

LOS ANGELES UNIFIED SCHOOL DISTRICT

Special Education Local Plan Area



LOCAL PLAN FOR SPECIAL EDUCATION

Vivian Ekchian
Interim Superintendent of Schools

Beth Kauffman
Associate Superintendent
Division of Special Education

REVISED 2018

REVIEW COPY

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION I

Local Plan Advisory Committee Membership and Meetings

Los Angeles Unified School District
Division of Special Education
Local Plan Revision Advisory Committee

Name	Position	Organization
Blevins, Sharnell	Parent	Chairperson Community Advisory Committee (CAC)
Cabrera, Benita	Parent	Community Advisory Committee (CAC)
Deutsch, Dixon	Director, Charter Operated Programs	Division of Special Education
Gunnell, Ingrid	Representative	United Teachers of Los Angeles (UTLA)
Inouye, Diana	Coordinator, Instruction	Division of Special Education
Jones, Darrell	Representative	United Teachers of Los Angeles (UTLA)
Kendrick, Lisa	Director, SELPA	Division of Special Education
Lee, Mary	Parent	Community Advisory Committee (CAC)
Lerchenmuller, Charlotte	Representative	Associated Administrators of Los Angeles (AALA)
Lozano, Claudia	Parent	Community Advisory Committee (CAC)
Martin, Lia	Parent	Community Advisory Committee (CAC)
Mora, Susan	Coordinator, Psychological Services	Division of Special Education
Smith, Veronica	Director, MCD Policies and Procedures	Division of Special Education
Smith-Conkelton, Jacquelyn	Parent	Community Advisory Committee (CAC)
Tolan, LaTanya	Specialist, Parent and Community Liaison	Division of Special Education



333 S. Beaudry Avenue, Los Angeles, CA 90017

Room: 14-130

LOCAL PLAN REVISION ADVISORY COMMITTEE MEETING

AGENDA

February 14, 2018 – 10am until 12pm

- | | | |
|--------------|--|--|
| I. | Sign-In and Networking | All Attendees |
| II. | Welcome and Purpose of Meeting | LaTanya Tolan, Specialist, Parent and Community Liaison
Division of Special Education |
| III. | Introductions | LaTanya Tolan
Specialist, Parent and Community Liaison |
| IV. | Overview of Local Plan Requirements | Veronica Smith, Director, MCD /Policies and Procedures
Division of Special Education |
| V. | Section XI – Literacy | Diana Inouye, Coordinator, Instruction
Division of Special Education |
| VI. | Section X – Charter Schools | Dixon Deutsch, Director, Charter Operated Programs
Division of Special Education |
| VII. | Recommended Changes from 2016-17 | Veronica Smith, Director, MCD/Policies and Procedures
Division of Special Education |
| VIII. | Wrap Up/Next Steps | Veronica Smith, Director MCD / Policies and Procedures
Division of Special Education |



LOCAL PLAN REVISION ADVISORY COMMITTEE MEETING

SIGN-IN

February 14, 2018

10am – 12pm

Name	Title	Time In	Signature	Time Out
Jacquelyn Smith-Conkleton	CAC Member			
Claudia Lozano	CAC Member			
Lia Martin	CAC Member	10:30	<i>[Signature]</i>	1:00PM
Mary Lee	CAC Member		<i>[Signature]</i>	
Benita Cabrera	CAC Member	<i>[Signature]</i>	10:13	
Sharnell Blevins	CAC Member	10:00am	<i>[Signature]</i>	
Charlotte Lerchenmuller	AALA Representative			
Darrell Jones	UTLA Representative	10:00	<i>[Signature]</i>	
Lisa Kendrick	Division Director		<i>[Signature]</i>	
Veronica Smith	Division Director	9:30 AM	<i>[Signature]</i>	
Diana Inouye	Division Coordinator	9:50	<i>[Signature]</i>	
Susan Mora	Division Coordinator			
Sonia Flores	Division Specialist			
LaTanya Tolan	Division Specialist	9:40am	<i>[Signature]</i>	

Dixon Deutsch

Division Director 9:45



333 S. Beaudry Avenue, Los Angeles, CA 90017

Blue Room, 1st Floor

LOCAL PLAN REVISION ADVISORY COMMITTEE MEETING

AGENDA

February 7, 2018

- | | | |
|--------------|--|--|
| I. | Sign-In and Networking | All Attendees |
| II. | Welcome and Purpose of Meeting | LaTanya Tolan, Specialist, Parent and Community Liaison
Division of Special Education |
| III. | Introductions and Activity | LaTanya Tolan
Specialist, Parent and Community Liaison |
| IV. | Overview of Local Plan Requirements | Veronica Smith, Director, MCD /Policies and Procedures
Division of Special Education |
| V. | Section X – Charter Schools | Dixon Deutsch, Director, Charter Operated Programs
Division of Special Education |
| VI. | Section XI – Literacy | Lisa Kendrick, Director, Instruction and SELPA
Division of Special Education

Diana Inouye, Coordinator, Instruction
Division of Special Education |
| VII. | Lunch and Discussion | All Attendees |
| VIII. | Revisions Reviewed in 2016-17 | Veronica Smith, Director, MCD/Policies and Procedures
Division of Special Education |
| IX. | Activity and Wrap Up/Next Steps | LaTanya Tolan, Specialist, Parent and Community Liaison
Division of Special Education |

Next Meeting: *February 20, 2018 from 9:00 a.m. until 11:30 a.m.*



LOCAL PLAN REVISION ADVISORY COMMITTEE MEETING

SIGN-IN

February 7, 2018

9am – 1pm

Name	Title	Time In	Signature	Time Out
Jacquelyn Smith-Conkleton	CAC Member			
Claudia Lozano	CAC Member			
Lia Martin	CAC Member			
Mary Lee	CAC Member			
Benita Cabrera	CAC Member			
Sharnell Blevins	CAC Member			
Charlotte Lerchenmüller	AALA Representative	9:00	Charlotte Lerchenmüller	
Ingrid Gunnell	UTLA Representative	9:00	Ingrid Gunnell	
Lisa Kendrick	Division Director	8:45	Lisa Kendrick	
Veronica Smith	Division Director	9:10	Veronica Smith	
Diana Inouye	Division Coordinator	9:00	Diana Inouye	
Susan Mora	Division Coordinator	8:30	Susan Mora	
Sonia Flores	Division Specialist			
LaTanya Tolan	Division Specialist	8:35	LaTanya Tolan	

Dixon Deutsch Division Director 8:30

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LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT, COMMUNITY AND STUDENT SERVICES



Parent, Community and Student Services
1360 W. Temple Street, Los Angeles, CA 90026
(213) 481-3350

PCSS Auditorium
Wednesday, April 13, 2016
9:00 a.m. – 2:00 p.m.

Meeting
AGENDA

SELPA Review and Comment Session

- | | |
|--|--|
| I. Welcome/Call to Order | Kathy Kantner, Chairperson |
| II. Pledge of Allegiance | Member |
| III. Greetings | Rowena Lagrosa, Chief Executive Officer
Parent, Community and Student Services |
| IV. Public Comment
<i>Five speakers, two minutes each</i> | Brent Andersen, Parliamentarian |
| V. Grounding Activity | Leah Brackins, Sr. Parent Facilitator |
| VI. Roll Call/Establish Quorum | Geo Cable, Secretary |
| VII. "The Big Picture" Local Plan Overview | Kathy Kantner, Chairperson
Susan Arguello, Specialist
Division of Special Education |
| VIII. "Connecting the Pieces"- Local Plan <ul style="list-style-type: none">◦ Revising the Local Plan Process◦ Reviewing the Local Plan Revisions◦ <i>Providing Written Recommendation</i> | Susan Arguello, Specialist
Division of Special Education
Leah Brackins, Sr. Parent Facilitator
Parent, Community and Student Services |
| IX. Highlighting Activity | Leah Brackins, Sr. Parent Facilitator |
| X. Collecting Data Process | Kathy Kantner, Chairperson |
| XI. "What's Next?" Local Plan Timeline | Lisa Kendrick, SELPA Director
Division of Special Education |
| XII. Announcements from members and PCSS Staff | Jacquelyn Smith-Conkleton, Vice Chairperson |
| XIII. Lunch | |
| XIV. <i>Action item</i>
Adjournment | Kathy Kantner, Chairperson |

For individual questions or concerns, please see a staff member in attendance from the Division of Special Education. Visitors' parking is limited. Please make plans to carpool or to arrive early. *To review or obtain copies of materials, please visit the Parent, Community and Student Services office. To request a disability-related accommodation under the Americans with Disabilities Act (ADA), please call Leah Brackins at (213) 481-3350 or email her at leah.brackins@lausd.net at least 24 hours in advance. Childcare is not provided.*



DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
SERVICIOS PARA LOS PADRES, LA COMUNIDAD Y LOS ESTUDIANTES



Servicios para los Padres, la Comunidad y los Estudiantes
1360 West Temple Street Los Angeles CA 90026
(213) 481-3350

Auditorio de PCSS
Miércoles 13 de abril de 2016

9:00 a.m. – 2:00 p.m.

Reunión
AGENDA

Sesión de revisión y comentarios en relación al SELPA

- | | |
|--|--|
| I. Bienvenida/Llamada al Orden | Kathy Kantner, Presidente |
| II. Saludo a la Bandera | Miembro |
| III. Saludos | Rowena Lagrosa, Directora General Ejecutiva
Servicios para los Padres, la Comunidad y los
Estudiantes |
| IV. Comentario Público
<i>Cinco oradores, dos minutos cada uno</i> | Brent Andersen, Representante Parlamentario |
| V. Actividad Inicial | Leah Brackins, Facilitadora Especialista de
Padres |
| VI. Pasar Lista/Establecer Quórum | Geo Cable, Secretaria |
| VII. Repaso general del Plan Local | Kathy Kantner, Presidenta
Susan Arguello, Especialista
División de Educación Especial |
| VIII. Hacer conexiones– Plan Local

<i>División de Educación Especial</i> <ul style="list-style-type: none">• <i>Proceso para revisar el Plan Local</i>• <i>Repasar las revisiones del Plan Local</i>• <i>Proveer recomendaciones escritas</i> | <i>Susan Arguello, Especialista</i>

Leah Brackins, Facilitadora Especialista de
Padres, Servicios para los Padres,
la Comunidad y los Estudiantes |
| IX. Actividad de repaso | Leah Brackins, Facilitadora Especialista de
Padres |
| X. Proceso para recopilar los datos | Kathy Kantner, Presidenta |
| XI. ¿Qué es lo siguiente? Cronología para el Plan Local | Lisa Kendrick, Directora SELPA
División de Educación Especial |
| XII. Anuncios por parte de los miembros y personal de PCSS | Jacquelyn Smith Conkleton, Vicepresidente |
| XIII. Almuerzo | |
| XIV. Clausura
<i>Asunto a tratar</i> | Kathy Kantner, Presidenta |

Para preguntas o preocupaciones, por favor comuníquese con el personal de la División de Educación Especial. El estacionamiento para los visitantes son limitados. Por favor planifique en compartir viaje o llegar temprano. *Para repasar u obtener copias de los materiales, por favor visite la oficina de Servicios para los Padres, la Comunidad y los Estudiantes.* Para solicitar una adaptación relacionada con una discapacidad bajo la Ley para Americanos con Discapacidades (ADA, por sus siglas en inglés), por favor llame a Leah Brackins al (213) 481-3350 o envíe un correo electrónico a leah.brackins@lausd.net con por lo menos 24 horas de anticipación. *No se proporciona cuidado de niños.*

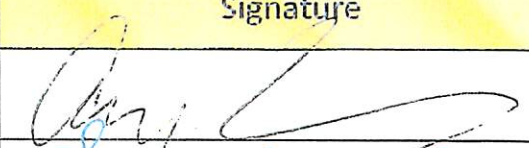
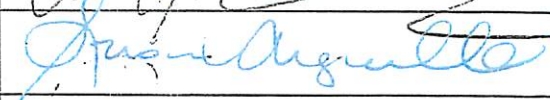
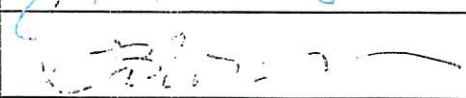
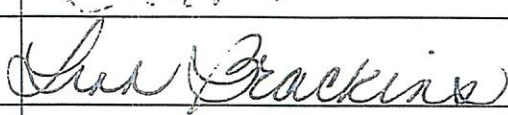


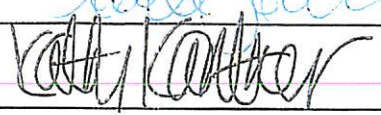

**Los Angeles Unified School District
Division of Special Education
Local Plan Revision Advisory Committee**

**AGENDA
March 29, 2016**

- | | |
|---|--|
| I. Welcome and Introductions | Lisa Kendrick
SELPA Director |
| II. Purpose of today's meeting | |
| A. Continue with revisions to the Local Plan | |
| B. Revision process | |
| III. Section XII – Behavior Intervention | Laura Zeff
Coordinator |
| A. Current | |
| B. Proposed revisions | |
| IV. Section VI – Regionalized Services | Emily Kuwahara
Administrative Coordinator |
| A. Current | |
| B. Proposed revisions | |
| V. Section VIII – Public Participation | Susan Arguello
Specialist |
| C. Current | |
| D. Proposed revisions | |
| VI. Comments/Questions | |

Thank you to everyone who participated and contributed in this revision process.

