- Gathered end of year data, achievements, challenges and recommendations.

CHALLENGES

■ From General Education staff

- Resistant to change.
- Lack of training on behavior management.
- Comfortable with practices.
- Focus on product.
- Fear losing job.

■ From Administrators

- Many responsibilities.
- What do they have to offer students?
 - Staff and/or school may not have adequate prevention and intervention supports in place. (Special Education is perceived as the “only game in town”)

■ How do we get parents involved in this process?

- Not enough to have administrators talk to them.

STRATEGIES

- Identify primary barriers for students exiting from special education services
- Identify promising practices to support student readiness to reintegrate into general education successfully
- Identify continuum of student characteristics that demonstrate readiness for exit from special education services
- Develop a process for IEP Teams to use in identifying student readiness for exit and supports needed to facilitate successful transition into general education
- Develop monitoring protocol to support students engaged in exiting from special education services which has a parent component

NEXT STEPS

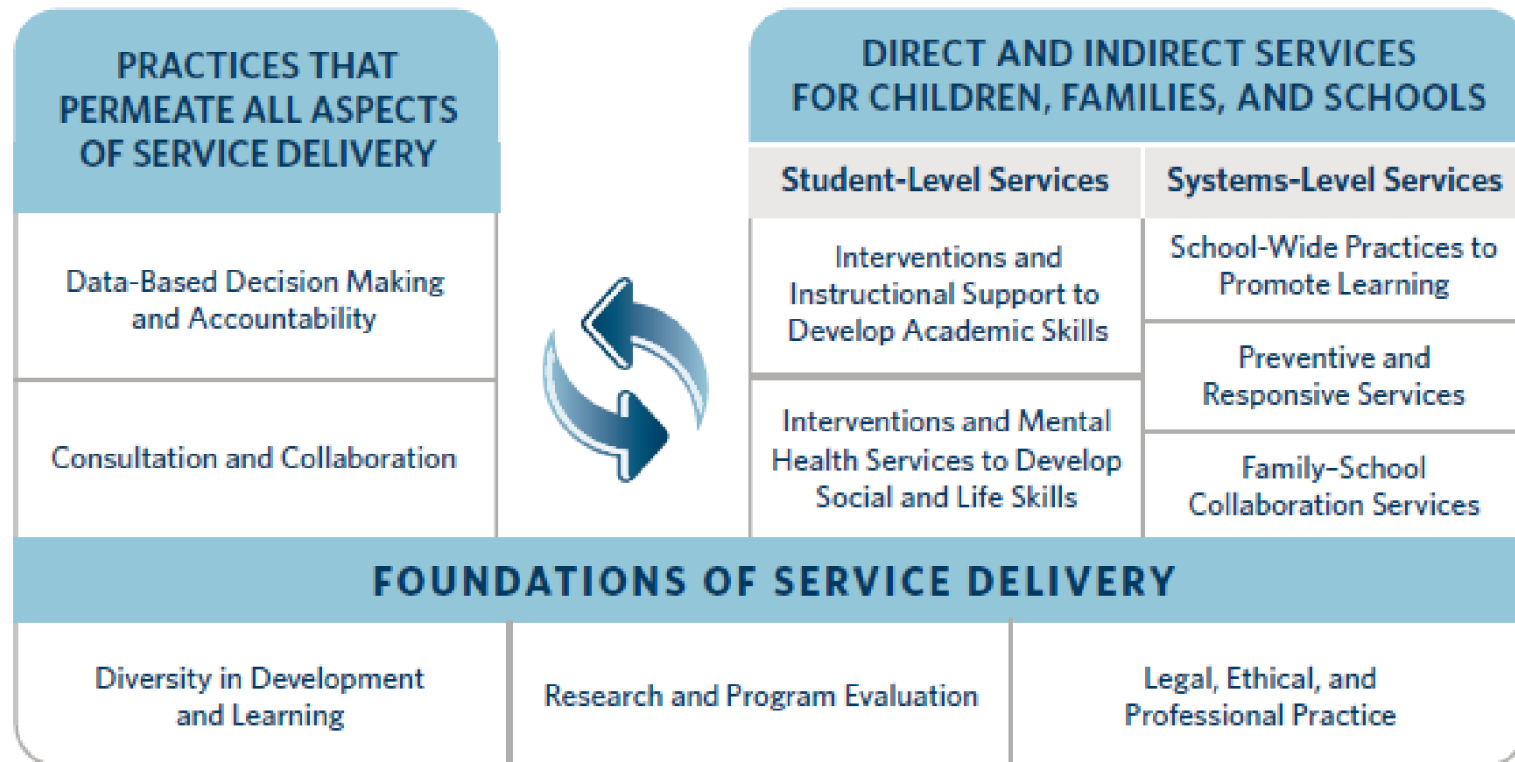
- Develop Reference Guide by the end of this year.
- Present trainings to every Local District.
- Develop parent component.
- Develop a way to communicate successes in Reintegration/Exit.
 - Newsletter on schools/classes.
 - Graduation diplomas for students.



DEPARTMENT SURVEYS

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists



HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

**School Psychologist
Input & Feedback**

```
graph TD; A[School Psychologist Input & Feedback] --> C((2016-2017 LAUSD Psychological Services Needs Assessment)); B[Current Trends & Best Practices] --> C; D[Department Leadership Input] --> C; E[State/LAUSD Initiatives] --> C;
```

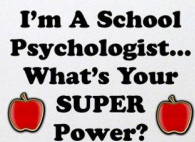
The diagram features a central light blue oval containing the text '2016-2017 LAUSD Psychological Services Needs Assessment'. Four dark blue arrow-shaped boxes point towards this central oval from the corners. The top-left box is labeled 'School Psychologist Input & Feedback', the top-right box is 'Current Trends & Best Practices', the bottom-right box is 'Department Leadership Input', and the bottom-left box is 'State/LAUSD Initiatives'. The entire graphic is set against a dark blue background.

**Current Trends
& Best Practices**

**2016-2017 LAUSD
Psychological
Services
Needs Assessment**

**State/LAUSD
Initiatives**

**Department
Leadership Input**



NEEDS ASSESSMENT

- Link will be emailed to you
- Results will help inform planning for future PDs
- Please complete by **August 19th**



Psychological Services Staff Climate Survey

A joint effort between UTLA & Psychological Services administrative staff



- All LAUD School Psychologists will be sent a link to an on-line google survey on Monday, August 15th, 2016
- Responses are anonymous
- Please input your responses by Friday, **August 19th, 2016**



SCHOOL PSYCHOLOGIST INFORMATIONAL GUIDE

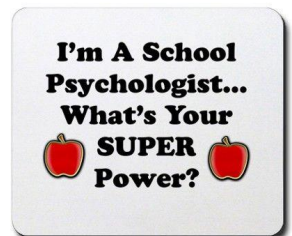
2016-2017

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Psychologist...
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Power?**



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 (SSPT)
- 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




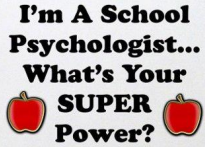
HOURS OF WORK

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

**I'm A School
Psychologist...
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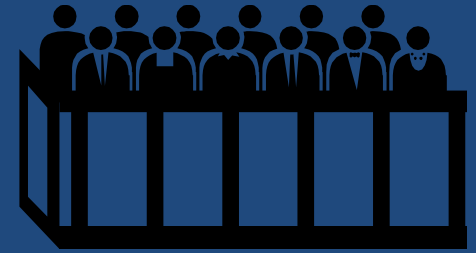




ABSENCES

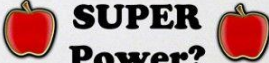
- E-mail prior to 8 AM, the day of the absence
 - Report to the SAA at the assigned school(s)
 - ESC Psychological Services Office payroll reporter
 - Psychological Services Director's Office payroll reporter
- It is recommended that each psychologist create an 'absence' distribution list of the above
- 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

JURY DUTY



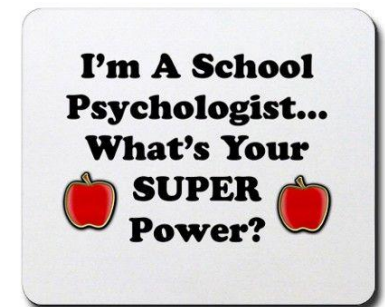
- Employees will provide jury service during periods when the continuity of instruction and District operations will not be adversely affected
- BUL-4223.1
- Employees shall notify the Coordinator of a jury summons
 - Employee shall seek postponement to an upcoming unpaid recess or 'off-track' period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

**I'm A School
Psychologist...
What's Your
SUPER
Power?**



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

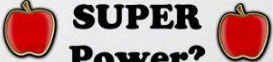


PERFORMANCE EVALUATIONS

PERFORMANCE EVALUATIONS (STULLS)

- You received as part of your meeting materials.
- Your unit administration will notify you if you are scheduled to receive a Performance Evaluation this year.
- Instructions for the Initial Planning Sheet (IPS) are included.
- IPS is due to your Specialist by **9/23/16**

**I'm A School
Psychologist...
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SUPER
Power?**



PSYCHOLOGICAL SERVICES WEB PAGES

PSYCHOLOGICAL SERVICES WEB PAGES

Getting there:

lausd.net – Offices:
Select Psychological
Services

Public Pages:

employment, internship,
professional
organizations

Office contact
information

Restricted access:

School Psychologists
Only

Requires a log – in

For School Psychologists
only:

- Policies and procedures which guide the practice of school psychologists in LAUSD (SPIG, ELL Guide, Counseling Handbook, etc.)
- Professional Development presentations
- Regularly used documents (report templates, eligibility reference guides, case conference, bilingual referral, parent/teacher interview forms, non-DIS counseling consent, absence certification,
- Resources for counseling, consultation, parents



GETTING TO THE WEBSITE....