Los Angeles Unified School District
Division of Special Education
Local Plan Revision Advisory Committee

Name	Position	Organization	Signature
Allina-chambers, Amy	Specialist	Division of Special Education Early Childhood Special Education	
Arguello, Susan	Specialist	Parent Support Unit, Division of Special Education	
Blevins, Sharnell	Parent	Community Advisory Committee (CAC)	
Brackins, Leah	Sr. Parent Community Facilitator	Parent, Community, Student Services Branch (PCSS)	
Cable, Geo	Parent	Community Advisory Committee (CAC)	
Inouye, Diana	Coordinator	Division of Special Education Instruction Support	
Jones, Stephanie M.	Specialist	Division of Special Education Early Childhood Special Education	
Jones, Darrell	Special Education Teacher Representative	United Teachers Los Angeles (UTLA)	
Kantner, Kathy	CAC Chair/Parent	Community Advisory Committee (CAC)	
Kendrick, Lisa	Director, SELPA	Division of Special Education Instruction/LRE Programs & Parent Support	

Name	Position	Organization	Signature
Kuwahara, Emily	Administrator	Division of Special Education Special Projects	
Lerchenmuller, Charlotte	Administrator	Associated Administrators of Los Angeles (AALA)	Charlotte Lerchenmuller
Lopez-Breaux, Michael	Specialist	Division of Special Education Early Childhood Special Education	Michael Lopez-Breaux
Martin, Teresa	Director	Division of Special Education Early Childhood Special Education	
Montoya, Janet	Administrator	Special Education Service Center Local District East	
Perez, Ofelia	Parent	Community Advisory Committee (CAC)	
Ramirez, Juan	Teacher Representative	United Teachers Los Angeles (UTLA)	
Schwab, Colleen	Teacher Representative	United Teachers Los Angeles (UTLA)	
Walker, Hattie	Parent	Community Advisory Committee (CAC)	Hattie Walker
Zeff, Laura	Coordinator	Division of Special Education Behavior Support	L. Zeff

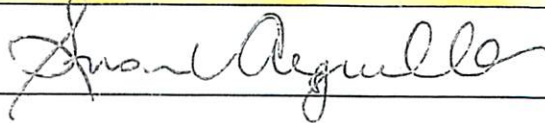
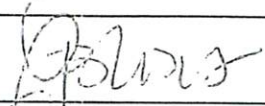
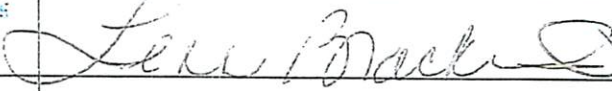
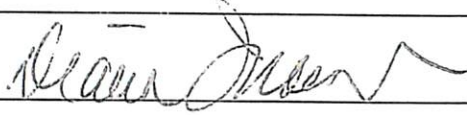
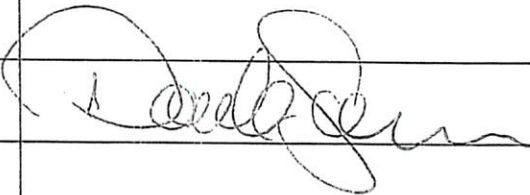
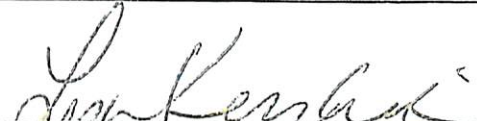
**Los Angeles Unified School District
Division of Special Education
Local Plan Revision Advisory Committee**

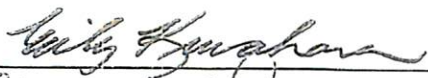
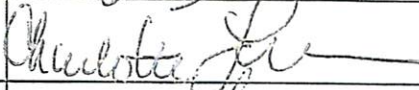
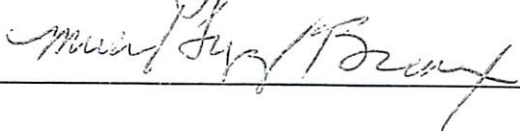
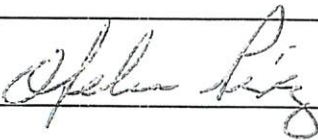
**AGENDA
March 9, 2016**

- | | |
|---|---------------------------------|
| I. Welcome and Introductions | Lisa Kendrick
SELPA Director |
| II. Purpose of today's meeting | |
| A. Continue with revisions to the Local Plan | |
| B. Revision process | |
| III. Section XI – Literacy | Diana Inouye
Coordinator |
| A. Current | |
| B. Proposed revisions | |
| IV. Section XII – Behavior Intervention | Laura Zeff
Coordinator |
| A. Current | |
| B. Proposed revisions | |
| V. Section VII – Community Advisory Committee (CAC) | Susan Arguello
Specialist |
| A. Current | |
| B. Proposed revisions | |
| VI. Section V – Governance and Administration of the Plan | Susan Arguello
Specialist |
| A. Current | |
| B. Proposed revisions | |
| VI. Comments/Questions | |

Next meeting: _____

Los Angeles Unified School District
Division of Special Education
Local Plan Revision Advisory Committee

Name	Position	Organization	Signature
Allina-chambers, Amy	Specialist	Division of Special Education Early Childhood Special Education	
Arguello, Susan	Specialist	Parent Support Unit, Division of Special Education	
Blevins, Sharnell	Parent	Community Advisory Committee (CAC)	
Brackins, Leah	Sr. Parent Community Facilitator	Parent, Community, Student Services Branch (PCSS)	
Cable, Geo	Parent	Community Advisory Committee (CAC)	
Inouye, Diana	Coordinator	Division of Special Education Instruction Support	
Jones, Stephanie M.	Specialist	Division of Special Education Early Childhood Special Education	
Jones, Darrell	Special Education Teacher Representative	United Teachers Los Angeles (UTLA)	
Kantner, Kathy	CAC Chair/Parent	Community Advisory Committee (CAC)	
Kendrick, Lisa	Director, SELPA	Division of Special Education Instruction/LRE Programs & Parent Support	

Name	Position	Organization	Signature
Kuwahara, Emily	Administrator	Division of Special Education Special Projects	
Lerchenmuller, Charlotte	Administrator	Associated Administrators of Los Angeles (AALA)	
Lopez-Breaux, Michael	Specialist	Division of Special Education Early Childhood Special Education	
Martin, Teresa	Director	Division of Special Education Early Childhood Special Education	
Montoya, Janet	Administrator	Special Education Service Center Local District East	
Perez, Ofelia	Parent	Community Advisory Committee (CAC)	
Ramirez, Juan	Teacher Representative	United Teachers Los Angeles (UTLA)	
Schwab, Colleen	Teacher Representative	United Teachers Los Angeles (UTLA)	
Walker, Hattie	Parent	Community Advisory Committee (CAC)	

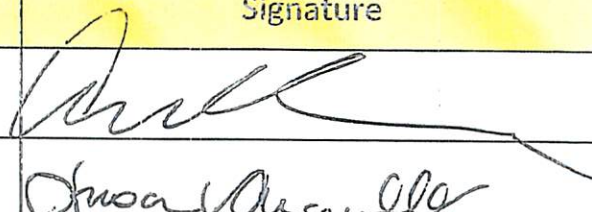

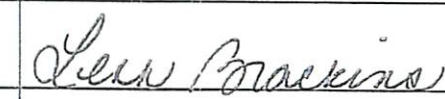
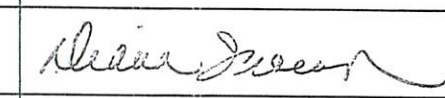

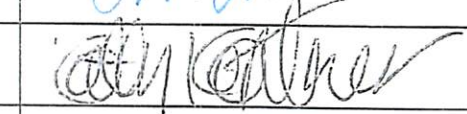
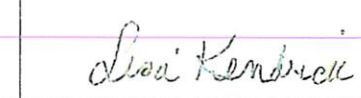

**Los Angeles Unified School District
Division of Special Education
Local Plan Revision Advisory Committee**

**AGENDA
February 24, 2016**

- | | |
|---|---|
| I. Welcome and Introductions | Lisa Kendrick
SELPA Director |
| II. Purpose of today's meeting | |
| A. Overview of the Local Plan | |
| B. Sections to be revised | |
| C. Revision process | |
| III. Section V – Governance and Administration of the Plan | Susan Arguello
Specialist |
| A. Current | |
| B. Proposed revisions | |
| IV. Section VII – Community Advisory Committee | Susan Arguello
Specialist |
| A. Current | |
| B. Proposed revisions | |
| V. Section IX – Early Childhood Education Program | Teresa Martin
Director |
| A. Current | |
| B. Proposed revisions | |
| VI. Comments, Questions | |

Next meeting: Tentatively scheduled for March 3, 2016 from 9:30-11:30 AM

Los Angeles Unified School District
Division of Special Education
Local Plan Revision Advisory Committee

Name	Position	Organization	Signature
Allina-chambers, Amy	Specialist	Division of Special Education Early Childhood Special Education	
Arguello, Susan	Specialist	Parent Support Unit, Division of Special Education	
Blevins, Sharnell	Parent	Community Advisory Committee (CAC)	
Brackins, Leah	Sr. Parent Community Facilitator	Parent, Community, Student Services Branch (PCSS)	
Cable, Geo	Parent	Community Advisory Committee (CAC)	
Inouye, Diana	Coordinator	Division of Special Education Instruction Support	
Jones, Stephanie M.	Specialist	Division of Special Education Early Childhood Special Education	
Kantner, Kathy	CAC Chair/Parent	Community Advisory Committee (CAC)	
Kendrick, Lisa	Director, SELPA	Division of Special Education Instruction/LRE Programs & Parent Support	
Kuwahara, Emily	Administrator	Division of Special Education Special Projects	

Name	Position	Organization	Signature
Lerchenmuller, Charlotte	Administrator	Associated Administrators of Los Angeles (AALA)	
Lopez-Breaux, Michael	Specialist	Division of Special Education Early Childhood Special Education	Michael Lopez-Breaux
Martin, Theresa	Director	Division of Special Education Early Childhood Special Education	Theresa Martin
Montoya, Janet	Administrator	Special Education Service Center Local District East	Janet Montoya
Perez, Ofelia	Parent	Community Advisory Committee (CAC)	Ofelia Perez
Walker, Hattie	Parent	Community Advisory Committee (CAC)	Hattie Walker
Mannuel, Angela	Specialist	Division of Special Education ECSSE	Angela Mannuel
Reginald Green	Teacher	C. F. Green	Reginald Green

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION II

Certification of Participation, Compatibility, and Compliance Assurances

Certification of Participation, Compatibility, and Compliance Assurances

1. Designate the Special Education Local Plan Area (SELPA) Option: ☒ [X] Single District ☐ [] Multiple District ☐ [] District/County

SELPA Code 19 64733	SELPA Name Los Angeles Unified School District	Application Date
SELPA Address 333 S. Beaudry Avenue	SELPA City Los Angeles	SELPA Zip Code 90017
SELPA Director Name (Print) Lisa Kendrick	Director Telephone Number (213) 241-6701	Director E-mail lisa.kendrick@lausd.net

2. Certification of Assurances by the Designated Administrative and Fiscal Agency for this Program (Responsible Local Agency/Administrative Unit [RLA/AU])

Designated RLA/AU Name Los Angeles Unified School District		
RLA/AU Address 333 S. Beaudry Avenue	RLA/AU City Los Angeles	RLA/AU Zip Code 90017
Name of RLA/AU Superintendent Vivian Ekchian, Interim Superintendent	Superintendent Phone Number (213) 241-7000	Superintendent E-mail vivian.ekchian@lausd.net
Date of Governing Board Approval		

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (U.S.C.)* 1400 et seq, and implementing regulations under 34 *Code of Federal Regulations* Parts 300 and 303, 29 *U.S.C.* 705 (20) and 794–794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *Education Code (EC)* Part 30, and Chapter 3 Division 1 of Title V of the *California Code of Regulations*.

Signature of RLA/AU Superintendent	Date
------------------------------------	------

3. Certification of Compatibility by the County Superintendent of Schools

Name of County Office of Education (COE) Los Angeles County		
COE Address 9300 E. Imperial Highway	COE City Downey	COE Zip Code 90242
Name of COE Superintendent Debra Duardo	Superintendent Phone Number (562) 922-6111	Superintendent E-mail duardo_debra@lacoed.edu

Pursuant to *EC* Section 56140, I certify that this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

Signature of County Superintendent or Authorized Representative	Date
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4. Certification of the Community Advisory Committee

(Complete Form SED-LP-2)

For Department of Education Use Only		
Recommended for Approval by the Superintendent of Public Instruction:		
Date:	By:	Approval Date:

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION III

Community Advisory Committee (CAC) Certification

**Certification of Participation, Compatibility,
and Compliance Assurances**

Community Advisory Committee Certification		
CAC Compliance Verification	Yes	No
The Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the Local Plan pursuant to California <i>Education Code</i> (EC) Section 56194.		
To ensure adequate and effective participation and communication pursuant to EC 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the Local Plan for special education.		
The plan has been reviewed by the CAC, and the committee had at least 30 days to conduct this review, prior to submission of the Local Plan to the Superintendent pursuant to EC 56205(b)(6).		
The CAC has reviewed any revisions made to the Local Plan as a result of recommendations or requirements from the California Department of Education.		
Certifying Signature		
Name of Chairperson (print) Sharnell Blevins	Phone (213) 481-3350	
Signature of CAC Chairperson	Date	

If you checked [✓] "No" for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the special education local plan area (SELPA) met the requirement. (Attach a separate sheet, if necessary.) The Department will take this into consideration in its review of this Local Plan application.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION IV

SELPA

Assurance Statement

MEMBERS OF THE BOARD

MÓNICA GARCIA, PRESIDENT
KELLY GONEZ
DR. GEORGE J. MCKENNA III
NICK MELVOIN
DR. REF RODRIGUEZ
SCOTT M. SCHMERELSON
DR. RICHARD A. VLADOVIC

VIVIAN EKCHIAN
Interim Superintendent of Schools



LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Offices
Division of Special Education
333 S. Beaudry Avenue, 17th Floor
Los Angeles, California 90017
(213) 241-6701 FAX: (213) 241-6842

BETH KAUFFMAN
Associate Superintendent

Special Education Local Plan Area Local Educational Agency Assurances

1. Free appropriate public education (20 United States Code [U.S.C.] § 1412 [a][1])

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

2. Full educational opportunity (20 U.S.C. § 1412 [a][2])

It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.

3. Child find (20 U.S.C. § 1412 [a][3])

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

4. Individualized education program (IEP) and individualized family service plan (IFSP) (20 U.S.C. § 1412 [a][4])

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. Least restrictive environment (20 U.S.C. § 1412 [a][5])

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Procedural safeguards (20 U.S.C. § 1412 [a][6])

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.

7. Evaluation (20 U.S.C. § 1412 [a][7])

It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. Confidentiality (20 U.S.C. § 1412 [a][8])

It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act.

9. Part C to part B transition (20 U.S.C. § 1412 [a][9])

It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

10. Private schools (20 U.S.C. § 1412 [a][10])

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. Local compliance assurances (20 U.S.C. § 1412 [a][11])

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *Education Code*, Part 30.

12. Interagency (20 U.S.C. § 1412 [a][12])

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. Governance (20 U.S.C. § 1412 [a][13])

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. Personnel qualifications (20 U.S.C. § 1412 [a][14])

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. Performance goals and indicators (20 U.S.C. § 1412 [a][15])

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. Participation in assessments (20 U.S.C. § 1412 [a][16])

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of state, local, and federal funds (20 U.S.C. § 1412 [a][17])

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds.

18. Maintenance of effort (20 U.S.C. § 1412 [a][18])

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.

19. Public participation (20 U.S.C. § 1412 [a][19])

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. Rule of construction (20 U.S.C. § 1412 [a][20])

(Federal requirement for state educational agency only)

21. State advisory panel (20 U.S.C. § 1412 [a][21])

(Federal requirement for state educational agency only)

22. Suspension and expulsion (20 U.S.C. § 1412 [a][22])

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

23. Access to instructional materials (20 U.S.C. § 1412 [a][23])

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard.

24. Overidentification and disproportionality (20 U.S.C. § 1412 [a][24])

It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.

25. Prohibition on mandatory medicine (20 U.S.C. § 1412 [a][25])

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. Distribution of funds (20 U.S.C. § 1411 [e] and [f][1–3])

(Federal requirement for state educational agency only)

27. Data (20 U.S.C. § 1418 [a–d])

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. Charter schools (California *Education Code* 56207.5 [a–c])

It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a special education local plan area (SELPA) may not be treated differently from a similar request made by a school district.

MEMBERS OF THE BOARD

MÓNICA GARCIA, PRESIDENT
KELLY GONEZ
DR. GEORGE J. MCKENNA III
NICK MELVOIN
DR. REF RODRIGUEZ
SCOTT M. SCHMERELSON
DR. RICHARD A. VLADOVIC

VIVIAN EKCHIAN

Interim Superintendent of Schools



LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Offices
Division of Special Education
333 S. Beaudry Avenue, 17th Floor
Los Angeles, California 90017
(213) 241-6701 FAX: (213) 241-6842

BETH KAUFFMAN

Associate Superintendent

In accordance with federal and state laws and regulations, the Los Angeles Unified School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any interested party.

Adopted this _____ day of _____, 20_____.

Yeas: _____ Nays: _____

Signed: _____,
Vivian Ekchian, Interim Superintendent

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION V

Governance and Administration of the Plan

DESCRIPTION OF GOVERNANCE AND ADMINISTRATION OF THE LOCAL PLAN

Governance Structure

The Los Angeles Unified School District (LAUSD) is a single district Special Education Local Plan Area (SELPA) that provides comprehensive special education programs and services for students with exceptional needs.

The ~~Los Angeles Unified School District~~LAUSD Board of Education is the District's governing body. Its seven (7) elected members appoint the Superintendent of Schools, who is the Chief Administrative Officer of the District. Staff for the Superintendent of Schools includes ~~a Deputy Superintendent of Instruction, Senior Deputy Superintendent of School Operations, Chief Strategy Officer, a Chief Academic Officer,~~ Chief Facilities Executive, Chief Financial Officer, General Counsel, Associate Superintendent Special Education, and Local District Superintendents. Local District Superintendents are responsible for the District's ~~eight (8)~~ administrative areas (Local Districts). The Division of Special Education is administered by the ~~Executive Director~~ Associate Superintendent, Chief Special Education Officer in accordance with the District's organizational structure. (Appendix A). ~~The Division of Special Education includes four (4) Special Education Service Centers support Units that work closely with Local Districts.~~ The Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA.

Local District Superintendents work with their staff ~~and Special Education Support Unit Service Center staff~~ to inform school principals in their respective Local Districts about requirements for the operation of special education programs. Special Education ~~Support Units Service Centers offices~~ associated with each Local District, ~~under the leadership of the Executive Director Chief Special Education Officer, Division of Special Education, support the administration of~~ administer the special education program and services. Each Local District Special Education ~~Education Support Unit Service Center office~~ has Program Specialists with expertise in various aspects of special education to assist schools and staff in implementing special education programs.

Responsibilities of the Board of Education

The ~~Los Angeles Unified School District~~LAUSD's Board of Education establishes policies and District staff assumes responsibility for implementing Board of Education established policies. ~~and District staff assumes responsibility for implementing Board of Education~~

~~policies~~ on a District-wide basis. The Board of Education is responsible for submission of an adopted Special Education Local Plan to the State Superintendent of Public Instruction and for establishing a governance structure for implementation of the plan.

The functions of the Board of Education in relation to special education include, but are not limited to:

- Reviewing, adopting, and implementing the Special Education Local Plan to assure ~~assess~~ access to special education programs and services for all eligible individuals with disabilities birth to 21 years of age residing within the geographic area served by the ~~Los Angeles Unified School District~~ LAUSD.
- Adopting policies and administrative regulations related to the governance and operation of the SELPA.

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V-1

- Assuming fiscal accountability for the special education programs and services operated by the SELPA.
- Assuming responsibility for the exercising authority over the special education services operated by the SELPA.
- Holding public Board of Education meetings in compliance with state law, including hearings for the annual service and budget plans.
- Appointing voting members to the ~~Community Advisory Committee~~ CAC for Special Education.
- Contracting with nonpublic schools and agencies, when necessary, to provide appropriate special education services to students.
- Ensuring a welcoming and respectful environment for students ~~Individuals~~ W with d Disabilities within the Los Angeles Unified School District.

Responsibilities of the Superintendent of Schools

The Superintendent of Schools serves as the Responsible Local Agency (RLA) administrator. ~~He/She~~The Superintendent of Schools is appointed by the ~~Los Angeles Unified School District LAUSD~~ Board of Education. The Superintendent of Schools, with staff assistance, is responsible for District-wide implementation of educational processes and for formulating major District policies. Under the direction of the Board of Education, the Superintendent of ~~Ss~~Schools ~~is~~ delegates appropriate authority and responsibility to the ~~Associate Superintendent, Special Education~~Deputy Superintendent of Instruction ~~who provides support and direction to the Associate Superintendent.~~ ~~Division of Special Education.~~—The ~~Superintendent of Schools~~ Deputy Superintendent of Instruction is responsible for the supervision, evaluation, and discipline of the Associate Superintendent ~~who is~~ ~~Division of Special Education/Los Angeles Unified School District SELPA.~~ ~~The Executive Director, Division of Special Education/Los Angeles Unified School District SELPA~~ is appointed by the Board of Education, as are the eight (8) Local District Superintendents, ~~all of whom report to the Deputy Superintendent of Instruction.~~

The responsibilities of the Superintendent of Schools regarding special education include, but are not limited to:

- Recommending to the Board of Education the adoption of SELPA policies in accordance with federal and state laws and regulations.
- Providing leadership in support of special education programs and services.
- Recommending a District budget to the Board of Education, which includes a SELPA budget and, when required by the Education Code, a SELPA annual budget plan.
- ~~Presenting nonpublic school placements for consideration to the Board of Education.~~

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- Supervising or designating supervision of the SELPA Director.
- Recommending adoption of the Special Education Local Plan to the Board of Education.

Responsibilities of the Associate Superintendent, Special Education

The Associate Superintendent, Special Education ~~Executive Director~~ Chief Special Education Officer ~~Division of Special Education/Los Angeles Unified School District SELPA~~, serves as the Special Education Local Plan Area (SELPA) Director and is responsible for administration of the Local Plan and fulfills the following responsibilities. ~~The Executive Director~~ Associate Superintendent provides guidance and support to the eight (8) Local Districts and supervises the Special Education Support Unit Administrators.

~~The Executive Director, Division of Special Education/Los Angeles Unified School District SELPA fulfills the following responsibilities:~~

- Provides leadership and direction in the interpretation and implementation of federal and state mandates, District policies, and procedures for special education programs.
- Develops a strategic plan for the development, implementation and monitoring of programs, services, and instruction that ensures the achievement of students with disabilities and prevention of misidentification for special education.
- Provides for the development and evaluation of curricula, instructional materials, and specialized equipment.
- Serves as a resource person to community groups, outside agencies, professional groups, Local District personnel and parents.
- Promotes collaboration between special and general education personnel and parents in determining appropriate instructional support for eligible students with disabilities.
- Ensures appropriate ~~Reviews~~ assignments of students with disabilities upon teacher request.
- Monitors programs and services for compliance.
- Maintains data and prepares local, state and federal special education reports as required.
- Promotes collaboration among central support and Local District personnel to increase accountability for positive student outcomes.

~~V-3~~

- Monitors the District and schools for compliance with state, federal and local special education mandates including personnel development, procedural safeguards, and other assurances.
- Coordinates compliance reviews, District Validation Reviews (DVR), including DVR's of nonpublic schools with whom it maintains contracts, and independent charter schools authorized by the Board of Education within the SELPA.

- Administers procedures to assure fiscal management of all special education funds.
- Provides leadership and coordination in the development of a system of staff development and parent education.
- Facilitates and monitors the development of interagency agreements.
- Acts as a liaison with and provides fiscal and logistical support to the Community Advisory CCCAC Committee.
- Directs and supervises the implementation of compliant and due process safeguards and procedures.

The Associate Superintendent ~~Executive Director~~ is supported in ensuring that special education programs and services meet ~~F~~ederal and ~~S~~tate legal mandates by the following administrative departments: Administration and Support; ~~Due Process~~; Strategic Planning, ~~and~~ Data Management & Nonpublic Services Support; Charter Operated Programs; ~~Instruction~~; MCD Monitoring/Policies and Procedures; ~~Nonpublic School/Agencies~~; Psychological Services/~~Due Process~~; Related Services; ~~Transition Services~~; ~~Low Incidence, Private Schools~~; and Early Childhood ~~Special Education~~; and ~~Operations. (within the Early Childhood Division); and Operations~~.

Development of the Local Plan

The Los Angeles Unified School District is responsible for developing, adopting, submitting to the State Superintendent of Public Instruction, and implementing a Special Education Local Plan in accordance with ~~F~~ederal and ~~S~~tate laws and regulations. The Board of Education approves policies and procedures that are reflected in the local plan.

A. A. Special Education Local Plan Advisory Committee

In accordance with E.C.~~§. §~~56195.3, the SELPA shall, in developing the Special Education Local Plan, “involve special and general education teachers selected by their peers and parents selected by their peers in an active role”.

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V-4

- 1.** ~~1.~~ The Los Angeles Unified School District SELPA has a Local Plan Advisory Committee to ~~advise~~advise in the development of the Local Plan. The SELPA Director is responsible for coordination of the development of the Local Plan. The

Local Plan Advisory Committee consists of ~~had sixteen~~ members selected by their peers from the following group:

- a) Parent representatives from the CAC
 - b) Chairperson of the CAC
 - c) Teacher rRepresentatives
 - d) Administrator representatives
 - e) District personnel selected by the Associate Superintendent
2. ~~2.~~ Local Plan Advisory Committee meetings review, revise, and advise on the content of the Local Plan.
3. ~~3.~~ Recommendations from the Local Plan Advisory Committee are shared with the ~~Community Advisory Committee for CCAC~~ for input.

B. ~~B.~~ Regular Consultation Regarding Annual Service and Budget Plans.

Revisions or amendments to the Special Education Local Plan will be considered annually during the services and budget planning process, unless such revisions or amendments will be approved by the ~~Los Angeles Unified School District~~ LAUSD Board of Education.

The Annual Budget Plan will be developed as part of the District's annual budget development process. The ~~Community AC~~ Advisory Committee acts in an advisory capacity to the development of the Annual Service and Budget Plan.

~~V-5~~

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GOVERNANCE AND ADMINISTRATION OF THE LOCAL PLAN

Governance Structure

The Los Angeles Unified School District (LAUSD) is a single district Special Education Local Plan Area (SELPA) that provides comprehensive special education programs and services for students with exceptional needs.

The LAUSD Board of Education is the District's governing body. Its seven (7) elected members appoint the Superintendent of Schools, who is the Chief Administrative Officer of the District. Staff for the Superintendent of Schools includes a Chief Academic Officer, Chief Facilities Executive, Chief Financial Officer, General Counsel, Associate Superintendent Special Education, and Local District Superintendents. Local District Superintendents are responsible for the District's administrative areas (Local Districts). The Division of Special Education is administered by the Associate Superintendent, in accordance with the District's organizational structure. (Appendix A). The Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA.

Local District Superintendents work with their staff to inform school principals in their respective Local Districts about requirements for the operation of special education programs. Special Education offices associated with each Local District, support the administration of the special education program and services. Each Local District Special Education office has Program Specialists with expertise in various aspects of special education to assist schools and staff in implementing special education programs.

Responsibilities of the Board of Education

The LAUSD Board of Education establishes policies and District staff assumes responsibility for implementing Board of Education established policies on a District-wide basis. The Board of Education is responsible for submission of an adopted Special Education Local Plan to the State Superintendent of Public Instruction and for establishing a governance structure for implementation of the plan.

The functions of the Board of Education in relation to special education include, but are not limited to:

- Reviewing, adopting, and implementing the Special Education Local Plan to assure access to special education programs and services for all eligible individuals with disabilities birth to 21 years of age residing within the geographic area served by the LAUSD

- Adopting policies and administrative regulations related to the governance and operation of the SELPA
- Assuming fiscal accountability for the special education programs and services operated by the SELPA
- Assuming responsibility for the exercising authority over the special education services operated by the SELPA
- Holding public Board of Education meetings in compliance with state law, including hearings for the annual service and budget plans
- Appointing voting members to the CAC
- Contracting with nonpublic schools and agencies, when necessary, to provide appropriate special education services to students
- Ensuring a welcoming and respectful environment for students with disabilities within the Los Angeles Unified School District

Responsibilities of the Superintendent of Schools

The Superintendent of Schools serves as the Responsible Local Agency (RLA) administrator. The Superintendent of Schools is appointed by the LAUSD Board of Education. The Superintendent of Schools, with staff assistance, is responsible for District-wide implementation of educational processes and for formulating major District policies. Under the direction of the Board of Education, the Superintendent of Schools delegates appropriate authority and responsibility to the Associate Superintendent, Special Education. The Superintendent of Schools is responsible for the supervision, evaluation, and discipline of the Associate Superintendent who is appointed by the Board of Education, as are the Local District Superintendents.

The responsibilities of the Superintendent of Schools regarding special education include, but are not limited to:

- Recommending to the Board of Education the adoption of SELPA policies in accordance with federal and state laws and regulations
- Providing leadership in support of special education programs and services
- Recommending a District budget to the Board of Education, which includes a SELPA budget and when required by the Education Code, a SELPA annual budget plan
- Supervising or designating supervision of the SELPA Director
- Recommending adoption of the Special Education Local Plan to the Board of Education.

Responsibilities of the Associate Superintendent, Special Education

The Associate Superintendent, Special Education serves as the SELPA Director and is responsible for administration of the Local Plan and fulfills the following responsibilities:

- Provides leadership and direction in the interpretation and implementation of federal and state mandates, District policies, and procedures for special education programs
- Develops a strategic plan for the development, implementation and monitoring of programs, services, and instruction that ensures the achievement of students with disabilities and prevention of misidentification for special education
- Provides for the development and evaluation of curricula, instructional materials, and specialized equipment
- Serves as a resource person to community groups, outside agencies, professional groups, Local District personnel and parents
- Promotes collaboration between special and general education personnel and parents in determining appropriate instructional support for eligible students with disabilities
- Ensures appropriate assignment of students with disabilities
- Monitors programs and services for compliance
- Maintains data and prepares local, state and federal special education reports as required
- Promotes collaboration among central support and Local District personnel to increase accountability for positive student outcomes
- Monitors the District and schools for compliance with state, federal and local special education mandates including personnel development, procedural safeguards, and other assurances
- Coordinates compliance reviews, District Validation Reviews (DVR), including DVR's of nonpublic schools with whom it maintains contracts, and independent charter schools authorized by the Board of Education within the SELPA
- Administers procedures to assure fiscal management of all special education funds
- Provides leadership and coordination in the development of a system of staff development and parent education
- Facilitates and monitors the development of interagency agreements
- Acts as a liaison with and provides fiscal support to the CAC
- Directs and supervises the implementation of compliant and due process safeguards and procedures

The Associate Superintendent is supported in ensuring that special education programs and services meet Federal and State legal mandates by the following administrative departments: Administration and Support; Strategic Planning, Data Management &

Nonpublic Services Support; Charter Operated Programs; Instruction; MCD Monitoring/Policies and Procedures; Psychological Services/Due Process; Related Services; Early Childhood Special Education; and Operations.

Development of the Local Plan

The Los Angeles Unified School District is responsible for developing, adopting, submitting to the State Superintendent of Public Instruction, and implementing a Special Education Local Plan in accordance with Federal and State laws and regulations. The Board of Education approves policies and procedures that are reflected in the local plan.

A. Special Education Local Plan Advisory Committee

In accordance with E.C. §56195.3, the SELPA shall, in developing the Special Education Local Plan, “involve special and general education teachers selected by their peers and parents selected by their peers in an active role”.

1. The Los Angeles Unified School District SELPA has a Local Plan Advisory Committee to advise in the development of the Local Plan. The SELPA Director is responsible for coordination of the development of the Local Plan. The Local Plan Advisory Committee consists of members selected by their peers from the following group:
 - a) Parent representatives from the CAC
 - b) Chairperson of the CAC
 - c) Teacher representatives
 - d) Administrator representatives
 - e) District personnel selected by the Associate Superintendent
2. Local Plan Advisory Committee meetings review, revise, and advise on the content of the Local Plan.
3. Recommendations from the Local Plan Advisory Committee are shared with the CAC for input.

B. Regular Consultation Regarding Annual Service and Budget Plans.

Revisions or amendments to the Special Education Local Plan will be considered annually during the services and budget planning process, unless such revisions or amendments will be approved by the LAUSD Board of Education.