The screenshot shows the Los Angeles Unified School District website. The header includes the district logo, name, and tagline "All Youth Achieving". The navigation menu has links for Home, About LAUSD, Employment, Find a School, and Offices. The "Offices" dropdown menu is open, showing a list of departments. The "Psychological Services (Division of Special Education) (213) 241-8303" link is circled in red. A red arrow points to the "Psychological Services" link in the dropdown menu. Another red arrow points to the "SIGN IN" link in the top right corner of the header. A third red arrow points to the "Psychological Services" link in the dropdown menu.

Los Angeles Unified School District
All Youth Achieving

can't find something?

S F E C

Home About LAUSD Employment Find a School Offices Quick Links

P

- ▶ Parent Community Student Services Branch (213 481-3350)
- ▶ Parent Emergency Information
- ▶ Payroll Administration (213 241-6670)
- ▶ Peer Assistance & Review (213 241-5501)
- ▶ Performance Management Unit (213 241-2460)
- ▶ Permits & Student Trans
- ▶ Permits With Transporta (877 462-4798)
- ▶ Personnel Commission (
- ▶ Physical Education (213
- ▶ Pilot Schools (213-241-8
- ▶ Police Department, L.A.
- ▶ Procurement Services Division (213 241-3087)
- ▶ Professional Learning and Leadership Development (213 241-3444)
- ▶ **Psychological Services (Division of Special Education) (213) 241-8303**
- ▶ Public Finance (213 241-7989)
- ▶ Public School Choice (213 241-8700)
- ▶ Pupil Services (213 241-3844)

Psychological Services

- ▶ Employment
- ▶ Practicum/Internship
- ▶ Professional Organizations
- ▶ Programs
- ▶ ERICS

Psychological Services

School Psychologists provide services to schools by working with students, school staff, and parents/guardians to offer services to help children and youth succeed academically, socially, behaviorally and emotionally. School psychologists collaborate with educators and parents to create safe, healthy and supportive learning

Psychological Services Resources (Psychologist Access Only)

- ▶ LAUSD CRISIS
 - ▶ Crisis Response
 - ▶ Threat Assessment
 - ▶ Suicide Prevention
 - ▶ Trauma Services
 - ▶ Disaster Recovery
 - ▶ Employee Mental Health Support
- ▶ Professional Development
- ▶ Resources

Once you have logged in, you will be able to see the materials that are **Psychologist Only**

PROFESSIONAL DEVELOPMENT

A

- ▶ ADHD: OHI vs. SLD Processing March 2014

B

- ▶ BASC 3
- ▶ Behavior Bulletin 6269 Overview for Psychological Services

C

- ▶ CAS 2 Nagleri Presentation August 2014
- ▶ CBT Books - Resources for Parents and Youth
- ▶ CBT Books for Professionals - CBT with Youth
- ▶ CBT Client Forms Packet
- ▶ Cognitive Behavior Therapy PD for October 1, 2015 Districtwide Staff Meeting
- ▶ Common Core State Standards for Special Educators PD - August 2015
- ▶ Counseling Service Tracking and Standards of Practice
- ▶ CSAM and Psych Services Joint PD Feb 2015
- ▶ CTAR Resource California Preschool Learning Foundations
- ▶ CTAR Transitioning Preschool Students January 2016

M

- ▶ MTSS PD MEM-5738.3 Elementary
- ▶ MTSS PD MEM-6487.0 Secondary
- ▶ Multi-Tiered System of Academic Supports April 2016
- ▶ Multi-Tiered System of Support (MTSS) in Literacy and Mathematics
- ▶ MYDATA How to Use New Psych July 2014

N

- ▶ New Assessment Instruments ARS CMOS CARS 3 November 2013
- ▶ New Psychologist Training 30 Days, IEPs, Behavior & PLP

O

- ▶ Opening Day Meeting Presentation 2015
- ▶ Opening Day Meeting Professional Development Meeting August 2013

P

- ▶ Prevention Intervention
- ▶ Parent Synopsis

POLICIES AND PROCEDURES

REPORTS

ELIGIBILITY DOCUMENTS

FORMS

LOGS AND PAYROLL DOCUMENTS

RESOURCES AND LINKS PAGE

[LAUSD](#)

[Non-LAUSD](#) -- The agencies and organizations that appear as links do not constitute an endorsement of the Los Angeles Unified School District, Division of Special Education; nor, should an exclusion of other websites be considered intentional. This page serves to provide awareness of additional information and services. The opinions expressed on these pages are solely those of the host website and not necessarily those of Psychological Services, Division of Special Education, Los Angeles Unified School District. Any advertising presented on these pages is solely the responsibility of the host website and not the Los Angeles Unified School District. Additionally, references, links, products or services displayed by the websites are not considered endorsements of the Los Angeles Unified School District.

REVIEW OF TIMESHEET AND FEDERAL ACTIVITY LOGS (TSAL)



BACKGROUND: TIMESHEETS

Submission of Timesheets is
required for you to get paid



Enough said...



BACKGROUND: FEDERAL ACTIVITY LOG

TITLE: Documentation for Employees Paid from Federal and State Categorical Programs

- BUL-2643.6

- Completion of Activity Log is required by all personnel who receive any compensation from federal funds or from state categorical funds.
- Must be submitted to the Coordinator or administrative designee by the following month's timesheet due date.

TSAL UPDATES 2016-17

- **Updated IPR**
- **Updated TSAL**
 - B BASIS
 - B BASIS (Option 7)
- **New absence certification forms**
 - Dated July 1, 2016
 - The procedure for using and submitting the absence forms remains the same.

Some important reminders...

REMINDERS: IPR

ITINERANT POSITION REQUISITION

JOB	12200511	Job Name	School Psychologist
Cost Center	1082001	CC Name	Psychological Services
Position No.		Basis	C portion of B
Empl No.		Employee	
Personnel No.		Employee FTE	1.00
Pers SubArea	B	Work Schedule	M-F
		Hours/Day	8
		No of Days per V	5

Cost Distribution



New



Modified

C - Basis

B - Basis

	Cost Center	Cost Center Name	Start Date	End Date	SACS Fund	Program	Actual FTE	Funding %	Actual FTE	Funding %
1	1238501				010	13027	0.10	10%	0.09	9%
2	1238501				010	12082	0.15	15%	0.14	14%
3	1238501				010	14310	0.20	20%	0.19	19%
4	1238501				010	10183	0.20	20%	0.19	19%
5	1238501				010	11157	0.05	5%	0.05	5%
6	1747901				010	13027	0.05	5%	0.05	5%
7	1747901				010	12082	0.24	24%	0.22	22%
8	1747901				010	11157	0.01	1%	0.01	1%
9									0.00	
10									0.00	
11									0.00	
12	1123901	Psychological Services			010	12082	0.07	7%	0.07	7%
						Total	1.00	100%	1.00	100%

Remarks

SAMPLE ANNUAL CALENDAR

Aug	V/V 06T/V B					V/V 07T/V C					V/V 08T/V D					V/V 09T/V A					V/V 10T/V B							
	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31							
	1239	1239	1239	1239	1239	1239	1239	1239	1239	1239																		
Sep	V/V 10T/V B					V/V 11T/V C					V/V 12T/V D					V/V 13T/V A					V/V 14T/V B							
		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30					
Oct	V/V 14T/V B					V/V 15T/V C					V/V 16T/V D					V/V 17T/V A					V/V 18T/V B							
						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
Nov	V/V 19T/V C					V/V 20T/V D					V/V 21T/V A					V/V 22T/V B					V/V 23T/V C							
	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30							
Dec	V/V 23T/V C					V/V 24T/V D					V/V 25T/V A					V/V 26T/V B					V/V 27T/V C							
		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31				
Jan	V/V 27T/V C					V/V 28T/V D					V/V 29T/V A					V/V 30T/V B					V/V 31T/V C							
						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		
Feb	V/V 32T/V D					V/V 33T/V A					V/V 34T/V B					V/V 35T/V C					V/V 36T/V D							
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29							
Mar	V/V 36T/V D					V/V 37T/V A					V/V 38T/V B					V/V 39T/V C					V/V 40T/V D							
		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31				
Apr	V/V 40T/V D					V/V 41T/V A					V/V 42T/V B					V/V 43T/V C					V/V 44T/V D							
						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		
May	V/V 45T/V A					V/V 46T/V B					V/V 47T/V C					V/V 48T/V D					V/V 49T/V A							
	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31						
June	V/V 49T/V A					V/V 50T/V B					V/V 51T/V C					V/V 52T/V D					V/V 1T/V A							
						1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
														1239	1239	1239	1239	1239										

DUE TO YOUR ADMINISTRATIVE COORDINATOR

8/17/16

REMINDERS: TSAL

- **Two Versions**

- B BASIS
- B BASIS Option 7


- **Instructions Page**

- Read TSAL Set-up Instructions in it's entirety

MONTHLY ASSESSMENT LOG

2016-2017

**I'm A School
Psychologist...
What's Your
SUPER
Power?**

Two red apples with green leaves, one on the left and one on the right of the word "Power?".