The Annual Budget Plan will be developed as part of the District's annual budget development process. The CAC acts in an advisory capacity to the development of the Annual Service and Budget Plan.

DRAFT

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION VI
Regionalized Services

REGIONALIZED SERVICES

In accordance with ~~F~~ederal and ~~State-state~~ mandates, students within the Los Angeles Unified School District (~~LAUSD~~) are identified, referred, assessed, and provided appropriate programs and services based on assessed needs ~~in~~ the least restrictive ~~ive~~ environments as determined by their ~~Individual-Individualized~~ Education Program (IEP). Students who have disabilities related to: hearing impairment, hearing and visual impairments, speech or language impairment, visual impairment, severe orthopedic impairment, other health impairments, ~~autistic-like behaviors~~ ~~autism spectrum disorder~~, intellectual disability, emotional disturbance, specific learning disability~~ies~~, traumatic brain injury, multiple disabilities, ~~and~~ established medical disability (3-5 year olds), ~~and developmental delays (0-3 year olds)~~ are served by the ~~Los Angeles Unified School District's~~ ~~LAUSD's~~ programs and services.

~~The g~~Goals of the ~~Los Angeles Unified School District~~LAUSD's Division of Special Education ~~are:~~

- Ensuring the unique needs of students with disabilities are accurately identified and appropriately met using uniform criteria in compliance with state and federal special education laws;
- Staffing all special education programs with knowledgeable and ~~highly~~ qualified personnel;
- ~~Successfully~~ integrating students with disabilities with their non-disabled peers to the maximum extent appropriate in the least restrictive environment;
- Strengthening efficiency and effectiveness of general education to provide appropriate academic and behavioral interventions, in order to prevent inappropriate identification of students;
- Providing meaningful access to the District's core ~~and-expanded~~ or alternate curriculum as measured by achievement of standards-based IEP goals, increase in graduation/completion rates, and increase in the percentage of students continuing into successful post-secondary activities; and

- Ensuring that as appropriate and matched to student need, students are exited from special education and reintegrated into general education; and
- Effectively using an administrative monitoring system, a data ~~management system~~management system, ~~and a decision support system with~~providing technical support to schools and Local Districts to assist and guide them in meeting compliance mandates, and increasing the effectiveness of special education programs and services.

To accomplish these goals, the District provides the following:

- ~~Decentralized~~ District-wide referral and assessment services to provide search and serve for students with disabilities;
- A full continuum of programs and services including: general education classes with supports and/or services; ~~general education classes with consultation in-class support~~; ~~general education classes with related services~~; ~~general education classes with resource specialist programs (push-in and or pull-out per the IEP)~~; resource specialist programs (RSP); special day programs with supports and/or services; ~~special day programs with related services~~; special education centers; Career and Transition Centers for 18-22 year olds; non-public schools/agencies; home or hospital instruction, and state residential schools;
- Related services including but not limited to: language and speech, audiological services, deaf and hard of hearing services, orientation and mobility instruction, adapted physical education, counseling and guidance, parent counseling and training, health and nursing services, specially designed vocational education and career development, physical therapy, occupational therapy, vision services, social worker services, and behavior intervention;
- Transition services for children two years, nine months of age, transitioning to preschool programs;
- Transition services for students with disabilities ages 14-21 coordinated through the District Office of Transition Services (DOTS), Division of Special Education;
- Provision of classroom special education ~~assistants—and/or trainees~~Paraeducators to provide support for students with disabilities

under the direction of certificated staff and teachers who provide services to students with disabilities ~~these students~~;

- Continued instruction for students with disabilities who require special education and related services in excess of the regular academic year through the Extended School Year (ESY). ESY is provided for students with disabilities who have disabilities that are likely to continue indefinitely or for a prolonged period, show regression in skills during interruptions of education program, or have limited recoupment capacity;
- Community involvement opportunities through the Community Advisory Committee (CAC), ~~Special Education Multicultural Advisory Committee (SEMAG)~~, and partnerships with community agencies;
- Partnerships and cooperation with institutes of higher education to provide training of personnel and development of innovative programs;
- Regional ~~services~~ technical supports and guidance including ~~e~~ all those services described in EC§56836.23:

- Coordination and implementation of the Special Education Local Plan

- Coordinated systems of identification and assessment

- Coordinated systems of staff development and parent education

- Coordinated system of curriculum development and alignment with the core curriculum

- Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism

- Coordinated system of data collection and management including a web-based IEP data and service tracking system.
- Coordination of services to medical facilities
- Coordination of services to licensed children's institutions and foster family homes.
- Preparation and transmission of required Special Education Local Plan Area (SELPA) reports.
- Fiscal and logistical support of the Community Advisory Committee (CAC).
- Coordination of transportation services for children with disabilities.
- Assurances of full educational opportunity.
- Fiscal administration and allocation of state and federal funds.
- Direct instructional support that may be provided by program Specialists.

Program Specialist Services (E.C. 56368[a] [b] [5])

A. Rationale

Education Code §56368 requires that each Special Education Local Plan Area SELPA have the services of specialized personnel with in-depth knowledge of specific disabling conditions employed in order to provide regionalized services.

B. Policy Statement

The Superintendent of Schools shall employ a sufficient number of Program Specialists to meet the needs of the Los Angeles Unified School District LAUSD Special Education Local Plan Area SELPA. Such personnel will be employed in accordance with the personnel and employment practices of the Los Angeles Unified School District LAUSD.

~~A~~ Program Specialist~~s~~ holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and ~~have~~s advanced training and related experience in the education of individuals with disabilities and specialized in-depth knowledge in early childhood education, career vocational development, or one or more areas of major disabling conditions.

C. Administrative Guidelines

Program Specialists are assigned to each Local District Special Education office ~~Support Unit~~Service Center to provide ~~services~~ technical support to special education programs, and students with disabilities and ~~—and support prevention on to ensure appropriate identification of students in need of special education support and services. general education sites and special education centers geographically located within the administrative area served by the Local District.~~ Program Specialists' assignments are determined by the ~~number of identified~~ identified needs of the eligible students with disabilities within each Local District.

~~Program Specialists are also allocated to selected categorical programs that provide District-wide services based on student numbers and needs of the eligible students with disabilities.~~

~~The Division of Special Education and/or the Local District conducts an application, screening, and selection process to recruit qualified applicants for the position of Program Specialist. Candidates with the following qualifications are sought:~~

- ~~1. Permanent status with the District~~
- ~~2. A minimum of five (5) years of successful full-time certificated public school classroom teaching experience with no less than three (3) of which must have been as a teacher of students with disabilities be in special education;~~
~~— Possession of a valid California special education credential, clinical services credential, health services credential, or a school psychologist authorization;~~
- ~~3. English Language Learner Authorization~~
 - ~~4. Advance training and related experience in the education of individuals students with disabilities;~~
 - ~~5. Excellent human relations and communication skills;~~

- ~~6. Expertise in the area in which services will be provided such as in a specific disability, early childhood education, or career vocational development;~~
- ~~7. Experience developing and presenting staff development at the school level or conducting Local District/District in-services; and~~
- ~~8. Broad knowledge of special education laws, policies, and procedures.~~
9. The responsibilities of a Program Specialist in accordance with EC §56368 may include:
 - ~~10.1.~~ Observing, consulting with, and assisting Rresources Sspecialists, designed designated instruction and services instructors related service providers, special and general education teachers;
 - ~~11.2.~~ Planning programs, coordinating curricular resources, and evaluating supporting the development of ee effectiveness of programs for individuals students with disabilities;
 - ~~12.3.~~ Participating in each school's staff development, program development, and innovation of special methods and approaches;
 - ~~4.~~ Providing coordination, consultation and program development in areas of expertise; and
 - ~~13.5.~~ Be responsible for a Assuring that students with disabilities have full educational opportunity.
 - ~~14.~~ Providing professional development for staff and parents as determined by the Executive Director, Special Education;
 - ~~15.~~ Providing curriculum development and support for special education programs and services;
 - ~~16.~~ Modeling teaching and classroom management techniques;
 - ~~17.~~ Informing teachers and administrators of current instructional practices and materials, innovative programs, and pertinent research and literature;
 - ~~18.~~ Providing technical support with IEP procedures and compliance requirements including writing standards-based goals to meet student needs and identifying appropriate State and District assessments, accommodations, and modifications;

~~19. Assisting the Special Education Support Unit/Service Center Administrators, Local Districts, and Executive Director by responding to parent or community calls regarding requests for information or concerns; and~~

~~20. Participating in the District Validation Review (DVR), an internal monitoring procedure approved by the Special Education Division of the California Department of Education, by assisting schools in preparing for the review process and may serve as an acting as a member of the review team.~~

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REGIONALIZED SERVICES

In accordance with Federal and State mandates, students within the Los Angeles Unified School District (LAUSD) are identified, referred, assessed, and provided appropriate programs and services based on assessed needs in the least restrictive environment as determined by their Individualized Education Program (IEP). Students who have disabilities related to: hearing impairment, hearing and visual impairments, speech or language impairment, visual impairment, severe orthopedic impairment, other health impairment, autism, intellectual disability, emotional disturbance, specific learning disability, traumatic brain injury, multiple disabilities, and established medical disability (3-5 year olds), are served by the LAUSD's programs and services.

Goals of the LAUSD's Division of Special Education

- Ensuring the unique needs of students with disabilities are accurately identified and appropriately met using uniform criteria in compliance with state and federal special education laws;
- Staffing all special education programs with knowledgeable and qualified personnel;
- Successfully integrating students with disabilities with their non-disabled peers to the maximum extent appropriate in the least restrictive environment;
- Strengthening efficiency and effectiveness of general education to provide appropriate academic and behavioral interventions, in order to prevent inappropriate identification of students;
- Providing meaningful access to the District's core or alternate curriculum as measured by achievement of standards-based IEP goals, increase in graduation/completion rates, and increase in the percentage of students continuing into successful post-secondary activities;
- Ensuring that as appropriate and matched to student need, students are exited from special education and reintegrated into general education; and
- Effectively using an administrative monitoring system, a data management system, providing technical support to schools and Local Districts to assist and guide them in meeting compliance mandates, and increasing the effectiveness of special education programs and services.

To accomplish these goals, the District provides the following:

- District-wide referral and assessment services to provide search and serve for students with disabilities;
- A full continuum of programs and services including: general education classes with supports and/or services; resource specialist programs (RSP); special day programs with supports and/or services; special education centers Career and Transition Centers for 18-22 year olds; non-public schools/agencies; home or hospital instruction, and state residential schools;
- Related services including but not limited to: language and speech, audiological services, deaf and hard of hearing services, orientation and mobility instruction, adapted physical education, counseling and guidance, parent counseling and training, health and nursing services, specially designed vocational education and career development, physical therapy, occupational therapy, vision services, social worker services, and behavior intervention;
- Transition services for children two years, nine months of age, transitioning to preschool programs;
- Transition services for students with disabilities ages 14-21 coordinated through the District Office of Transition Services (DOTS), Division of Special Education;
- Provision of classroom special education Paraeducators to provide support for students with disabilities under the direction of certificated staff who provide services to students with disabilities;
- Continued instruction for students with disabilities who require special education and related services in excess of the regular academic year through the Extended School Year (ESY). ESY is provided for students with disabilities who have disabilities that are likely to continue indefinitely or for a prolonged period, show regression in skills during interruptions of education program, or have limited recoupment capacity;
- Community involvement opportunities through the Community Advisory Committee (CAC), and partnerships with community agencies;
- Partnerships and cooperation with institutes of higher education to provide training of personnel and development of innovative programs;
- Regional technical supports and guidance including all those services described in EC§56836.23:
 - Coordination and implementation of the Special Education Local Plan
 - Coordinated systems of identification and assessment

- Coordinated systems of staff development and parent education
- Coordinated system of curriculum development and alignment with the core curriculum
- Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism
- Coordinated system of data collection and management including a web-based IEP data and service tracking system
- Coordination of services to medical facilities
- Coordination of services to licensed children's institutions and foster family homes
- Preparation and transmission of required Special Education Local Plan Area (SELPA) reports
- Fiscal and logistical support of the Community Advisory Committee (CAC)
- Coordination of transportation services for children with disabilities
- Assurances of full educational opportunity
- Fiscal administration and allocation of state and federal funds
- Instructional support that may be provided by Program Specialists

Program Specialist Services

A. Rationale

Education Code §56368 requires that each SELPA have the services of specialized personnel with in-depth knowledge of specific disabling conditions employed in order to provide regionalized services.

B. Policy Statement

The Superintendent of Schools shall employ a sufficient number of Program Specialists to meet the needs of the LAUSD SELPA. Such personnel will be employed in accordance with the personnel and employment practices of the LAUSD.

Program Specialists hold a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and have advanced training and related experience in the education of individuals with disabilities and specialized in-depth knowledge in early childhood education, career vocational development, or one or more areas of major disabling conditions.

C. Administrative Guidelines

Program Specialists are assigned to each Local District Special Education office to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. Program Specialists' assignments are determined by the identified need within each Local District.

The responsibilities of a Program Specialist in accordance with EC §56368 may include:

1. Observing, consulting with, and assisting Resource Specialists, related service providers, special and general education teachers;
2. Planning programs, coordinating curricular resources, and supporting the development of effective programs for students with disabilities;
3. Participating in staff development, program development, and innovation of special methods and approaches;
4. Providing coordination, consultation and program development in areas of expertise; and
5. Assuring that students with disabilities have full educational opportunity.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION VII

Community Advisory Committee (CAC)

COMMUNITY ADVISORY COMMITTEE (CAC)

The Community Advisory Committee (CAC) ~~serves is responsible to~~ the Superintendent of Schools, ~~the~~ Board of Education and the ~~Executive Director~~ Chief Special Education Officer Associate Superintendent of the Division of Special Education. The committee serves only in an advisory capacity ~~role~~. (Ed Code §56190).

Appointment of CAC Members (Ed Code §56191)

The CAC shall consist of ~~not less than seventeen (17) nor more than thirty one (31)~~ members appointed annually by the Los Angeles Unified School District (LAUSD) Board of Education. Members serve a two year term with one half of the group being selected alternating years. To the greatest extent possible, CAC membership will be representative of the ethnic, socioeconomic and geographic composition of the District as well as all age groups and disabilities it serves.

The Chairperson of the CAC is a member of the committee to review and revise the Local Plan.

4. ~~Composition of the~~ **Community Advisory Committee** CAC (Ed Code §56192-56193)

Parents comprise a majority of the membership of the ~~Community Advisory Committee~~ CAC and of these members, the majority must be parents of children with disabilities. Other representatives include members of the United Teachers of Los Angeles (UTLA), Administrators Association of Los Angeles (AALA), other school personnel, students with disabilities, parents of non-disabled children, adults with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of individuals with exceptional needs. ~~The CAC is governed by a set of by-laws voted upon by the members and approved by the CAC Board of Education. (Appendix C)~~

2. ~~Responsibilities of the~~ **Community Advisory Committee** CAC (Ed Code §56194)

- a) Advise ~~ing~~ the Superintendent of Schools, the Board of Education and the ~~Executive Director~~ Chief Special Education Officer Associate Superintendent of the Division of Special Education local plan area regarding the development, amendment, and review of the Local Plan; ~~including annual service and budget plans;~~
- ~~Make R~~ recommending ~~ations on~~ annual priorities to be addressed by the Local Plan;
- b)

c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan;

d) Encouraging community awareness and involvement in the development and review of the Local Plan;

•

• ~~Provide ongoing input on special education services, accountability, outcomes and fiscal allocation of resources in accordance with federal and state education code and regulations;~~

• ~~Inform and advise SELPA staff regarding community conditions, issues, aspirations, and goals for children with disabilities;~~

• ~~Assist in parent education and in recruiting parents, volunteers, and agencies who may contribute to the implementation of the Local Plan;~~

• ~~Assist in parent awareness of the importance of regular school attendance;~~

e) Supporting activities on behalf of individuals with exceptional needs children with disabilities and their families; and

•

— f) ~~Assisting in parent awareness of the importance of regular school attendance~~

• ~~Facilitate communication between the District, schools, parents, and the community;~~

—

• ~~Establish and review by laws to govern committee operations.~~

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3. Appointment of Members

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— ~~The Community Advisory Committee shall consist of not less than seventeen (17) nor more than thirty one (31) members appointed annually by the Los Angeles Unified School District Board of Education. Members serve a two year term with one half of the group being selected alternating years. To the greatest extent possible, CAC membership will be representative of the ethnic, socioeconomic and geographic composition of the District as well as all age groups and disabilities it serves.~~

—

— ~~The Chairperson of the CAC is a member of the committee to review and revise the Local Plan. The chairperson is selected by a process outlined in the CAC bylaws.~~

—

~~— All regular meetings of the CAC are open to the public.~~

~~4. **Termination of Membership**~~

~~f) Membership shall terminate, upon vote of the CAC Executive Board, for any member who has three (3) or more unexcused absences in a year. Any voting member may resign by filing a written resignation with the chairperson of the CAC.~~

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COMMUNITY ADVISORY COMMITTEE (CAC)

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Parents comprise a majority of the membership of the CAC and of these members, the majority must be parents of children with disabilities. Other representatives include members of the United Teachers of Los Angeles (UTLA), Administrators Association of Los Angeles (AALA), other school personnel, students with disabilities, parents of non-disabled children, adults with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of individuals with exceptional needs.

Responsibilities of the CAC (Ed Code §56194)

- a) Advising the Superintendent of Schools, the Board of Education and the Associate Superintendent of the Division of Special Education regarding the development, amendment, and review of the Local Plan;
- b) Recommending annual priorities to be addressed by the Local Plan;
- c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan;
- d) Encouraging community involvement in the development and review of the Local Plan;
- e) Supporting activities on behalf of individuals with exceptional needs; and
- f) Assisting in parent awareness of the importance of regular school attendance

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION VIII

Public Participation

PUBLIC PARTICIPATION

In accordance with EC §56205(a)(20), the Los Angeles Unified School District (LAUSD) provides opportunities for public participation regarding policies and procedures through a variety of avenues. Interested parties may address the Board of Education at regularly scheduled Board Meetings as per applicable Board of Education procedures. The ~~Los Angeles Unified School District~~ LAUSD Special Education Local Plan Area (SELPA) also seeks input and review from the Community Advisory Committee (CAC), ~~the Special Education Multicultural Advisory Committee (SEMAG)~~, the United Teachers of Los Angeles (UTLA), other unions representing District staff, and outside agencies including regional centers.

The annual services and budget plans shall be adopted at a public hearing held during a regularly scheduled Board of Education meetings. Notice of the hearing will be posted in each school at least fifteen (15) days prior to the hearing, as required by EC §56205(b)(1).

Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions and concerns to the local school site, Special Education Support Units Service Centers Local District Special Education Offices, Division of Special Education School and Family Support Services (SFSS) Call Center and Complaint Response Unit administrative staff, the Federal and State Education Specially Funded Programs Office, and/or the Educational Equity Compliance Office, ~~or the District's Parent Resource Network~~ for investigation and, when necessary, corrective action. ~~Complaints may also be addressed through either the Los Angeles Unified School District website (www.lausd.net) or the Division of Special Education website (<http://dse-web.lausd.k12.ca>).~~ The District has Uniform Complaint Procedures that are disseminated to schools, offices, and parents annually.

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PUBLIC PARTICIPATION

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The annual services and budget plans shall be adopted at a public hearing held during a regularly scheduled Board of Education meeting. Notice of the hearing will be posted in each school at least fifteen (15) days prior to the hearing, as required by EC §56205(b) (1).

Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions and concerns to the local school site, Local District Special Education Offices, Division of Special Education School and Family Support Services (SFSS) Call Center and Complaint Response Unit, the Federal and State Education Programs Office, and/or the Educational Equity Compliance Office, for investigation and, when necessary, corrective action. The District has Uniform Complaint Procedures that are disseminated to schools, offices, and parents annually.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION IX

**Early Childhood
Special Education
Program**

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM ~~DESCRIPTION~~

~~Infant and Toddler Programs~~

Program Operations

A. ~~A.~~ Program Enrollment Processes and Priorities

~~—~~The District is mandated to serve infants and toddlers with the eligibilities of solely visual, hearing or severe orthopedic impairment. The service to other eligible infants and toddlers ~~—~~is mandated to the Regional Center.

~~—~~The District will continue to serve all presently enrolled infants and toddlers until transition

~~—~~at age thirty-six months. Using the California State Department's formula, the District will

~~—~~~~ee~~ establish a new low incidence service mandate annually. The District will serve dually eligible children through an Individualized Family Service Plan (IFSP) developed with ~~—~~Regional Center as long as the District's state funded unit capacity of infants and toddlers

~~—~~~~hh~~ has not been reached. (Prior to referrals of dually eligible children, Regional Center ~~—~~contacts the Early Childhood Special Education administrative office for the current ~~—~~status of the District's enrollment in relation to its funded capacity.)

~~—~~Specific procedures for serving dually eligible infants and toddlers are delineated in the ~~—~~Interagency Agreement with each of the six Regional Centers in the District's area.

~~—~~(Appendix CD)

B. ~~B.~~ Program Services and Options

~~—~~~~Services to eligible infants and toddlers and their families will be coordinated through Infant Support Services intake coordinators and lead teachers.~~ Specific services that each family will be offered include the following: (1) service coordination, (2) direct services at the home or other natural setting for the child and family, (3) parent support/education, and (4) assistance to families in accessing other appropriate services within each of their communities.

~~—~~Infant Support Services will be staffed by transdisciplinary teams of professionals from various disciplines who will work with the family and share their expertise both in assessment and ongoing service delivery. Staff will ~~include~~with credentialed teachers for infants and toddlers with visual and hearing impairments as well as appropriate support staff that may include special education assistants, nurses, social workers, psychologistsaudiologists, interpreters, speech-and-languagecommunication specialists, special education teachers, physical and occupational therapists as well as other specialists.

The delivery of the transdisciplinary team assessment and ongoing service will follow the guidelines set forth in EC Part 30 Chapter 4.4 §56426.6.

~~Service coordinators serve as a single point of contact for the family and assist them in developing the IFSP, accessing the services identified in the IFSP, facilitating the timely delivery of services, evaluating ongoing progress and seeking other appropriate services as needed. The service coordinators will be knowledgeable of the fourteen early intervention services required by Part C and will assist the family in obtaining those services that are appropriate to meet their needs. Service coordinators will work closely with departments within the District as well as outside agencies to assure that the provisions of the law are met.~~

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~~In the development of the IFSP the family and the professionals will decide which of the services offered are needed and appropriate. Many of the services families choose may be provided by other agencies or personal contacts and resources.~~

~~Among the services offered will be identification, evaluation and assessment of infants and toddlers with visual, hearing or severe orthopedic impairment. The service coordinators will work closely with the family in establishing a plan for this process and assuring its timely completion.~~

~~Some of the objectives of the program services are to:~~

- ~~• Develop an on-going educational program designed to enhance/develop "teaching" skills for the parent as first teacher;~~
- ~~• Provide an atmosphere for parent interaction/support;~~
- ~~• Provide an opportunity for transdisciplinary staff interaction;~~
- ~~• Increase awareness and use of specialized equipment, when appropriate, by children and families/caregivers;~~
- ~~• Provide parent education and counseling with the resources of appropriately trained staff; and~~
- ~~• Increase awareness of other educational opportunities available to children and families.~~

~~Intervention will be offered on an individualized basis to meet the diverse needs of the children and families. The service may include parent education and support as well as activities for the child to promote sensory development, fine and gross motor development and/or development of communication skills. Staff has the knowledge to be able to provide~~

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~~families with information/instruction in regards to the unique needs of the low incidence child. For the child with visual impairment, activities frequently focus on the development of visual efficiency and tactile skills while the emphasis for the child with hearing impairment is often on the development of oral language, attending, listening and sign language skills (as appropriate) and the establishment of an on-going communication system (oral or total) between the parent and infant. For the child with severe orthopedic impairment, the emphasis of service is often assisting the child in accessing his/her environment and the functional manipulation of objects.~~

~~The frequency of the services is determined at the IFSP meeting to meet the specific needs of the child and family.~~

~~The District contracts with Accredited Nursing Care to provide educationally-based respite care services to parents of eligible infants and toddlers with low incidence needs. The services occur in the family's home and in District family support centers.~~

~~IX-2~~

~~C. C.~~ Service Delivery Procedures and Interagency Agreement

~~—~~Service delivery procedures include:

1. Identification and Referral

~~—~~The District works in coordination with Regional Centers, Family Resource Centers and

~~—~~other related agencies to ensure the dissemination of information concerning availability of services and procedures for referrals.

~~—~~The District's referral procedures for infants/toddlers are:

- a. If a referral is received for an infant or toddler who is eligible for Part C but does not appear to meet the eligibility for District service, a referral will be made to a Regional Center within two working days.
- b. When the District receives a referral for an infant or toddler who appears dually eligible and the District has either not reached its 1980-1981 mandate or is under its funded state unit capacity, it will notify the Regional Center of that referral in writing within five days. If the 1980-1981 mandate and the funded capacity will be reached,

~~IX-3~~

the dually eligible child is the sole responsibility of the Regional Center and the referral will be made to Regional Center within two working days.

- c. When a referral for an infant or toddler who appears to be eligible for Part C services through the District is received by a District office or staff member, the referral will be immediately sent to one of the designated intake-service coordinators or lead-intake teachers.

2. Evaluation and Assessment

—The service coordinator will meet with the family to plan appropriate evaluation and assessment and subsequently an IFSP to be completed within 45 days of the date of referral for services.

—The evaluation will be conducted by appropriate qualified personnel to determine a child's eligibility under Part C. The assessments conducted by the appropriate personnel will help identify the child's unique strengths and needs as well as the resources, priorities and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their infant or toddler with a disability. Continuing assessments will be delineated through the IFSP.

3. Individualized Family Service Plans (IFSP)

—The service coordinator will be responsible for conducting an IFSP meeting within 45 days of the receipt of referral for services. The law requires that the parent, other family members or advocates (if the parent desires), service provider (for review IFSPs) and the service coordinator must be part of the IFSP meeting. If assessments have been conducted, it is desirable to have the assessor at the meeting but if that is not possible, the law allows for information to be presented in writing or on the phone.

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The content of the IFSP will include:

- a. A summary of the child's strengths and challenges. This will include information on adaptive development, cognitive development, communication development, hearing, physical development, self-help, social-emotional development and vision.
- b. A statement of the family concerns, priorities and preferred resources related to enhancing the development of the child. This will be done with concurrence of the family.
- c. A statement of the major outcomes expected to be achieved for the child and family, and the criteria, procedures and timelines used to determine the degree to which

~~IX-4~~

progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary.

- d. A summary of the early intervention services necessary to meet the outcomes selected and the frequency, intensity and expected duration of the services specified. It should also include information on how and where the services will be provided.
- e. To the extent appropriate, a delineation of the required services provided by other agencies as well as non-required services that the District may assist the family in accessing.
- f. The name of the service coordinator who will be responsible for the implementation of the IFSP and coordination with other agencies and persons.
- g. A plan for transitioning the child from Part C services to preschool special education services (Part B) or other services as appropriate.

4. Provision of Early Intervention Services

~~a. Infants and toddlers eligible for Part C services through the District will have access to home-based services delivered by Infant Support Services staff. These services are individually planned with frequencies to meet the diverse needs of the children and include, but are not limited to those listed in EC Part 30 Chapter 4.4 §564261.1.~~

~~a.~~

~~5. Infants and toddlers eligible for Part C services through the District will have access to home and community services within the natural environment delivered by Infant Support Services staff. These services include but are not limited to those listed in EC Part 30 Chapter 4.4 §56426.2.~~

~~6.~~

~~a. The service coordinator will assist the family in accessing needed related services. Some of these services will be provided directly through the District's transdisciplinary team of specialists. Other of these services will be provided through a coordinated effort with other private and public agencies.~~

~~b. c. For the child with visual impairment, activities frequently focus on the development of visual efficiency and tactile skills while the emphasis for the child with hearing impairment is often on the development of oral language, attending, listening and sign language skills (as appropriate) and the establishment of an on-going communication system (oral or total) between the parent and infant. For the child with severe orthopedic impairment, the emphasis of service is often assisting the child in accessing his/her environment and the functional manipulation of objects.~~

~~c. d.~~ The families of infants and toddlers eligible for Part C services through the District will be provided with a wide range of family involvement activities delivered through Infant Support Services staff. These services include but are not limited to those listed in EC Part 30 Chapter 4.4 §56426.4.

~~e.~~ The service coordinator through the IFSP process will work in collaboration with the family in all decisions concerning choice of service options and consult with the family to ensure the effective provision of the ongoing services. The family will be fully informed of information relative to the choice of services. In developing the IFSP, the service coordinator will follow the provisions of EC Part 30 Chapter 4.4 §56246.5.

~~f.~~ Infant Support Services will be staffed by transdisciplinary teams of professionals from various disciplines who will work with the family and share their expertise both in assessment and ongoing service delivery. The team members may include but not be limited to specialists in vision and hearing impairments, early childhood special education, psychology, nursing, social work, speech pathology and physical and occupational therapy. The delivery of the transdisciplinary team assessment and ongoing service will follow the guidelines set forth in EC Part 30 Chapter 4.4 §56426.6.

7.5. Provision of Specialized Services to Infants and Toddlers with Low Incidence Disabilities

~~The District's services to infants and toddlers with low incidence disabilities will be delivered through District staff. Infant Support Services will be staffed with credentialed personnel with expertise in vision, hearing and orthopedic impairments. Children with low incidence disabilities will be provided with specialized services, materials and equipment, consistent with guidelines set forth in EC Part 30 Chapter 2 Article 2 §56136.~~

8.6. Service Coordination

~~Service coordinators serve as a single point of contact for the family and assist them in developing the IFSP, accessing the services identified in the IFSP, facilitating the timely delivery of services, evaluating ongoing progress and seeking other appropriate services~~

~~as needed. -The service coordinators will be knowledgeable of the fourteen early~~

~~intervention services required by Part C and will assist the family in obtaining those services that are appropriate to meet their needs. Service coordinators will work closely with departments within the District as well as outside agencies to assure that the provisions of the law are met.~~

~~Infant Support Services will offer service coordination as described in the Section Program Operations, B. Trained staff will serve as service coordinators assuring that families receive the appropriate service as required in Part C. Specific service coordination activities that will be offered through the family center include:~~

- ~~a. —a.—~~ Coordinating evaluations and assessments.
- b. Facilitating and participating in the development, review and evaluation of Individualized Family Service Plans.
- c. Assisting families in identifying available service providers.
- d. Coordinating and monitoring the delivery of available services.
- e. Informing families of the availability of advocacy services.
- f. Coordinating with medical and health providers.
- g. Facilitating the development of a transition plan to preschool services, if appropriate.