Assessment Log Changes for 16-17

Updated preschool placements options

2016-2017 Assessment Activity Log - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Styles Cells Editing

E8 Type of Pre-K Program

Indicate whether the case is an (I) Initial; (R) Re-evaluation (Comprehensive); (T) Triennial; (S) Social/Emotional; and FBA stand alone behavior assessments only

Note: Indicate (R) for 30 Day Re-Evaluations

Please indicate the type of preschool program the student is in: PAL, P-APH, PCC, P-DHH, PSC, EEC

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
4								School	Flores Elementary							School Psychologist		Wonderful, L.			
5																					
6																					
7																					
8																					
9	I, R, T, S, FBA	Parent Request	Private School	Preschool	Type of Pre-K Program																
10	I			Y					Sample	A	4		09/30/15	09/08/15	n/a	09/15/15	09/17/15	09/20/15	ED	10/12/15	Due p
11	R								Sample	B			10.12.15	09/29/15	n/a	10/01/15	10/05/15	10/11/15	OHI	10/20/15	Rule o
12	I			Y	PAL				Sample	D	1	9/25/15	10/13/15		n/a	10/10/15	10/11/15	10/13/15	ID	10/30/15	Assign
13	S								ERIC'S REFERRED	Sample	n/a	n/a	11/15/15		n/a	11/01/15	11/01/15	11/13/15	SLD	11/13/15	Addec
14	S					Y		10399F012	DIS COUNSELING REFERRAL	SAMPLE	4	n/a	11/16/15		n/a	11/15/15	11/15/15	11/16/15	SLD	11/30/15	Addec
15	FBA							120305F123	Sample	Ima 2	3	n/a	12/11/15	12/01/15		12/10/15	12/10/15	12/10/14	OHI	01/12/14	Stand
16																					
17	I			Y	PAL			061011M123	Preschool Student	Sample Student	1	5/1/16	05/29/16		n/a	05/11/16	05/28/16	05/30/16	AUT	06/01/16	Studer
18	R			Y	EEC			070111F456	EEC Student	Sample 2	n/a	n/a	08/26/16		n/a	06/03/16	06/03/16				Incom
19	T							011207F001	SAMPLE	E	4	6/5/16	08/26/16								Incom
20	T	Y				Y		12220M032	ERIC'S/RTC	SAMPLE 1	n/a		08/29/16								Incom
21																					
22																					
23																					
24																					

Log Directions Sample Log School 1 School 2 School 3 School 4

Assessment Log Changes for 16-17 RTC column

The screenshot displays the Microsoft Excel interface with the following components:

- Title Bar:** 2016-2017 Assessment Activity Log - Microsoft Excel
- Form Header:**
 - Form ID: G8
 - Form Name: RTC
 - School: Flores Elementary
 - Assessor: School Psychologist
 - Assessor Name: Wonderful, L.
- Instructions:** Indicate whether the case is an (I) Initial; (R) Re-evaluation (Comprehensive); (T) Triennial; (S) Social/Emotional; and FBA stand alone behavior assessments only. Note: Indicate (R) for 30 Day Re-Evaluations
- Table:**

	I, R, T, S, FBA	Parent Request	Private School	Preschool	Type of Pre-K Program	ERICs	RTC	Student ID	Name, Last	Name, First	ELD	Date Bilingual Referral made	60 Day Due Date	Case Review	Extension Due Date	Date Report Completed	Date Report Uploaded in Welligent	Date IEP Held	Elig	Date Case Sent to Support Unit	
10	I			Y		Y		010210M123	Sample	A	4		09/30/15	09/08/15	n/a	09/15/15	09/17/15	09/20/15	ED	10/12/15	Due p
11	R					Y		030311F134	Sample	B			10.12.15	09/29/15	n/a	10/01/15	10/05/15	10/11/15	OHI	10/20/15	Rule o
12	I			Y	PAL			091212M123	Sample	D	1	9/25/15	10/13/15		n/a	10/10/15	10/11/15	10/13/15	ID	10/30/15	Assign
13	S					Y		120298F123	ERICs REFERRED	Sample	n/a	n/a	11/15/15		n/a	11/01/15	11/01/15	11/13/15	SLD	11/13/15	Addec
14	S					Y		10399F012	DIS COUNSELING REFERRAL	SAMPLE	4	n/a	11/16/15		n/a	11/15/15	11/15/15	11/16/15	SLD	11/30/15	Addec
15	FBA							120305F123	Sample	Ima 2	3	n/a	12/11/15	12/01/15		12/10/15	12/10/15	12/10/14	OHI	01/12/14	Stand
16																					
17	I			Y	PAL			061011M123	Preschool Student	Sample Student	1	5/1/16	05/29/16		n/a	05/11/16	05/28/16	05/30/16	AUT	06/01/16	Studer
18	R			Y	EEC			070111F456	EEC Student	Sample 2	n/a	n/a	08/26/16		n/a	06/03/16	06/03/16				Incomy
19	T							011207F001	SAMPLE	E	4	6/5/16	08/26/16		n/a						Incomy
20	T	Y					Y	12220M032	ERICs/RTC	SAMPLE 1	n/a		08/29/16								Incomy
21																					
22																					
23																					
24																					
- Footer:** Log Directions | Sample Log | School 1 | School 2 | School 3 | School 4

Assessment Log Changes 16-17

Added Case Review Date

2016-2017 Assessment Activity Log - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Styles Cells Editing

H5

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
4								School Flores Elementary							School Psychologist			Wonderful, L.		
5																				
6																				
7																				
8																				
9	I, R, T, S, FBA	Parent Request	Private School	Preschool	Type of Pre-K Program	ERICs	RTC	Student ID	Name, Last	Name, First	ELD	Date Bilingual Referral made	60 Day Due Date	Case Review						
10	I			Y		Y		010210M123	Sample	A	4		09/30/15	09/08/15	n/a	09/15/15	09/17/15	09/20/15	ED	10/12/15
11	R					Y		030311F134	Sample	B			10.12.15	09/29/15	n/a	10/01/15	10/05/15	10/11/15	OHI	10/20/15
12	I			Y	PAL			091212M123	Sample	D	1	9/25/15	10/13/15		n/a	10/10/15	10/11/15	10/13/15	ID	10/30/15
13	S					Y		120298F123	ERICs REFERRED	Sample	n/a	n/a	11/15/15		n/a	11/01/15	11/01/15	11/13/15	SLD	11/13/15
14	S					Y		10399F012	DIS COUNSELING REFERRAL	SAMPLE	4	n/a	11/16/15		n/a	11/15/15	11/15/15	11/16/15	SLD	11/30/15
15	FBA							120305F123	Sample	Ima 2	3	n/a	12/11/15	12/01/15		12/10/15	12/10/15	12/10/14	OHI	01/12/14
16																				
17	I			Y	PAL			061011M123	Preschool Student	Sample Student	1	5/1/16	05/29/16		n/a	05/11/16	05/28/16	05/30/16	AUT	06/01/16
18	R			Y	EEC			070111F456	EEC Student	Sample 2	n/a	n/a	08/26/16		n/a	06/03/16	06/03/16			Incom
19	T							011207F001	SAMPLE	E	4	6/5/16	08/26/16		n/a					Incom
20	T	Y					Y	12220M032	ERICs/RTC	SAMPLE 1	n/a		08/29/16							Incom
21																				
22																				
23																				
24																				

Indicate whether the case is an (I) Initial; (R) Re-evaluation (Comprehensive); (T) Triennial; (S) Social/Emotional; and FBA stand alone behavior assessments only

Note: Indicate (R) for 30 Day Re-Evaluations

Case Review date: Enter scheduled Case Review for initial consideration of ED, OHI, or AUT

Log Directions Sample Log School 1 School 2 School 3 School 4

Cell N8 commented by Windows User

2016-2017 REPORT REFERENCE DOCUMENT

UPDATES:

- Unit identifying information
- Updated editions in the Instruments & Procedures section
- Intervention History has been renamed
- Tables in the appendix reflect changes in test instruments

ELIGIBILITY REFERENCE DOCUMENT

The Eligibility Reference Guide Documents are a series of documents that reflect the key components that must be included in a comprehensive psycho-educational case study.

The Eligibility Reference Guide Document **does not** replace the mandated report template but should be used as a **supplement** in developing your case study.



Division of Special Education
Psychological Services

AUT

AUT Eligibility Reference Guide Document

Reason for Referral

- AUT must be listed as an area of suspected disability. Consider all other relevant eligibilities based on the referral concern.
- Reasons for referral should include operational illustrations of any of the relevant eligibility criteria.

Background Information (Health/Development, Family History)

- Observational and/or anecdotal data to address relevant eligibility criteria in the Health and Family History sections as applicable, including exclusionary factors.
- Note any family history of difficulties with language/communication and/or socialization skills.
- Address and rule out vision, hearing, and motor delays as a primary reason for accessing the curriculum.

Educational History

- Achievement history may or may not suggest academic, language, or behavioral difficulties.
- A pattern of behavior difficulties may be present in previous teacher reports, report cards (work/study habits; learning/social skills; transition; motivation; frustration tolerance; learning skills; attention)

Intervention History

- Note any language based, behavioral/social skills or academic interventions either in or outside of the school.
- Describe the interventions and areas targeted. Note how long were they implemented. Document if all providers were observing similar academic/behavioral challenges. Note any improvements.
- Document if the interventions were research based and implemented with fidelity.
- Note if there was an absence of behavioral and/or academic interventions, if applicable.

Special Education History

- If present, note information from previous evaluations that are relevant to suspected disability (e.g. difficulties with pragmatics, social skills, following directions, difficulties with transitions, fine motor, gross motor etc.)
- Highlight relevant information in present levels of performance (e.g. difficulties with transitions, tantrums, solitary play, etc.). Also provide relevant information from previous BSPs.
- Document relevant history of DIS services.

Outside/Private Assessments

- Note if the student was previously referred to Regional Center or if the student is a current client.
- If present, summarize findings. Also, document if the student had an outside evaluation even if the results are unavailable. Document if the same behaviors are noted. Note the areas of need relevant to the suspected area of disability.

REPORT
HEADING
SECTIONS

Bullet points
indicate
information to
be addressed
in each
section of the
report

ELIGIBILITY CRITERIA

OPERATIONAL DEFINITIONS

The Operational Definitions Document provides specific examples of each criterion in the special education eligibility, as defined in Ed. Code.

Information should be woven throughout your assessment report...

- What needs to be included in the report
- Examples



Division of Special Education Psychological Services

AUT

CCR, Title 5

Autism Eligibility Criteria Operational Definitions

Based on Section 3030(1), Title 5, CCR, in order to qualify for Special Education services under the category of Autism, the following definition must be met: "Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences."

* The list of behaviors delineated below is not exhaustive. A student may exhibit some or all of the behaviors. Refer to the eligibility criteria.

Verbal and nonverbal communication and social interaction are significantly affected

Specific examples of difficulty with communication may include:

- Documentation of a delay or lack of development of spoken language
- Inability to initiate or sustain a conversation
- Stereotyped/repetitive language/idiosyncratic language
- Speech may have abnormal pitch, tone, rate, intonation, rhythm or stress (monotonous, inappropriate to context, question-like inflection at the end of a statement/echolalia)
- There may be difficulties with comprehension and delays in pragmatics (difficulty integrating words with gestures and understanding humor).
- Documentation of a pattern of impairment in the use of multiple nonverbal behaviors (eye contact, facial expression, body posture, gestures)

Specific examples of impaired social interaction may include:

- Failure to develop peer relationships appropriate to developmental level
- There may be a varied lack of interest in establishing friendships where social isolation or characteristics of withdrawn behavior may be observed
- Although a student may be interested in social interaction he/she may lack understanding of social conventions/lack of joint attention, using others as a tool, an unawareness of others, or abnormalities of mood or affect (absence of emotional reaction).
- Immature play behaviors as compared to chronological age
- Attachment to an inanimate object.

Operational
Definitions

Eligibility Criteria

COMPONENT CHECKLIST

- This document is mandatory for the following cases presented at case review:
 - ✓ Residential Treatment Center (RTC) cases
 - ✓ Initial consideration of:
 - AUT
 - ED
 - OHI
- Submission of this document may be required by your Specialist. Please refer to the SPIG.

Demographic Information

AUT Component Checklist

Student Name: _____ Student ID# _____ Age: _____ Ethnicity: _____ Language: _____			
Psychologist Name: _____		School _____	
	Areas addressed in report:	Checkmark for "Yes"	Psych report page(s)
1. REASON FOR REFERRAL			
	AUT is the listed as an area of suspected disability.		
	Reasons for referral include operational illustrations of any of the relevant eligibility criteria.		
2. BACKGROUND INFORMATION			
Health/Development, Family History	Observational and/or anecdotal data that address relevant eligibility criteria are present in the Health and Family History sections, as applicable.		
3. EDUCATIONAL HISTORY			
	Achievement history may or may not suggest academic difficulties.		
4. INTERVENTION HISTORY			
	Documentation of any academic and behavioral interventions in or outside of the school (including the length of time, what the interventions were targeting, and progress)		
	Characteristics that are relevant to the eligibility criteria observed by intervention providers are documented		
	Intervention progress noted		
5. SPECIAL EDUCATION HISTORY			
	Information from previous evaluations that are relevant to suspected disability (e.g. difficulties with pragmatics, social skills, fine motor, gross motor etc.) are documented.		
	Relevant information from previous present levels of performance (e.g. difficulties with transitions, tantrums, solitary play etc.) is documented.		
	Relevant history of DIS services		
	Relevant information from previous BSPs is documented.		
6. OUTSIDE/PRIVATE ASSESSMENTS			
	Summary of outside evaluation, if applicable. If results are not available, there is documentation that an outside evaluation was conducted, if applicable.		
	Behaviors and/or areas of need relevant to suspected disability are documented.		
	If no diagnosis given, behavioral observations that support the case study are noted, if applicable.		

Report Headings

Information to be addressed in your report

CLARIFICATIONS AND REMINDERS:

- Cite sources of information
- Summary/concluding paragraphs
- Analysis of Behavior
 - Include an operational definition of the target behavior
 - The replacement behavior must serve the same function as the target behavior
- Self-Help/ Adaptive Functioning, as applicable
- Updated Education Code criteria
- Notes/reminders within the Report Reference Document must be removed

REPORT TEMPLATE



REPORT TEMPLATES

- Comprehensive Assessment
- Social-Emotional Assessment
- Three-Year Review Report Committee

THREE-YEAR REVIEW INDIVIDUALIZED EDUCATION PROGRAM (IEP) PSYCHO- EDUCATIONAL REASSESSMENT REQUIREMENTS



HOW TO DETERMINE IF A PSYCHO- EDUCATIONAL REASSESSMENT IS WARRANTED:

- Must be determined by the *IEP Team*.
- As per the LAUSD policy, the IEP committee must determine at the 2nd 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.



A COMPREHENSIVE PSYCHO-EDUCATIONAL THREE YEAR RE-EVALUATION IS REQUIRED AND MAY NOT BE WAIVED:

- For all students with an eligibility of Emotional Disturbance (ED).
- At the first three year review IEP following an initial psycho-educational assessment.
- When a parent/guardian or other members of the IEP team makes a request.
- If the previous three year re-evaluation had been waived for students on the general education curriculum.
- If a student is being considered for a change of curriculum from general curriculum to alternative curriculum, or vice versa.
- When there is new information to suggest that the current eligibility is not appropriate.
- If there are extenuating circumstances

WHEN A COMPREHENSIVE PSYCHO- EDUCATIONAL THREE YEAR RE-EVALUATION SHOULD BE CONSIDERED:

- When there is a matriculation to middle or high school in the coming year.
- If the last or current psycho-educational assessment is from another school district.
- If there have been any significant health changes since last psycho-educational assessment.

WHEN IT MAY BE APPROPRIATE TO WAIVE A THREE YEAR RE-ASSESSMENT:

- The student had a comprehensive reevaluation in the last three years.
- The student's eligibility remained consistent and the student continues to require special education services to work towards grade level standards (Note: if reassessment was conducted at last three-year)
- The student has demonstrated academic consistency or progress on IEP goals as determined by teacher progress reports, curriculum based assessments, grades, etc. (Note: if reassessment was conducted at last three-year)
- If the student is on alternative curriculum and there is no evidence supporting the need to change the curriculum, eligibility or program supports.

2ND ANNUAL REVIEW IEP MEETING

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

AT THE 2ND ANNUAL REVIEW IEP MEETING

- With parent input, IEP teams will utilize the “*Three-Year Psycho-Educational Re-evaluation Determination Worksheet*” as a guide for discussion and decision making with regard to the appropriateness of a comprehensive psycho-educational three-year re-evaluation.
- This worksheet will be completed by the IEP team, signed by parent, and *uploaded* to the 2nd Annual Review IEP by the IEP administrator/ designee.