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9.7. Transition at Age Three (3)

~~—The IFSP for any child who will be turning three within any given year will include the steps that will be taken to support that child in the transition from infant and toddler services. This may be a transition to Part B special education services if appropriate or to other services that may be available. The service coordinator will work closely with the family in the transition process and assure that the following steps are included:~~

~~—a. There will be discussions with and training of the parents regarding future placements and other matters related to the child's transitions. This may involve the sharing of specific information about future service options, visits to program sites, discussions with preschool program staff, and discussions with other families who have experienced the transition.~~

~~b. Procedures will be designed to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in a new setting. The service coordinator and District providers will play a key role in assuring that these procedures are implemented. Infant program staff will be knowledgeable of the future service options and will begin to work with the child to assure a smooth transition to that option. Staff will be sensitive to the issues of separation and attachment and will work to assure both a healthy separation from the infant services as well as assisting in the attachment to the preschool services and providers. When appropriate, a plan of visits for the child to the new services will be arranged. As the child transitions from the IFSP to the IEP~~

there will be goals written into the IEP that will continue to assure a smooth transition of services.

~~e-a.~~ With parental consent, there will be the transmission of information ~~about the child regarding children to the District's Early Childhood Education office~~ to ensure continuity of services. This will include evaluation and assessment information required in Part C and copies of the IFSPs that have been developed. With parental consent the service coordinator will also work to promote direct communication between service providers to facilitate a smooth and appropriate transition for the child.

~~d.~~

8. ~~8.~~ Local Interagency Dispute Resolution

~~—~~The plan for local interagency dispute resolution is part of the Interagency Agreement between Los Angeles County Regional Centers and Los Angeles County Local Education Agencies. In that agreement a local dispute is defined as a disagreement between local education agencies and regional centers as to:

a. The eligibility of the infant or toddler;

b. Which agency is responsible for the infant and family evaluation and assessment, service coordination, and the development and implementation of the IFSP; and

~~b.—~~

Which agency is responsible for the provision/purchase of appropriate early intervention services.

c.

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Both parties have agreed to guidelines which include, but are not limited to, the following principles and procedures:

- a. Every attempt should be made to resolve local disputes at the lowest possible administrative level, as addressed in the Memorandum of Understanding (MOU) or Interagency Agreement (IA).
- b. When a regional center and a local educational agency have a dispute that cannot be resolved between them, they may request technical assistance from the Department of Developmental Services (DDS) or the California Department of Education (CDE).
- c. If resolution cannot be reached within 60 calendar days, the issue will be referred to the DDS and the CDE for a state-level review and resolution.

- d. The state-level review will be conducted jointly by the DDS and the CDE and a decision rendered in 60 calendar days of receipt of the referral.

Nothing in these dispute resolution procedures shall preclude a parent or an agency from initiating due process or complaint procedures.

During the pendency of a dispute, a child must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the child must receive all of the early intervention services identified and agreed to in the IFSP.

During pendency of a dispute, the DDS will assign financial responsibility.

Interagency Agreement

See the Interagency Agreements (Appendix [CD](#)) between the Los Angeles Unified School District and the six Regional Centers (Westside, Eastern Los Angeles, North Los Angeles County, Lanterman, Harbor, and South Central Los Angeles).

SPECIAL EDUCATION SERVICES FOR PRESCHOOL CHILDREN

Child Find

The District is in contact with a variety of outside agencies, including Early Education Centers and Head Start as well as private preschools, Regional Centers, Family Resource Centers, and neonatal intensive care units to implement child find services.

Child find informative materials are distributed District-wide and throughout the community. Parents are referred to a single point of contact, the Early Childhood Education office, for assessment, placement and service. Staff members from the District, Local District, Special Education Support Units and school locations direct parents to the Infant and Preschool Support Services office to facilitate this process.

In most cases birth through 5 year olds are not enrolled in public school programs. Therefore, a primary responsibility of the District is to make families, schools and agencies aware of available special education services and criteria for eligibility.

“Child Find” information is disseminated through letters, program brochures, presentations and workshops.

Such educational information is directed to the following:

- Neighborhood schools
- Early Education Center

- ~~_____ District classes for 4 year old children (School Readiness Language Development Program, California State Preschool Programs, Los Angeles Universal Preschool Classes, Pre-Kindergarten and Family Literacy Program Classrooms)~~
- ~~_____ Head Start agencies~~
- ~~_____ Los Angeles Universal Preschool (LAUP) programs~~
- ~~_____ Regional Centers~~
- ~~_____ Family Resource Centers~~
- ~~_____ Hospitals and clinics~~
- ~~_____ Private preschools~~
- ~~_____ Child Care providers~~
- ~~_____ Child Care Resources and Referral Agencies~~
- ~~_____ Department of Children and Family Services~~
- ~~_____ Los Angeles County Office of Child Care~~
- ~~_____ Los Angeles County First 5~~
- ~~_____ First 5 Early Developmental Screening and Intervention Initiative~~

~~The California Department of Education's **Early Warning Signs** brochure and a District created developmentally appropriate skills screening checklist are also distributed to assist in determination of need.~~

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Referral and Identification Procedures

- 1. For a child not enrolled in a District general education preschool:** ~~-If a parent, caregiver or agency representative requests an assessment or special education services for a child age three to five who is not currently enrolled in a District preschool program, there is a single point of contact for the entire District, the Early Childhood Special Education (ECSE) office, at (213) 241-4713.~~

~~_____ Following this initial contact, the Referral Form and Parent Interview are completed with parents to help determine assessment needs.~~

- ~~_____ **For a child enrolled in a District elementary school-based preschool program or Early Education Center-staff referral:** -If a staff member believes that a child age three to five may have a disability and require special education and related services and wishes to request a special education assessment, they must follow the regular District procedures for *Referring Students for a Special Education Assessment*. ~~-In addition they must:~~~~

- ~~a. Observe and document the progress of the child using the California Desired Results Developmental Profile (DRDP).~~

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~~b. Discuss concerns and review the DRDP with the administrator.~~

~~c. The administrator/designee may discuss accommodations or modifications that can be made in the general education program to assist the student progress in the general education curriculum. A meeting of the Student Success Team can be utilized to design the accommodations or modifications.~~

~~d. If the decision is made to proceed with the Request of Special Education Assessment the prior modifications and accommodations must be listed on Part C of the form.~~

~~e.2. Enter the date that the Request Form was received on the Referral Details section on the Welligent screen.~~

~~f.a. It is the District's responsibility to i~~Inform the parent/guardian that a request for special education assessment has been made and that they will receive a special education assessment plan for their review and approval.

~~g.b. Ensure~~~~It is the District's responsibility to ensure~~ that the assessment plan is completed and provided to the parent/guardian within 15 calendar days of receipt of the written request.

3. For a child enrolled in a District elementary school-based preschool program or Early Education Center-parent referral: If a parent expresses concerns about their child and or raises the question of whether a special education assessment should be conducted, school staff will meet with the parent to discuss their concerns and review the Developmental Profile and teacher observations and assessments. They will discuss any accommodations or modifications that can be implemented to meet the student's needs. If after the above is completed, the parent wants to request a special education assessment of their child, the administrator/designee **will proceed** with procedures outlined for school aged children.

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Assessment of 3, 4 and 5 Year-Old Children

1. Responsibility for Assessments

a. Children not enrolled in an elementary school-based general education program.

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All initial assessments of three and four year old children not enrolled in an elementary school-based general education program are the responsibility of the District's ~~Early Childhood Education~~ECSE office. ~~Once a child is receiving special education any reassessments are the responsibility of the school of attendance or program in which the child is enrolled.~~

~~b.~~ B. Children enrolled in an elementary school-based general education program and Early Education Centers.

Initial assessments of three and four year old children in a school based general education program are the responsibility of the school-based assessment team. Once a child is receiving special education any reassessments are the responsibility of the school of attendance or program in which the child is enrolled.

~~C. Transition from Preschool.~~

~~Prior to transitioning a student with an IEP from a preschool program to kindergarten or first grade an appropriate reassessment of the student must be conducted to determine if they are still in need of special education and related services (See Transition From Preschool to Kindergarten below).~~

~~2.~~ 2. Preparing for the Assessment

When the Assessment Plan is ~~sent~~provided to the parent, the Early Education Center or elementary school designee informs them of all information relevant to the assessment activities for which their written consent is sought.

The parent is provided copies and an explanation of "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)."

Parents are requested to give their written consent to the Assessment Plan. Upon receipt of the signed Assessment Plan, the sixty calendar-day period for completion of the IEP begins.

~~3.~~ 3. Assessors

Assessments may be conducted by single discipline assessors, interdisciplinary assessment teams or transdisciplinary assessment teams.

~~Assessment team members may include speech and language specialists, psychologists, adapted physical education teachers, audiometrists, audiologists, teachers of the visually disabled, occupational therapists, physical therapists, early education teachers, nurses, doctors, and social workers.~~

~~4.~~ **4. Assessment Sites**

Children enrolled in preschool programs at elementary schools or Early Education Centers are assessed at their sites by school site personnel. For children not enrolled in programs at elementary schools or Early Education Centers, the ~~Early Childhood Education~~ ECSE office is responsible for ~~scheduling children and their families for~~ conducting the assessments at locations throughout the community. ~~If an assessment is to occur at a neighborhood school or Early Education Center, arrangements are made with the neighborhood school administrator for appropriate assessment space.~~

Assessments of students attending Head Start ~~and community preschool children~~ are conducted at the child's program site, if possible.

~~5.~~ **5. Assessment Procedures**

Assessors use a variety of approved assessment instruments for young children including standardized tests and developmental scales. ~~The assessment instruments use a combination of observation and elicited test behaviors.~~ If the child is receiving Part C services and parents believe report results are valid, existing records and reports are reviewed and summarized as a means of alternative assessment. ~~Parents are an integral part of the assessment process.~~

Once a child enrolls in elementary school for Kindergarten, There is a ~~the~~ District approved process for identifying ~~preschool~~ children as Limited or Fluent English Proficient that includes a Home Language Survey, Parent Interview and Preschool Language Assessment will occur.

Assessors confer and collaborate in the preparation of an assessment report that covers assessed areas.

Contract agencies who may assess ~~Head Start and community preschool~~ children are certified by the state and use approved assessment instruments.

~~Their assessment reports are sent to the Los Angeles Unified School District, Early Childhood Education office for use in development of the IEP.~~

Prior to transitioning ~~an individual child~~ with ~~exceptional needs~~ a disability from a preschool program to kindergarten ~~or first grade as the case may be~~, an appropriate reassessment of the individual shall be conducted to determine if the individual is still in need of special education and services. ~~This determination is based on the transdisciplinary team's review of the results of the District's Classroom Team Assessment Report (CTAR).~~

~~6.~~ **6. Eligibility Criteria**

~~To be eligible for special education, a child 3 or 4 years of age must require special education pursuant to Section 3030 in Title 5, CCR.~~

Individualized Education Program (IEP)

Initial IEP meetings for children not enrolled in preschool programs at elementary schools and Early Education Centers are coordinated by the District's ~~Early Childhood Education~~ECSE office. Initial IEP meetings for children enrolled in preschool programs at elementary schools and Early Education Centers are coordinated by the school of attendance. -Annual reviews are the responsibility of the school of attendance or program in which the student is enrolled. -IEPs for preschool students follow the regular District procedures and guidelines. - ~~In addition:~~

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- ~~1. Present levels of performance and annual goals and objectives are to be aligned to the preschool curriculum.~~
- ~~2. Services are to be designed to meet the unique needs of the child and his/her family.~~
- ~~3. Services may be provided to individuals or small groups.~~
- ~~4. Services must include, when appropriate:~~
 - ~~a. Observing and monitoring the child's behavior and development in his/her environment.~~
 - ~~b. Presenting activities that are developmentally appropriate for the child and are specially designed, based on the child's needs, to enhance the child's development.~~
 - ~~c. Interacting and consulting with family members, general education preschool teachers, and other service providers, as needed, to demonstrate appropriate activities.~~
 - ~~d. Assisting parents to seek and coordinate other services in their community that may be provided to the child by various agencies.~~
 - ~~e. Providing opportunities for the child to participate in play and exploration activities, to develop self-esteem and pre-academic skills.~~
 - ~~f. Providing access to developmentally appropriate equipment and specialized materials.~~
 - ~~g. Providing related services, including parent counseling and training to help parents understand the special needs of their child and their child's development.~~
- ~~5. The duration of group services may not exceed four hours per day unless determined otherwise by the IEP team.~~

Transition from Preschool to Kindergarten

An IEP meeting must be held before a student, currently receiving special education and services, transitions to kindergarten. At the meeting the IEP team must consider whether the child is still in need of special education and services.

To prepare for the IEP meeting the following should be implemented:

1. Classroom staff reviews the current classroom assessments, portfolios and anecdotal records and completes ~~pages one through five of~~ the Classroom Team Assessment Report (CTAR).

~~2. School based team comprised of the site administrator/designee, special and general education teacher, psychologist and related services providers meets and reviews the CTAR to make a recommendation for the IEP team as to whether the student continues to need special education and services. The team recommendations are recorded on page 6 of the CTAR.~~

2.

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~~3. Parents complete the Preschool Health Questionnaire available in the Document section of the Welligent IEP system. School nurse reviews the questionnaire, completes additional assessment if needed and documents health report in Welligent. For children enrolled in District elementary schools and primary centers, Health Questionnaire is reviewed by the nurse assigned to the school site. For children enrolled in Early Education Centers, Head Start, afterschool programs or community preschools, Health Questionnaire is reviewed by Early Childhood Education nurses.~~

3.

4. Based on the recommendations, the team determines if additional assessments of the student are needed. If the team determines that additional assessments are needed, an assessment plan must be developed and provided to the parent.

4.

Note: If the team recommends that the student may no longer be eligible for special education, an assessment plan must be developed. District procedures for developing a Special Education Assessment Plan will be followed. ~~If the team does not believe that further assessment are needed, the parent must be informed, with an accompanying copy of A Parents Guide to Special Education (Including Procedural Rights and Safeguards) and be advised that if they disagree that may request assessments.~~

5. ~~5.~~ All staff responsible for the student's IEP goals must determine the student's present levels of performance, at a minimum, in all ~~four~~ six preschool curricular domains. Suggested goals for the coming year should be developed for discussion at the IEP meeting. Goals should be based on Kindergarten standards for Math, Reading, and Writing. Goals for functional skill areas (e.g. communication, social) should also be developed.

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~~6. The student's teacher completes the Preschool to K Student Data Form and submits it to the Preschool Program Specialist.~~

~~7. Representatives from the student's school of residence are invited to the IEP meeting.~~

~~8. At the IEP meeting, the IEP team identifies and documents a means of monitoring continued success of the student if the team recommends less intensive programs or services.~~

~~6. 9.~~ If the IEP team determines that the student will exit from special education, it completes the present levels of performance and documents the student's learning style. This information is to be provided to the student's kindergarten teacher.

Program and Service Options

The IEP team determines the specific services that are appropriate for each preschool child eligible for special education. The options include:

A. Infant/Preschool Transition Services

The purpose of these services is to facilitate the transition from Infant to Preschool Services. Non-classroom based Transition Service Facilitators work with families from the time of referral through the assessment, Individualized Education Program (IEP), and placement process. For children leaving early intervention services, this process begins at the Transition Individualized Family Service Plan (IFSP) meeting when the child is 2 years 6 months of age. The Transition

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Service Facilitators act as a bridge, linking the IDEA Part C (Infant) systems with the Part B (Preschool) systems, while also providing support and information to each individual family. The services offered to both Part C enrolled children and new referrals include family conferences, preschool program visits, resources on the assessment and IEP process, and ongoing updates during the transition period.