AT THE 2ND ANNUAL REVIEW IEP MEETING (CONTINUED)

- The IEP committee must document the team's *decision* in the FAPE 1 section "Preparation for Three Year Review IEP" section.
 - If "No" formal assessment is warranted, select the "No" radio button.
 - If the "Yes" button is selected, specify the areas to be reassessed in the designated section.
 - Do NOT leave this section **BLANK**

UPCOMING THREE-YEAR REVIEW IEP

- 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, per the IEP team
 - Should be sent out at least 2 months prior to the Triennial Review date.
 - The assessment must be conducted within 60 days of receipt of signed Assessment Plan

UPCOMING THREE-YEAR REVIEW IEP **(CONTINUED)**

- **If the team concludes that no reassessment is warranted,**
 - **The parent(s) must be informed of their right to request the assessment, which must be conducted if the parent(s) so requests.**

AT THE THREE-YEAR REVIEW IEP

- 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.
- 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 re-evaluation.

EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: PROCEDURES

EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: PROCEDURES

Regional Center (Part C) Referral

- LAUSD will accept any Regional Center psychological report in place of a district psycho-educational assessment to determine a 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 Transition Service Facilitator (TSF) should contact the appropriate regional center TSF to acquire the report within the mandated LAUSD assessment timeline.

EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: PROCEDURES

- When a Regional Center psychological evaluation was conducted and is available within required assessment timelines, the psychologist must adhere to the following:
- Review the Psychological Evaluation report and diagnostic recommendations
- 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)
- 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

EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: PROCEDURES

- 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

EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: PROCEDURES

- When a Regional Center psychological evaluation was not conducted or is not available within the mandated LAUSD assessment timelines, the psychologist will conduct a comprehensive psycho-educational assessment of the student and develop a report using the current Preschool Assessment Team Report Template.

EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: PROCEDURES

■ Direct Referral

- When a child is not receiving Part C services through the Regional Center and 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 using the current Preschool Assessment Team Report Template.

EARLY CHILDHOOD PRESCHOOL ASSESSMENTS: PROCEDURES


- 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.

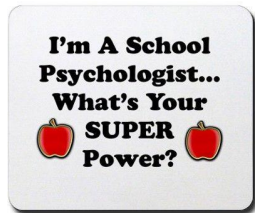
REFERRAL AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS

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.

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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

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

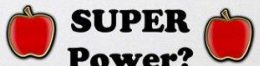
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BILINGUAL REFERRALS

- 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

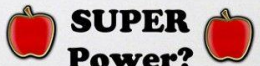
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E.L. GUIDE

- The EL Guide is available on the **Psychological Services Website** under Resources
- Have it on your Desktop and refer to it whenever you have a bilingual referral and before you submit documents to your Specialist

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MODIFIED CONSENT DECREE (MCD OUTCOMES)

MODIFIED CONSENT DECREE

■ Outcome 10

- Timely Assessment/IEPs

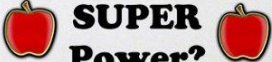
■ Outcome 13

- Delivery of Service

■ Outcome 18

- Disproportionality
- Monitoring Device

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NEW SER 300P REPORT

OBJECTIVES

Overview of the new SER 300P Report

- Good News!
 - SER 300P will *substitute* the SER 310P
 - No longer need to annotate the SER Reports and
 - No longer need to submit the SER Reports to Psychological Services on a monthly basis



COMPONENTS OF THE SER 300P REPORT

- The report captures data from August 1st through the 'As of:' date of the report. There is a 2 day delay on the report.

Example:

Provider runs the report on Wednesday, August 10, 2016

Report will have 'As of:' date of Monday, August 8, 2016

Note: The '*Minutes Owed/Ower*' columns represent cumulative totals for the school year. If a student is missing services and a new IEP is held within the current school year, the report will carry over the number of minutes owed for a student until the close of the report window.

The report window is August 1st – June 30th.

- The report displays all students with an **Active IEP** and required Target for the service provider that has documented a service.
- The report contains 23 column headers (*refer to Welligent handout, dated February 2016*)

SER 300P (P=PROVIDER)

- **SER 300P is intended for use by all service providers.**
- **How do I access the new report?**

1) Select “Reports” on Welligent Home Screen

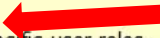

2) Select “Therapist/Service Reports”



SER 300P (P=PROVIDER)

3) Select “SER 300P Report Service Delivery Report YTD”

4) Run the SER 300P report for each location you are assigned to **or** if the “School” field indicates “All Assigned Locations,” the report will run all locations assigned to the user’s on Welligent

ABC SER300P -- Service Delivery Report YTD (Single Provider)(2627) Therapy/Service Reports	
Report Engine:	Print Listing
Report Description:	<p>This is a year-to-date report. </p> <p>The access to this report is limited to specific user roles.</p> <p>This report is run only by single service, single provider, and by one or all assigned locations.</p> <p>>>>Provider version of SER300 report</p> <p>Tier 1 = 100%; Tier 2 = 85% - 99%; Tier 3 = 51% - 84%; Tier 4 = 1% - 50%; Tier 5 = 0%</p>
Filter	Value
School:	All Assigned Locations 

SER 300P REPORT CONSIDERATIONS

- The report will list students for whom a service has been documented.
- If multiple providers have documented services for a particular student (due to transiency) the student will show up on the report of the provider who *last* documented service.
- The report will inform you of the number of minutes owed for a particular student in relation to the August 1st date, but targets/minutes owed are generated when the student is in session.
- The report will also inform you of the number of minutes “over” for a particular student in relation to the August 1st date.
- Providers are to be proactive in remedying any discrepancies in service provision, in a timely manner.

SER 300P—REPORT COLUMNS

SAMPLE SER 300P Report

- The first 9 columns provide general identifying information

ID	School	Locn	DIS Code	Service	DOB	Last Name	First Name	Student ID	IEP Meeting	IEP Status	FAPE Part 2	Total Target	Total Provided	Pct Provided	Minutes Owed	Minutes Over	Tier	Met Target (85%)	Provider	Provider Email	As Of Date	Supervisor
C		3247	04	Counseling and Guidance	08/02/2007				25-JAN-16	AC	(1/W/30/RSY)	720	735	102.1%	0	15	1	Y		@lausd.net	09-MAR-16	
C		3247	04	Counseling and Guidance	02/18/2006				09-NOV-15	AC	(2/M/30/RSY)	167	450	269.5%	0	283	1	Y		@lausd.net	09-MAR-16	
C		3247	04	Counseling and Guidance	11/28/2007				09-NOV-15	AC	(1/W/30/RSY)	720	735	102.1%	0	15	1	Y		@lausd.net	09-MAR-16	
C		3247	04	Counseling and Guidance	11/11/2010				13-JAN-16	AC	(1/W/30/RSY)	234	240	102.6%	0	6	1	Y		@lausd.net	09-MAR-16	
C		3247	04	Counseling and Guidance	09/23/2010				12-JAN-16	AC	(1/W/30/RSY)	240	240	100.0%	0	0	1	Y		@lausd.net	09-MAR-16	
C		3247	04	Counseling and Guidance	10/03/2006				21-OCT-15	AC	(1/W/30/RSY)	462	480	103.9%	0	18	1	Y		@lausd.net	09-MAR-16	
C		3247	04	Counseling and Guidance	08/02/2008				02-SEP-15	AC	(1/W/30/RSY)	648	690	106.5%	0	42	1	Y		@lausd.net	09-MAR-16	

SER 300P—REPORT COLUMNS

LD	School	Locn	DIS Code	Service	DOB	Last Name	First Name	Student ID	IEP Meeting	IEP Status	FAPE Part 2	Total Target	Total Provided	Pct Provided	Minutes Owed	Minutes Over	Tier	Met Target (85%)	Provider	Provider Email	As Of Date	Supervisor
C			04	Counseling and Guidance	08/02/2007				25-JAN-16	AC	(1/W/30/RSY)	720	735	102.1%	0	15	1	Y		@lausd.net	09-MAR-16	
C			04	Counseling and Guidance	02/18/2006				09-NOV-15	AC	(2/M/30/RSY)	167	450	269.5%	0	283	1	Y		@lausd.net	09-MAR-16	
C			04	Counseling and Guidance	11/28/2007				09-NOV-15	AC	(1/W/30/RSY)	720	735	102.1%	0	15	1	Y		@lausd.net	09-MAR-16	

Column #	Column Heading	Descriptor
10	IEP Meeting	Lists Active IEP meeting date
11	IEP Status	Lists only Active IEPs (AC=Active)
12	FAPE Part 2	Lists ALL FAPE Part 2 for service from Active IEP (includes future changes)
13	Total Target*	Year-to-date Target Minutes from IEPs that have been in Active status since 08/01/16 to As of Date(sum of target minutes from all active IEPs in report window)
14	Total Provided*	Year-to-date actual minutes delivered and documented from 08/01/16 to As of Date (sum of actual minutes provided from all active IEPs in report window)
15	Pct Provided	Total Provided Minutes (divided by) Total Target Minutes
16	Minutes Owed*	Year-to-date minutes owed from 08/01/16 (sum of minutes owed from all active IEPs in report window in relation to 100% of target)
17	Minutes Over*	Year-to-date minutes over from 08/01/16 (sum of minutes over from all active IEPs in report window in relation to 100% of target)

SER 300P—REPORT COLUMNS

LD	School	Locn	DIS Code	Service	DOB	Last Name	First Name	Student ID	IEP Meeting	IEP Status	FAPE Part 2	Total Target	Total Provided	Pct Provided	Minutes Owed	Minutes Over	Tier	Met Target (85%)	Provider	Provider Email	As Of Date	Supervisor
C			04	Counseling and Guidance	08/02/2007				25-JAN-16	AC	(1/W/30/RSY)	720	735	102.1%	0	15	1	Y		@lausd.net	09-MAR-16	
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C			04	Counseling and Guidance	11/28/2007				09-NOV-15	AC	(1/W/30/RSY)	720	735	102.1%	0	15	1	Y		@lausd.net	09-MAR-16	

Column #	Column Heading	DESCRIPTOR
18	Tier	Tier 1 = 100%+; Tier 2 = 85% - 99%; Tier 3 = 51% - 84%; Tier 4 = 1% - 50%; Tier 5 = 0%
19	Met Target (85%)	Division of Special Education current target is 85%; (Y) = Yes & (N) = No
20	Provider	Lists providers full name *Provider = Indicates multiple providers and lists most recent (last provider documented)
21	Provider Email	Lists provider's e-mail address (If blank, no e-mail on file in the system for the provider)
22	As Of Date	Date of report data (Most often has 2-day delay depending on when report is accessed)
23	Supervisor	Lists provider's supervisor's name from Welligent Hierarchy



- Continue to run your SER 315 Missing Services Report.
- Substitute the SER 310P with the SER 300P report, effective immediately.
- The SER 300P and SER 315 reports must be run on a weekly basis, ***by 4:30pm, Friday of each week.***

*Thank
you*



- **Thank you Lilia Moran from Strategic Planning & Management Data Department!**

Your time and technical support on the SER 300P Reports have been invaluable

DELIVERY OF SERVICES

DIS COUNSELING AND QUALITY ASSURANCE

SERVICE DOCUMENTATION DIS COUNSELING SESSIONS

In order to get reimbursement, services must meet Medi-CAL requirements in addition to Special Education requirements

- Medi-CAL eligible services include:

- Assessments
- DIS Counseling

If service documentation is found lacking funding can be suspended...



We are mostly on target



But we do still have some providers with billing turned off – for all services ☹️

QUICK REMINDERS FOR SERVICE DOCUMENTATION – QUALITY ASSURANCE

#1 – Alignment

- ★ PLP summary – identified needs
- ★ Goal – should match the needs identified in the PLP
- ★ FAPE 2 and frequency of service should match
 - *If a service is provided – it must be on the IEP
 - *Session notes (activities, progress, etc.) should match the IEP goals

#2 Standard of Practice

- accurately and completely describe the type of service that is delivered
- reflects the standard of practice for the discipline (in our case, counseling)

COMPONENTS OF QUALITY ASSURANCE

#3 Accurate & Complete

- Brief description of activity
- An objective measure of the student's response to the activity and
- Student's progress toward the IEP goal

Must include:

- Activity related to IEP –
What did YOU do?
- What Response to Activity
What was the STUDENT'S response to the activity?
- Progress towards IEP goal
What is the STUDENT'S progress towards the IEP goal?

MEASURING PROGRESS TOWARD IEP GOAL

The most important aspect about measuring progress is using **NUMERICAL INDICATORS** based on the baseline and desired frequency identified in the IEP goal.

Vague descriptors such as “good”, “not doing well”, “responsive”, etc. are insufficient when reporting progress towards goals.

Example:


Student demonstrated partially proficient progress as he used 3 out of 5 coping strategies during the role play scenarios with a partner.

A provider can measure progress based on how many times the student:

- uses the desired skills
- demonstrates a desired behavior
- participate in session and/or interacts with group members during sessions

Progress can also be based on:


- reports from staff, parent, and student



**Coming Soon: Online Training
for Quality Assurance in the
documentation of DIS
Counseling**

CASE REVIEW REFFERAL AND GUIDELINES


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PURPOSE AND GOAL OF CASE REVIEW

- To reduce disproportionality
- To ensure uniform criteria and high professional standards
- A great opportunity to enhance your assessment/analysis skills through a collaborative process



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CASE REVIEW

- Case review is required for all cases initially considering the following eligibility categories:
 - OHI
 - AUT
 - ED
 - RTC placement
 - When SLD is being considered for preschool-aged students


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PROCEDURES

- Complete the case review referral form and submit to your Specialist
- Specialist will assign you a case review meeting date
- Bring a **draft** psycho-ed report to case review
- Utilize appropriate components checklist
- Be prepared to discuss relevant information
- Submit final written report to your Specialist five working days prior to the IEP meeting

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MANDATED NOTICES

2016-2017

BEGINNING OF YEAR 2016-2017



BUL-5212.2: ANTI-BULLYING POLICY



- LAUSD is committed to providing a safe working and learning environment; will not tolerate bullying or any behavior that infringes on the safety/well-being of students and/or employees.
- Bullying and hazing are part of a continuum of aggressive or violent behaviors.
- Some acts of bullying or hazing can and do constitute other categories of misconduct such as assault, battery, child abuse, hate-motivated incident, criminal activity or sexual harassment and, as such, violate other District policies.
 - In such cases, District personnel are obligated to follow appropriate District reporting guidelines as detailed in the Related Resources section of this policy bulletin.

BUL-5212.2: ANTI-BULLYING POLICY (CONT'D)



- Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act* that has the intention of, or can be reasonably predicted to have the effect of, one or more of the following:
 - (1) Reasonable fear of harm to person or property.
 - (2) Substantially detrimental effect on physical or mental health.
 - (3) Substantial interference with academic performance.
 - (4) Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.
- The behavior is repeated over time and includes the use of hurtful words and/or acts.

BUL-5212.2: ANTI-BULLYING POLICY (CONT'D)



- Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events [(CA Ed. Code § 48900(q, r), CA Penal Code § 245.6)].

BUL-5212.2 (Cont'd)



Types of Bullying

- All incidents must meet the impact criteria of bullying to be considered as such.
 - Cyberbullying is bullying by electronic act, which includes transmission of a communication by text, sound, image, video, message, website post, social network activity, or other form of communication sent by an electronic device (Ed. Code 32261(g)).
 - Indirect bullying is the use of intimidation or peer pressure to cause harm to a third part(ies).
 - Non-verbal bullying includes the use of threatening gestures, staring, stalking, graffiti or graphic images, and destruction of property to cause distress, intimidation, discomfort, pain or humiliation.
 - Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
 - Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
 - Verbal bullying includes hurtful gossiping, making rude noises, name-calling, spreading rumors and teasing.

BUL-5212.2 (Cont'd)



Staff responsibilities

- Ensure an environment where students understand that bullying is inappropriate and will not be tolerated
- Discuss w/students aspects of bullying and strategies to prevent
- Encourage students to report bullying and recognize indicators of bullying
- Intervene immediately and take corrective action when bullying is observed
- Report incidents and actions to appropriate District offices (Student Discipline) or outside agencies

BUL-1347.2: CHILD ABUSE

- All District employees are mandated reporters
- Employees are mandated to report abuse when given reasonable suspicion based on person's training, education, experience
- Any source of information may be used to gather information about the suspected abuse, such as the victim, friend, anonymous, spoken, written
- Employees must report via phone immediately after suspected abuse occurs
 - Phone call to DCFS or local law enforcement agency
 - Phone call must be followed by written report within 36 hours
- Child abuse is . . .
 - Physical abuse
 - Sexual abuse
 - Non-consensual vs. consensual sexual activity
 - Neglect
 - Willful cruelty or unjustifiable punishment
 - Mental suffering, emotional well-being



BUL-1347.2 (Cont'd)

- Child abuse is not . . .
 - Reasonable force (self-defense, breaking up a disturbance)
 - Mutual fight between minors
 - Minor child neglect (lack of bathing, dirty clothes)
 - Pregnancy unless non-consensual sexual activity suspected; or if partner is adult; or if minor is under 14 and partner is 14 or over
- In the event that you suspect child abuse, remember that you are a mandated reporter and are required to:
 - Telephone the appropriate agency
 - Follow up with a written report within 36 hours
 - Contact an administrator if you have questions or need assistance making a report of suspected child abuse
 - If you are reporting an individual who is a District employee you must also notify your administrator of the alleged incident/behavior/conduct

MEM-6338.0: CHILD ABUSE AWARENESS TRAINING (CAAT) AND RESOURCES

- **Fall Child Abuse Awareness Training (CAAT)**
 - ☐ Consists of a customized district training video followed by an assessment.
 - ☐ All employees are auto-enrolled in the class.
 - ☐ Completion date: between July 1st and September 30th.
 - ☐ New employees must complete CAAT within 30 days of initial employment.
 - ☐ Failure to complete this mandatory training may be subject to disciplinary action.
 - ☐ Print 2 copies of Certificate of Completion – 1 for employee, 1 for supervisor.
- **Spring Child Abuse Awareness Training (CAAT)**
 - ☐ Completion date: between January 2nd and March 17th .