B. Preschool Phonological Groups

Small groups of eligible children and their families meet together once a week for instruction that focuses on speech needs in the area of articulation. Instruction is delivered by a speech/language pathologist, special education teacher, and a special education trainee/assistant and stresses a family/professional partnership. Facilitation of goals and objectives is achieved through cooperation between parents and professionals. Professionals demonstrate and model instructional strategies that parents use throughout the week in the child's natural environment.

C. Intensive Language Education Afterschool Program (ILEAP)

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Small groups of eligible children and their families meet together once a week as determined by the IEP for instruction that focuses on language development needs. Instruction is delivered by a speech/language pathologist, special education teacher, and a special education trainee/assistant and stresses a family/professional partnership. Facilitation of goals and objectives is achieved through collaboration between parents and professionals. Professionals demonstrate and model instructional strategies that parents use throughout the week in the child's natural environment.

~~D. Community Afterschool Resource Team (CART) Program~~

~~Eligible children and their families meet twice a month for 45 minutes after regular school hours. Services are provided in the child's home by a special education teacher and an assistant with consultation from LAS, APE, PSYCH and Health Services. Staff works with the parents and child to facilitate the IEP goals through developmentally appropriate concrete experiences and play within the natural context of family life. Staff provides parents with strategies for supporting the development of the child and resources geared to their particular needs.~~

~~D. E. Related Services~~

The full range of related services is available to eligible preschool children.

~~E. F. Preschool/ Kindergarten Itinerant Teacher (PKIT) Services at District and Community Sites~~

This program ~~serves the~~ provides services in District's pre-kindergarten school classes, Early Education Centers, ~~kindergarten classes and~~ community preschools, and student homes. Itinerant early childhood special education teachers provide a variety of services that may include:

- ~~1. 1. Working within the pre-kindergarten, Early Education Center, kindergarten classes, or community preschool classroom on an itinerant basis~~ collaboratively with a student's classroom staff to help meet the needs of eligible children with disabilities.
- ~~2. 2. Facilitating goals with individual children and small groups through the ongoing classroom program. Supporting and monitoring progress toward goal achievement in all settings.~~
- ~~3. Providing ongoing observation, consultation, and evaluation.~~
- ~~3. 4. Working with special education preschool teachers and general education kindergarten teachers to plan and support the transition from preschool to kindergarten~~ collaboratively with staff and families to support student's transition into a Kindergarten program.

~~4. 5. Meeting with staff to discuss observations, modifications, and to share feelings and concerns. Providing temporary Home Instruction when a child is not medically cleared to attend school.~~

~~5. 6. Consulting and planning with parents. Ensuring student's IEPs are completed in accordance with legal and district regulations.~~

F. ~~G. Head Start Preschool/Kindergarten Itinerant Teacher (PKIT) Services~~ Head Start Integrated Program at Head Start Sites

~~Eligible children enrolled in Head Start are provided the Preschool/Kindergarten Itinerant Teacher Services (PKIT) through contracted State-certified Non-Public Agencies. Contracted agency personnel provide special education services approximately once a week within the Head Start classrooms of the identified children. The Head Start Integrated program provides cChild fFind, aAssessments, Individualized Education Programs (IEP), pPlacement and sService pProvision, tTransition of students with disabilitiesSpecial Education children into and out of Head Start, tTraining and tTechnical aAssistance; rResource/iInformation sSharing, MOU mMaintenance and cConflict rResolution. Special education services are provided to eligible children by licensed and/or credentialed personnel according to the terms of the IEP.~~

G. ~~H. Preschool Collaborative Classrooms (PCC) at District Pre-Kindergarten Sites~~

• PCC with School Readiness Language Development Program (SRLDP)

~~This is a team-teaching program in School Readiness Language Development Program (SRLDP) classrooms at a general education elementary school. The staff includes one SRLDP teacher and assistant, and a special education teacher and assistant. Monday through Thursday the staff teams to serve morning and afternoon groups of children for 2 hours and 20 minutes each (2 hours and 35 minutes at Concept 6 Calendar schools). These classrooms serve 30 children enrolled in SRLDP and 10 children eligible for special education. Each of the morning and afternoon groups are comprised of 15 children from SRLDP and 5 children eligible for special education. Service to families is a major component of this program with Fridays being reserved for parent involvement activities, staff development and team planning.~~

~~The content of the children's program is based on the preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The classroom receives support from the speech and language specialist, adapted physical education teacher, school psychologist and nurse assigned to that school.~~

1. PCC with Expanded Transitional Kindergarten (ETK)

This is a team teaching program in Expanded Transitional Kindergarten (ETK) classrooms at general education elementary schools. The staff includes one ETK teacher and teacher assistant and an early childhood special education teacher and trainee/assistant. This is a full day program serving 24 children enrolled in ETK. Eight of the 24 students have moderate to severe needs and are eligible for special education.

The content of the children's program is based on the preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The classroom receives support from the speech and language specialist, adapted physical education teacher, school psychologist and nurse assigned to that school.

•2. PCC with California State Preschool Program (CSPP)

This is a team-teaching program in California State Preschool Program (CSPP) classrooms at general education elementary schools. The staff includes one CSPP teacher and assistant, and an early childhood special education teacher and assistant. Monday through Friday the staff teams to serve morning and afternoon groups of children for 3 hours. These classrooms serve 48 children enrolled in CSPP and 10 children with moderate to severe needs eligible for special education. Each of the morning and afternoon groups are comprised of 19 children from CSPP and 5 children eligible for special education. The students with disabilities ~~special education children~~ are required to meet the California State Preschool Program requirements.

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The content of the children's program is based on the preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The classroom receives support from the speech and language specialist, adapted physical education teacher, school psychologist and nurse assigned to that school.

H. 1.—Preschool Collaborative Classes (PCC) at Early Education Center Sites

This program is designed for preschool children enrolled in Early Education Center programs and children with moderate to severe needs eligible for special education. The staff includes Early Education Center personnel, an early childhood special education teacher and special education assistant. Monday through Friday morning the staff serves the preschoolers enrolled in Early Education Center programs and 10 children eligible for special education. They are fully integrated into the morning program at the Center for ~~three~~ 4.5 hours each day. The students with disabilities ~~pecial education children~~ may meet the regular Early Education Center eligibility requirements but it is not required.

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The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The centers receive other special education support when it is required to help meet the particular needs of the enrolled children.

~~I. J.~~ *Preschool for All Learners (PAL) Special Day Programs*

The PAL Special Day Program serves 10 special education eligible children under kindergarten age with moderate to severe needs. The staff includes an early childhood special education teacher and two special education trainees/assistants. The class meets Monday through Friday for 4.5 hours daily.

The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The program includes opportunities for interaction with typical preschool and kindergarten peers served in programs on the same school campus. Speech/Language and Adapted Physical Education services are embedded through the daily classroom routines and instruction.

~~J. K.~~ *Preschool Deaf and Hard of Hearing (DHH) and Visually Impaired (VI) Special Day Programs*

The DHH and VI Preschool Categorical classes are provided to eligible students on general education campuses. The staff includes a special education DHH or VI credentialed teacher and a special education trainee/assistant. Students attend Monday through Friday for 4.5 hours daily.

~~K. L.~~ *Preschool Comprehensive Program (PSC) Special Day Program*

The PSC is a full day Special Day Program serving 8 special education eligible children under kindergarten age with severe needs. The staff includes an early childhood special education teacher, ~~and~~ special education trainee/assistant, a speech/language pathology assistant (SLP-A), and a ~~behavior intervention assistant~~ ~~non-public agency behaviorist~~.

The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives targeting “learning to learn” skills such as joint attention, imitation, and turn taking.

~~J. P.~~ *Preschool Mixed (PSM) Special Day Programs at General Education Schools*

~~The PSM Special Day Program serves special education eligible children under kindergarten age with a wide range of needs. The staff includes a special education preschool teacher and a special education trainee/assistant. Monday through Thursday the staff serves a morning group~~

of 10 children and an afternoon group of 10 children for 2 hours and 20 minutes each. Service to families is a major component of this program with Fridays being reserved for parent involvement activities, staff development, and team planning.

The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The program includes opportunities for interaction with typical preschool and kindergarten peers served in programs on the same school campus. The classroom receives support from the speech and language specialist, adapted physical education teacher, school psychologist and nurse assigned to that school.

K. ~~Preschool Intensive (PSI) and Preschool Categorical Special Day Programs~~

~~● PSI And Preschool Categorical Classes At General Education Schools~~

The PSI and Preschool Categorical classes at regular schools are designed for children who are eligible for special education and have intensive needs. The PSI classes serve 8 children. Both PSI and Preschool Categorical Classes meet Monday through Friday for 3 hours and 20 minutes daily. Classes are scheduled for either morning or afternoon.

Staff includes a special education preschool teacher and a special education trainee/assistant. The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives through developmentally

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appropriate concrete experiences and play. The program includes opportunities for interaction with typical preschool and kindergarten peers served in programs on the same school campus. The classroom receives support from the speech and language specialist, adapted physical education teacher, school psychologist, and nurse assigned to that school.

~~● Preschool Categorical Classes At Special Education Centers~~

The Preschool Categorical classes at Special Education Centers are designed for children who are eligible for special education and have intensive needs that may require the specialized environment and support of the Special Education Center. Preschool Categorical classes meet Monday through Friday for 3 hours and 20 minutes daily. Classes are scheduled for either morning or afternoon.

—The staff includes a special education preschool teacher and a special education trainee/assistant. The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. Special Education Centers work collaboratively with State Preschool, Head Start, and other Early Childhood Programs to create opportunities for interaction with typical peers. The children in these classes are also served by the speech and language specialist(s), adapted physical education

~~teacher(s), nurse(s), school psychologist(s) and other providers of specialized services assigned to Special Education Centers.~~

L. ~~LM.~~ Nonpublic School or Nonpublic Agency

When determined appropriate by an IEP team, the District will provide for preschool service through a State-certified Nonpublic School or Nonpublic Agency.

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM

Program Operations

A. Program Enrollment Processes and Priorities

The District is mandated to serve infants and toddlers with the eligibilities of solely visual, hearing or severe orthopedic impairment. The service to other eligible infants and toddlers is mandated to the Regional Center.

The District will continue to serve all presently enrolled infants and toddlers until transition at age thirty-six months. Using the California State Department's formula, the District will establish a new low incidence service mandate annually. The District will serve dually eligible children through an Individualized Family Service Plan (IFSP) developed with Regional Center as long as the District's state funded unit capacity of infants and toddlers has not been reached. (Prior to referrals of dually eligible children, Regional Center contacts the Early Childhood Special Education administrative office for the current status of the District's enrollment in relation to its funded capacity.)

Specific procedures for serving dually eligible infants and toddlers are delineated in the Interagency Agreement with each of the six Regional Centers in the District's area. (Appendix C)

B. Program Services and Options

Specific services that each family will be offered include the following: (1) service coordination, (2) direct services at the home or other natural setting for the child and family, (3) parent support/education, and (4) assistance to families in accessing other appropriate services within each of their communities.

Infant Support Services will be staffed by transdisciplinary teams of professionals from various disciplines who will work with the family and share their expertise both in assessment and ongoing service delivery. Staff will include credentialed teachers for infants and toddlers with visual and hearing impairments as well as appropriate support staff that may include special education assistants, nurses, social workers, audiologists, interpreters, communication specialists, special education teachers, physical and occupational therapists as well as other specialists. The delivery of the transdisciplinary team assessment and ongoing service will follow the guidelines set forth in EC Part 30 Chapter 4.4 §56426.6.

Among the services offered will be identification, evaluation and assessment of infants and toddlers with visual, hearing or severe orthopedic impairment. The service coordinators will work closely with the family in establishing a plan for this process and assuring its timely completion.

C. Service Delivery Procedures and Interagency Agreement

Service delivery procedures include:

1. Identification and Referral

The District works in coordination with Regional Centers, Family Resource Centers and other related agencies to ensure the dissemination of information concerning availability of services and procedures for referrals.

The District's referral procedures for infants/toddlers are:

- a.** If a referral is received for an infant or toddler who is eligible for Part C but does not appear to meet the eligibility for District service, a referral will be made to a Regional Center within two working days.
- b.** When the District receives a referral for an infant or toddler who appears dually eligible and the District has either not reached its 1980-1981 mandate or is under its funded state unit capacity, it will notify the Regional Center of that referral in writing within five days. If the 1980-1981 mandate and the funded capacity will be reached, the dually eligible child is the sole responsibility of the Regional Center and the referral will be made to Regional Center within two working days.
- c.** When a referral for an infant or toddler who appears to be eligible for Part C services through the District is received by a District office or staff member, the referral will be immediately sent to one of the designated service coordinators or intake teachers.

2. Evaluation and Assessment

The service coordinator will meet with the family to plan appropriate evaluation and assessment and subsequently an IFSP to be completed within 45 days of the date of referral for services.

The evaluation will be conducted by appropriate qualified personnel to determine a child's eligibility under Part C. The assessments conducted by the appropriate personnel will help identify the child's unique strengths and needs as well as the resources, priorities and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their infant or toddler with a disability. Continuing assessments will be delineated through the IFSP.

3. Individualized Family Service Plans (IFSP)

The service coordinator will be responsible for conducting an IFSP meeting within 45 days of the receipt of referral for services. The law requires that the parent, other family members or advocates (if the parent desires), service provider (for review IFSPs) and the service coordinator must be part of the IFSP meeting. If assessments have been conducted, it is desirable to have the assessor at the meeting but if that is not possible, the law allows for information to be presented in writing or on the phone.

The content of the IFSP will include:

- a.** A summary of the child's strengths and challenges. This will include information on adaptive development, cognitive development, communication development, hearing, physical development, self-help, social-emotional development and vision.
- b.** A statement of the family concerns, priorities and preferred resources related to enhancing the development of the child. This will be done with concurrence of the family.
- c.** A statement of the major outcomes expected to be achieved for the child and family, and the criteria, procedures and timelines used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary.
- d.** A summary of the early intervention services necessary to meet the outcomes selected and the frequency, intensity and expected duration of the services specified. It should also include information on how and where the services will be provided.
- e.** To the extent appropriate, a delineation of the required services provided by other agencies as well as non-required services that the District may assist the family in accessing.
- f.** The name of the service coordinator who will be responsible for the implementation of the IFSP and coordination with other agencies and persons.
- g.** A plan for transitioning the child from Part C services to preschool special education services (Part B) or other services as appropriate.

4. Provision of Early Intervention Services

- a.** These services are individually planned with frequencies to meet the diverse needs of the children and include, but are not limited to those listed in EC Part 30 Chapter 4.4 §564261.1.
- b.** Infants and toddlers eligible for Part C services through the District will have access to home and community services within the natural environment delivered by Infant Support Services staff. These services include but are not limited to those listed in EC Part 30 Chapter 4.4 §56426.2. For the child with visual impairment, activities frequently focus on the development of visual efficiency and tactile skills while the emphasis for the child with hearing impairment is often on the development of oral language, attending, listening and sign language skills (as appropriate) and the establishment of an on-going communication system (oral or total) between the parent and infant. For the child with severe orthopedic impairment, the emphasis of service is often assisting the child in accessing his/her environment and the functional manipulation of objects.
- c.** The families of infants and toddlers eligible for Part C services through the District will be provided with a wide range of family involvement activities delivered through Infant Support Services staff. These services include but are not limited to those listed in EC Part 30 Chapter 4.4 §56426.4.