BUL-4748.0: ETHICS POLICIES

- 3 core principles
 - Commitment to excellence
 - District and personal integrity
 - Responsibility
- It's all about making ethical decisions that involves evaluating situations and identifying ethical issues
- Follow the rules and policies that govern District personnel
- Ask for guidance
- Make and carry out decisions that are consistent with the rules and develops excellence, integrity, and responsibility
- **EXAMPLE OF UNETHICAL PRACTICE:** accepting a gift from a student/parent in excess of \$100 dollars



BUL-1205.3: FAMILY MEDICAL LEAVE ACT

REVISED 10/5/15

Eligibility

To be eligible for FMLA/CFRA leave a full-time or part-time employee must:

- Have been employed with the District for at least 12 months (52 weeks) at any time prior to a break in service of seven (7) or more years, except for a break in service caused by a military service obligation.
- Have worked at least 130 equivalent workdays (or 1,250 hours Units A, E and G) in the 12 month period prior to the first date of absence.



BUL-1205.3: FAMILY MEDICAL LEAVE ACT (CONT'D)

Reasons for Leave

- Eligible employees will receive FMLA/CFRA leave for any of the following reasons:
 - Birth of an employee's child ("bonding"). Leave must be completed prior to the child's 1st birthday.
 - Placement of a child with the employee for adoption or foster care ("bonding"). Leave must be completed within one year of the child being placed with the employee.
 - To care for the employee's own serious health condition, including any pregnancy related absences.
 - To care for the serious health condition of an eligible family member. An eligible family member is defined as a Parent, Spouse/Registered Domestic Partner or Child under 18.
 - Any qualifying exigency arising out of the employee's spouse, son, daughter, or parent's active duty in the United States Armed Forces (or if such relative has been notified of an impending call or order to active duty) in support of a contingency operation (FMLA only).
 - To care for the employee's spouse, son, daughter, parent or next of kin who is undergoing medical treatment, recuperation, or therapy, or is otherwise on the temporary disability retired list for a serious injury or illness sustained while on active military duty in the Armed Forces (FMLA only).

BUL-1205.3: FAMILY MEDICAL LEAVE ACT (CONT'D)

Refer to Bulletin for additional information regarding:

- Health Care Provider Certification
- Recertification
- Duration of FMLA/CFRA Leave
- Site Administrator Responsibilities
- Employee Rights
- Employee Responsibilities
- Compensation
- Non-Retaliation and Protection from Interference with FMLA/CFRA Rights

BUL-4569.1: REASONABLE ACCOMMODATIONS FOR EMPLOYEES WITH DISABILITIES

- This Bulletin reflects current state and federal requirements, provides guidance and current procedures for responding to employee/applicant requests for reasonable accommodation, and contains updated information regarding the related resources.
- Refer to the Bulletin for detailed information.



BUL-3772.3: INJURY AND ILLNESS PREVENTION PROGRAM*

- The District is mandated to maintain a safe and healthy workplace for employees.
- Each work location must have a written Injury and Illness Prevention Program (IIPP) with specific responsibilities and procedures assigned and implemented to prevent employee injuries and illnesses.
- Site administrators may use the Injury and Illness Prevention Program (IIPP) template to develop their plan.
- Training specific to the IIPP must be conducted for all employees annually and as new employees are hired (see Bulletin for training web link).
- * Note: View Power Points and document training using sign-in sheet.
- Major Changes:
 - Bi-annual reviews (in alignment with the Administrators Certification On-line System) have been added.
 - Employees are required to attend periodic safety meetings.



BUL-5181.2: POLICY REGARDING INTERNET SAFETY FOR STUDENTS

- Policy: All students who are provided access to the Internet must participate in an Internet Safety Education Program. Teachers, administrators, and staff are responsible to provide Internet safety education and must comply with this policy
- In an effort to make compliance with the law and provide a safe online environment for students and staff, several free resources that can be used by elementary, middle, and high schools.
- These resources can be found at Information Technology Division
[http://edtech.lausd.net/safety.](http://edtech.lausd.net/safety)



BUL-5688.1: SOCIAL MEDIA POLICY

GUIDELINES

- Keep personal social network accounts separate from work related accounts.
- Any employee or associated person engaging in inappropriate conduct including the inappropriate use of social media sites during or after school hours may be subject to discipline.
- Never post any identifying student information including names, videos and photographs on any school-based, personal or professional online forum or social networking website, without the written, informed consent of the child's parent/legal guardian and the principal.
- Never share confidential or privileged information about students or personnel (e.g., grades, attendance records, or other pupil/personnel record information).
- The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and/or disclose them to others as it deems necessary.
- Posting inappropriate threatening, harassing, racist, biased, derogatory, disparaging or bullying comments toward or about any student, employee, or associated person on any website is prohibited and may be subject to discipline.

BUL-5688.1: SOCIAL MEDIA POLICY

GUIDELINES (CONT'D)

- Threats are taken seriously and are subject to law enforcement intervention, including but not limited to formal threat assessments.
- District employees are responsible for anything they post, share online, or respond to online.
- If you identify yourself online as a school employee or associated person, ensure that your profile and related content are consistent with how you wish to present yourself to colleagues, parents, and students.
- Use of District logos or images on one's personal social networking sites is prohibited.
- Misrepresenting oneself by using someone else's identity may be identity theft. It is advisable to periodically check that one's identity has not been compromised.
- During an emergency situation that impacts the employee's work site, the employee may post a general statement of well-being to their social network account if doing so does not interfere with their assigned emergency duties.

BUL-999.11: RESPONSIBLE USE POLICY (RUP) FOR DISTRICT COMPUTER AND NETWORK SYSTEMS

- This revision replaces BUL-999.10 dated November 18, 2014, renaming the policy to the Responsible Use Policy and placing a greater emphasis on digital citizenship.
- All users of the Los Angeles Unified School District (LAUSD) computer systems by either students or employees are subject to the LAUSD's Responsible Use Policy (RUP).
- Students are to review and sign the RUP.
- Employees will confirm their assent to the policy both in writing and electronically when they activate their District account and/or change passwords.



BUL-999.11: RESPONSIBLE USE POLICY (RUP) FOR DISTRICT COMPUTER AND NETWORK SYSTEMS (CONT'D)

- All users of the Los Angeles Unified School District (LAUSD) computer systems, networks, or the Internet by either students or employees are subject to the LAUSD's Responsible Use Policy (RUP).
- Students are to review and sign the RUP prior to being granted access to the Internet or the District's network.



MEM-5818.4: NONDISCRIMINATION REQUIRED NOTICES AND ORDERING OF STUDENT BROCHURES

REVISED 4/15/16

- LAUSD is committed to providing a safe working and learning environment, free from :
 - Discrimination,
 - Harassment,
 - Intimidation and/or bullying
- The Memorandum is issued annually as a reminder to schools and offices to post and/or distribute the required :
 - “Nondiscrimination Statement” policy poster
 - “Sexual Harassment Policy” posters
 - “Title IX/Bullying Complaint Manager” poster
 - “Section 504 and Students with Disabilities” student brochures
- Major Changes (4/15/16): “State law, effective January 2016, requires Districts to additionally provide to certificated school employees who serve pupils in any of grades 7-12, inclusive, information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils.”

BUL-5269.2: INCIDENT SYSTEM TRACKING ACCOUNTABILITY REPORT (ISTAR)

- Refer to this Bulletin for information about accessing and using ISTAR and Administrator/Supervisor responsibilities regarding ISTAR

BUL-2637.1: SUICIDE PREVENTION, INTERVENTION AND POSTVENTION (STUDENTS)

- Refer to this Bulletin for administrative procedures for intervening with suicidal and self-injurious students and offer guidelines to school site crisis teams in the aftermath of a student death by suicide.



BUL-5159.5: UNIFORM COMPLAINT PROCEDURES

REVISED 2/22/16

- The Los Angeles Unified School District (District) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with those laws and regulations:
 - Allegations of discrimination,
 - Harassment,
 - Intimidation and/or bullying,
 - Unauthorized charging of pupil fees for educational activities,
 - Noncompliance with physical education instructional minutes at specified grade levels,
 - Noncompliance with education provisions for pupils in foster care and pupils who are homeless,
 - Provision of courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for postsecondary education and receipt of a diploma, except under specified conditions,
 - Failure to reasonably accommodate lactating students,
 - Alleging failure to comply with legal requirements under the Local Control and Accountability Plan (LCAP).

BUL-5159.5: UNIFORM COMPLAINT PROCEDURES (CONT'D)

REVISED 2/22/16

- A written notice regarding UCP must be disseminated annually to staff, students, parents/guardians, appropriate private school officials or representatives, District advisory committee, school advisory committees, and other interested school parties.
 - Distribution may be in any form (brochure, newsletter, memorandum, staff/parent/student handbook, etc.) that will reach the school community.
- Refer to the BUL for additional information

BUL-4759.3: WILLIAMS COMPLAINT PROCEDURES

REVISED 1/29/16

- This Bulletin establishes the District's policy to respond to complaints regarding the Williams Uniform Complaint Process.
- REQUIREMENTS:
 - School sites should have sufficient supplies textbooks and materials.
 - School facilities must be clean, safe, and well maintained.
 - There should be no teacher vacancies.
 - There should be no teacher misassignments.
 - “Important Information About Your Complaint Rights Williams Legislation” notice must be posted in each classroom visible to staff, pupils, parents, and other stakeholders.
- Major Changes (1/29/16 revision):
 - CAHSEE administration and requirement to pass CAHSEE to receive a high school diploma suspended,
 - Valenzuela complaints references removed from the policy
- Refer to Bulletin for Complaint Procedures, Appeals Process, and additional information.

REF-1279.2: WORKERS' COMP. PROCEDURES

REVISED 1/19/16

- The purpose of this Reference Guide is to provide guidance and procedures for reporting a work-related injury and/or illness.
- Major Changes (1/19/16 revision):
 - Changes to procedures,
 - New procedures,
 - Updated forms,
 - Renumbering of attachments,
 - Implementation of nurse triage services,
 - New Medical Provider Network (MPN)
- Refer to REF for specific information regarding:
 - Administrators responsibilities,
 - Employees responsibilities,
 - Pre-designation,
 - Time reporter responsibilities,
 - Stay-at-work/return-to-work,
 - Reasonable accommodations,
 - Act of violence,
 - Fraud and abuse,
 - Posting requirements



BUL-5503.1: RECORDS RETENTION AND DESTRUCTION

- All Records, other than Pupil Records, created, maintained, and otherwise disseminated through the District, either physically or through the District's information systems, are District property and are therefore subject to this policy.
- District Records are to be used only to conduct the District's business.
- Objectives:
 - Abide by the law. The District is required to preserve Records for as long as the pertinent laws require us to preserve the Records.
 - Conduct District business in a cost-effective manner.
 - Preserve confidentiality and privileges.
 - Provide access to necessary information.



MILEAGE



- Please submit mileage sheets for only one month at a time (i.e., September mileage on one sheet, October mileage on another sheet, etc.).
 - Do not put mileage for different months on the same sheet.
- Employees are reminded that mileage claims do not begin from home. Mileage is only to be reported once you are leaving your first work location and going to another location.

Do not wait until the end of the year to submit.

EMPLOYEE ASSISTANCE PROGRAM

Employee Assistance Program

Home

Reduction In Force

Outplacement

Benefits Information

Emp Assistance Prog

Union Information

OVERVIEW

The District provides Employee Assistance Program (EAP) to our employees through MHN, the behavioral subsidiary of Health Net, Inc. The program also provides necessary resources to assist employees in crisis situations, including financial and legal aid.

To download an informational brochure about the EAP services available, please click on the link below.

[Employee Assistance Program - MHN](#)

HELPFUL ARTICLES AND RESOURCES

Please click on the links below to access helpful articles and resources:

[When You Are Laid Off](#)

[Understanding Critical Incident Stress](#)

[Coping With Job Loss](#)

[Discussing a Job Layoff With Your Family](#)

[Workplace Downsizing Layoffs & Closures](#)

[Assisting Layoff Survivors](#)

[Layoff Survivors: How To Do More Than Survive](#)

CONTACT INFORMATION

For more information and resources please visit <http://members.mhn.com> (Access code: LAUSD) or you may call EAP directly at 1-800-285-7717.

(Updated 5/9/11)



BUL 6307.2: NEW CERTIFICATION OF ABSENCE FORMS

Refer to the Bulletin for specific information regarding guidelines for:

- Certification/request of absence for illness, family illness, new child,
- Certification and/or request of absence for non-illness,
- Employee signature,
- Time reporter and time approver responsibility,
- Online forms instructions



BUL 3349.1: SEXUAL HARASSMENT POLICY

(STUDENT-TO-STUDENT, ADULT-TO-STUDENT, AND STUDENT-TO-ADULT)

- The Los Angeles Unified School District is committed to maintaining a working and learning environment that is free from sexual harassment.
- Reflects current state and federal requirements.
- Provides updated guidance and procedures for reporting and investigating complaints of sexual harassment involving:
 - Student to student,
 - Adult to student,
 - Student to adult.

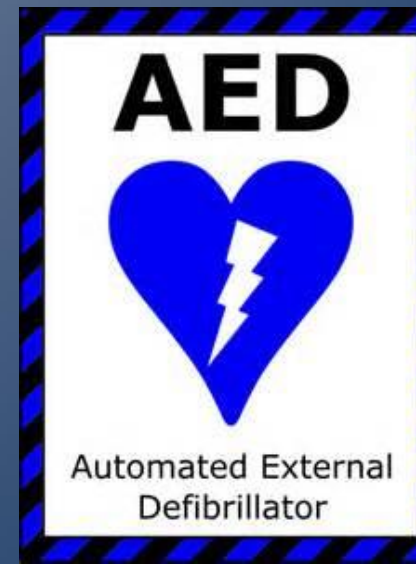
BUL 1893.1: SEXUAL HARASSMENT POLICY (EMPLOYEE-TO-EMPLOYEE)

- The LAUSD is committed to maintaining a working and learning environment that is free from sexual harassment.
- The District considers sexual harassment to be a major offense, which can result in disciplinary action to the offending employee including, but not limited to, termination.
- Refer to the Bulletin 1893.1 for guidelines regarding:
 - ❖ Definitions,
 - ❖ Examples of conduct which may result in sexual harassment,
 - ❖ Notification – dissemination (posting, publishing),
 - ❖ Responsibility for implementation of the policy,
 - ❖ Confidentiality and non-retaliation,
 - ❖ Responding to sexual harassment complaints (formal and informal methods).

BUL 4480.1

POLICY AND PROCEDURE FOR THE ACQUISITION AND USE OF AUTOMATED EXTERNAL DEFIBRILLATORS (AEDS)

- Required action – familiarity with the regulations and requirements regarding Automated External Defibrillators.
- Trained personnel will use an AED on persons who are unconscious, not breathing, or gasping, and not exhibiting signs of circulation.
- AEDs will be maintained on the premises of selected schools, and other locations in the LAUSD.
- Refer to the Bulletin for detailed information regarding :
 - Responsibilities,
 - AED equipment maintenance and supplies,
 - After use of AED



BUL 5167.0

CODE OF CONDUCT WITH STUDENTS – DISTRIBUTION AND DISSEMINATION REQUIREMENT

- The Los Angeles Unified School District is committed to providing a safe and secure learning environment for its students.
- While the District encourages the cultivation of positive relationships with students, employees and all individuals who work with or have contact with students are reminded that they must be mindful of the fine line drawn between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.
- The purpose of this policy bulletin is to delineate those situations and advise employees/individuals that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.
- This policy bulletin is also a notification to administrators/principals/supervisors/unit heads of their responsibilities to provide notice and give clear guidance to employees and all individuals who work with or have contact with students regarding the District document, *“Code of Conduct with Students.”*


BUL 2521.1

TITLE IX POLICY/COMPLAINT PROCEDURES

- The LAUSD is committed to providing a learning and working environment in which all individuals are treated with respect and dignity.
- Each student and employee has a right to learn and work in an environment that is free from unlawful discrimination.
- No District student or employee shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of sex, sexual orientation, or gender in any District educational program or activity.
- Refer to the Bulletin for the various federal and state nondiscrimination laws in any program or activity conducted by an education institution.
- Refer to the Bulletin for further detailed information.

LUNCH

**I'm A School
Psychologist...
What's Your
SUPER
Power?**

Two red apples with green leaves, one on the left and one on the right of the word "Power?".



BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN, THIRD EDITION

BASC-3

- Webinar

- Jarrett Lehner

- Pearson Q-Global/Q-Interactive Product Specialist

BASC-3

- **To be used beginning of 2016-17 school year**
- **Online scoring access forthcoming**



A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK FOR THE STUDENT SUPPORT AND PROGRESS TEAM (SSPT)

PSYCHOLOGICAL SERVICES
LOS ANGELES UNIFIED SCHOOL DISTRICT

Opening Day Meeting

August, 12, 2016

SECTION 504

DATES TO REMEMBER

- August Timesheets
 - Due 8-17-16


- TSAL Assignment Schedule
 - Due 8-17-16
 - ('Annual Calendar' page of timesheet workbook)

- Laptop Loan Agreement
 - Due 8-17-16

- Child Abuse Reporting Acknowledgement
 - Due 8-17-16

- Needs Assessment
 - Due 8-19-16

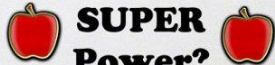
**I'm A School
Psychologist...
What's Your
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Power?**



2016-2017 PROFESSIONAL DEVELOPMENT MEETING DATES

- Dates emailed in meeting materials packet
- Uniform across units
 - Same meeting dates for all staff
 - Same primary content

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What's Your
SUPER
Power?**



Have a great
School Year!!!