5. Provision of Specialized Services to Infants and Toddlers with Low Incidence Disabilities

Children with low incidence disabilities will be provided with specialized services, materials and equipment, consistent with guidelines set forth in EC Part 30 Chapter 2 Article 2 §56136.

6. Service Coordination

Service coordinators serve as a single point of contact for the family and assist them in developing the IFSP, accessing the services identified in the IFSP, facilitating the timely delivery of services, evaluating ongoing progress and seeking other appropriate services as needed. The service coordinators will be knowledgeable of the early intervention services required by Part C and will assist the family in obtaining those services that are appropriate to meet their needs. Service coordinators will work closely with departments within the District as well as outside agencies to assure that the provisions of the law are met.

Specific service coordination activities that will be offered through the family center include:

- a.** Coordinating evaluations and assessments.
- b.** Facilitating and participating in the development, review and evaluation of Individualized Family Service Plans.
- c.** Assisting families in identifying available service providers.
- d.** Coordinating and monitoring the delivery of available services.
- e.** Informing families of the availability of advocacy services.
- f.** Coordinating with medical and health providers.
- g.** Facilitating the development of a transition plan to preschool services, if appropriate.

7. Transition at Age Three (3)

The IFSP for any child who will be turning three within any given year will include the steps that will be taken to support that child in the transition from infant and toddler services. This may be a transition to Part B special education services if appropriate or to other services that may be available. As the child transitions from the IFSP to the IEP there will be goals written into the IEP that will continue to assure a smooth transition of services.

- a.** With parental consent, there will be the transmission of information regarding children to ensure continuity of services. This will include evaluation and assessment information required in Part C and copies of the IFSPs that have been developed. With parental consent the service coordinator will also work to promote direct communication between service providers to facilitate a smooth and appropriate transition for the child.

8. Local Interagency Dispute Resolution

The plan for local interagency dispute resolution is part of the Interagency Agreement between Los Angeles County Regional Centers and Los Angeles County Local

Education Agencies. In that agreement a local dispute is defined as a disagreement between local education agencies and regional centers as to:

- a. The eligibility of the infant or toddler;
- b. Which agency is responsible for the infant and family evaluation and assessment, service coordination, and the development and implementation of the IFSP; and
- c. Which agency is responsible for the provision/purchase of appropriate early intervention services.

Both parties have agreed to guidelines which include, but are not limited to, the following principles and procedures:

- a. Every attempt should be made to resolve local disputes at the lowest possible administrative level, as addressed in the Memorandum of Understanding (MOU) or Interagency Agreement (IA).
- b. When a regional center and a local educational agency have a dispute that cannot be resolved between them, they may request technical assistance from the Department of Developmental Services (DDS) or the California Department of Education (CDE).
- c. If resolution cannot be reached within 60 calendar days, the issue will be referred to the DDS and the CDE for a state-level review and resolution.
- d. The state-level review will be conducted jointly by the DDS and the CDE and a decision rendered in 60 calendar days of receipt of the referral.

Nothing in these dispute resolution procedures shall preclude a parent or an agency from initiating due process or complaint procedures.

During the pendency of a dispute, a child must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the child must receive all of the early intervention services identified and agreed to in the IFSP.

During pendency of a dispute, the DDS will assign financial responsibility.

Interagency Agreement

See the Interagency Agreements (Appendix C) between the Los Angeles Unified School District and the six Regional Centers (Westside, Eastern Los Angeles, North Los Angeles County, Lanterman, Harbor, and South Central Los Angeles).

SPECIAL EDUCATION SERVICES FOR PRESCHOOL CHILDREN

Child Find

The District is in contact with a variety of outside agencies to implement child find services. Child find informative materials are distributed District-wide and throughout the community. "Child Find" information is disseminated through letters, program brochures, presentations and workshops.

Referral and Identification Procedures

1. **For a child not enrolled in a District general education preschool:** If a parent, caregiver or agency representative requests an assessment or special education services for a child age three to five who is not currently enrolled in a District preschool program, there is a single point of contact for the entire District, the Early Childhood Special Education (ECSE) office.
2. **For a child enrolled in a District elementary school-based preschool program or Early Education Center-staff referral:** If a staff member believes that a child age three to five may have a disability and require special education and related services and wishes to request a special education assessment, they must follow the regular District procedures for *Referring Students for a Special Education Assessment*.
 - a. It is the District's responsibility to inform the parent/guardian that a request for special education assessment has been made and that they will receive a special education assessment plan for their review and approval.
 - b. It is the District's responsibility to ensure that the assessment plan is completed and provided to the parent/guardian within 15 calendar days of receipt of the written request.
3. **For a child enrolled in a District elementary school-based preschool program or Early Education Center-parent referral:** If a parent expresses concerns about their child and or raises the question of whether a special education assessment should be conducted, school staff will meet with the parent to discuss their concerns and review the Developmental Profile and teacher observations and assessments. They will discuss any accommodations or modifications that can be implemented to meet the student's needs. If after the above is completed, the parent wants to request a special education assessment of their child, the administrator/designee will proceed with procedures outlined for school aged children.

Assessment of 3, 4 and 5 Year-Old Children

1. **Responsibility for Assessments**
 - a. Children not enrolled in an elementary school-based general education program.

All initial assessments of three and four year old children not enrolled in an elementary school-based general education program are the responsibility of the District's ECSE

office. Once a child is receiving special education any reassessments are the responsibility of the school of attendance or program in which the child is enrolled.

- b.** Children enrolled in an elementary school-based general education program and Early Education Centers.

Initial assessments of three and four year old children in a school based general education program are the responsibility of the school-based assessment team. Once a child is receiving special education any reassessments are the responsibility of the school of attendance or program in which the child is enrolled.

2. Preparing for the Assessment

When the Assessment Plan is provided to the parent, the Early Education Center or elementary school designee informs them of all information relevant to the assessment activities for which their written consent is sought.

The parent is provided copies and an explanation of “A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards).”

Parents are requested to give their written consent to the Assessment Plan. Upon receipt of the signed Assessment Plan, the sixty calendar-day period for completion of the IEP begins.

3. Assessors

Assessments may be conducted by single discipline assessors, interdisciplinary assessment teams or transdisciplinary assessment teams.

4. Assessment Sites

Children enrolled in preschool programs at elementary schools or Early Education Centers are assessed at their sites by school site personnel. For children not enrolled in programs at elementary schools or Early Education Centers, the ECSE office is responsible for conducting the assessments at locations throughout the community.

Assessments of students attending Head Start are conducted at the child’s program site, if possible.

5. Assessment Procedures

Assessors use a variety of approved assessment instruments for young children including standardized tests and developmental scales. The assessment instruments use a combination of observation and elicited test behaviors. If the child is receiving Part C services and parents believe report results are valid, existing records and reports are reviewed and summarized as a means of alternative assessment. Parents are an integral part of the assessment process.

Once a child enrolls in elementary school for Kindergarten, the District approved process for identifying children as Limited or Fluent English Proficient that includes a Home Language Survey, Parent Interview and Preschool Language Assessment will occur.

Assessors confer and collaborate in the preparation of an assessment report that covers assessed areas.

Contract agencies who may assess children are certified by the state and use approved assessment instruments.

Prior to transitioning a child with a disability from a preschool program to kindergarten, an appropriate reassessment of the individual shall be conducted to determine if the individual is still in need of special education and services.

Individualized Education Program (IEP)

Initial IEP meetings for children not enrolled in preschool programs at elementary schools and Early Education Centers are coordinated by the District's ECSE office. Initial IEP meetings for children enrolled in preschool programs at elementary schools and Early Education Centers are coordinated by the school of attendance. Annual reviews are the responsibility of the school of attendance or program in which the student is enrolled. IEPs for preschool students follow the regular District procedures and guidelines.

Transition from Preschool to Kindergarten

An IEP meeting must be held before a student, currently receiving special education and services, transitions to kindergarten. At the meeting the IEP team must consider whether the child is still in need of special education and services.

To prepare for the IEP meeting the following should be implemented:

1. Classroom staff reviews the current classroom assessments, portfolios and anecdotal records and completes the Classroom Team Assessment Report (CTAR).
2. School based team comprised of the site administrator/designee, special and general education teacher, psychologist and related services providers meets and reviews the CTAR to make a recommendation for the IEP team as to whether the student continues to need special education and services.
3. Parents complete the Preschool Health Questionnaire. School nurse reviews the questionnaire, completes additional assessment if needed and documents health report.
4. Based on the recommendations, the team determines if additional assessments of the student are needed. If the team determines that additional assessments are needed, an assessment plan must be developed and provided to the parent.

Note: If the team recommends that the student may no longer be eligible for special education, an assessment plan must be developed. District procedures for developing a Special Education Assessment Plan will be followed.

5. All staff responsible for the student's IEP goals must determine the student's present levels of performance, at a minimum, in all preschool curricular domains. Suggested goals for the coming year should be developed for discussion at the IEP meeting. Goals should be based on Kindergarten standards for Math, Reading, and Writing. Goals for functional skill areas (e.g. communication, social) should also be developed.
6. If the IEP team determines that the student will exit from special education, it completes the present levels of performance and documents the student's learning style. This information is to be provided to the student's kindergarten teacher.

Program and Service Options

The IEP team determines the specific services that are appropriate for each preschool child eligible for special education. The options include:

A. Infant/Preschool Transition Services

The purpose of these services is to facilitate the transition from Infant to Preschool Services. Non-classroom based Transition Service Facilitators work with families from the time of referral through the assessment, Individualized Education Program (IEP), and placement process. For children leaving early intervention services, this process begins at the Transition Individualized Family Service Plan (IFSP) meeting when the child is 2 years 6 months of age. The Transition Service Facilitators act as a bridge, linking the IDEA Part C (Infant) systems with the Part B (Preschool) systems, while also providing support and information to each individual family. The services offered to both Part C enrolled children and new referrals include family conferences, preschool program visits, resources on the assessment and IEP process, and ongoing updates during the transition period.

B. Preschool Phonological Groups

Small groups of eligible children and their families meet together once a week for instruction that focuses on speech needs in the area of articulation. Instruction is delivered by a speech/language pathologist, special education teacher, and a special education trainee/assistant and stresses a family/professional partnership. Facilitation of goals and objectives is achieved through cooperation between parents and professionals. Professionals demonstrate and model instructional strategies that parents use throughout the week in the child's natural environment.

C. Intensive Language Education Afterschool Program (ILEAP)

Small groups of eligible children and their families meet together once a week as determined by the IEP for instruction that focuses on language development needs. Instruction is delivered by a speech/language pathologist, special education teacher, and a special education trainee/assistant and stresses a family/professional partnership. Facilitation of goals and objectives is achieved through collaboration between parents and professionals. Professionals

demonstrate and model instructional strategies that parents use throughout the week in the child's natural environment.

D. Related Services

The full range of related services is available to eligible preschool children.

E. Pre-Kindergarten Itinerant Teacher (PKIT) Services at District and Community Sites

This program provides services in District preschool classes, Early Education Centers, community preschools, and student homes. Itinerant early childhood special education teachers provide a variety of services that may include:

1. Working collaboratively with a student's classroom staff to help meet the needs of eligible children with disabilities.
2. Supporting and monitoring progress toward goal achievement in all settings.
3. Working collaboratively with staff and families to support student's transition into a Kindergarten program.
4. Providing temporary Home Instruction when a child is not medically cleared to attend school.
5. Ensuring student's IEPs are completed in accordance with legal and district regulations.

F. Head Start Integrated Program at Head Start Sites

The Head Start Integrated program provides child find, assessments, Individualized Education Programs (IEP), placement and service provision, transition of students with disabilities into and out of Head Start, training and technical assistance; resource/information sharing, MOU maintenance and conflict resolution. Special education services are provided to eligible children by licensed and/or credentialed personnel according to the terms of the IEP.

G. Preschool Collaborative Classrooms (PCC) at District Pre-Kindergarten Sites

1. PCC with Expanded Transitional Kindergarten (ETK)

This is a team teaching program in Expanded Transitional Kindergarten (ETK) classrooms at general education elementary schools. The staff includes one ETK teacher and teacher assistant and an early childhood special education teacher and trainee/assistant. This is a full day program serving 24 children enrolled in ETK. Eight of the 24 students have moderate to severe needs and are eligible for special education.

The content of the children's program is based on the preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The classroom receives support from the speech and language

specialist, adapted physical education teacher, school psychologist and nurse assigned to that school.

2. PCC with California State Preschool Program (CSPP)

This is a team-teaching program in California State Preschool Program (CSPP) classrooms at general education elementary schools. The staff includes one CSPP teacher and assistant, and an early childhood special education teacher and assistant. Monday through Friday the staff teams to serve morning and afternoon groups of children for 3 hours. These classrooms serve 48 children enrolled in CSPP and 10 children with moderate to severe needs eligible for special education. Each of the morning and afternoon groups are comprised of 19 children from CSPP and 5 children eligible for special education. The students with disabilities are required to meet the California State Preschool Program requirements.

The content of the children's program is based on the preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The classroom receives support from the speech and language specialist, adapted physical education teacher, school psychologist and nurse assigned to that school.

H. Preschool Collaborative Classes (PCC) at Early Education Center Sites

This program is designed for preschool children enrolled in Early Education Center programs and children with moderate to severe needs eligible for special education. The staff includes Early Education Center personnel, an early childhood special education teacher and special education assistant. Monday through Friday morning the staff serves the preschoolers enrolled in Early Education Center programs and 10 children eligible for special education. They are fully integrated into the morning program at the Center for 4.5 hours each day. The students with disabilities may meet the regular Early Education Center eligibility requirements but it is not required.

The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The centers receive other special education support when it is required to help meet the particular needs of the enrolled children.

I. Preschool for All Learners (PAL) Special Day Programs

The PAL Special Day Program serves 10 special education eligible children under kindergarten age with moderate to severe needs. The staff includes an early childhood special education teacher and two special education trainees/assistants. The class meets Monday through Friday for 4.5 hours daily.

The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate

concrete experiences and play. The program includes opportunities for interaction with typical preschool and kindergarten peers served in programs on the same school campus. Speech/Language and Adapted Physical Education services are embedded through the daily classroom routines and instruction.

J. Preschool Deaf and Hard of Hearing (DHH) and Visually Impaired (VI) Special Day Programs

The DHH and VI Preschool Categorical classes are provided to eligible students on general education campuses. The staff includes a special education DHH or VI credentialed teacher and a special education trainee/assistant. Students attend Monday through Friday for 4.5 hours daily.

K. Preschool Comprehensive Program (PSC) Special Day Program

The PSC is a full day Special Day Program serving 8 special education eligible children under kindergarten age with severe needs. The staff includes an early childhood special education teacher, special education trainee/assistant, a speech/language pathology assistant (SLP-A), and a behavior intervention assistant.

The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives targeting “learning to learn” skills such as joint attention, imitation, and turn taking.

L. Nonpublic School or Nonpublic Agency

When determined appropriate by an IEP team, the District will provide for preschool service through a State-certified Nonpublic School or Nonpublic Agency.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION X
Charter Schools

LOS ANGELES UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION LOCAL PLAN

CHARTER SCHOOL POLICY

The Los Angeles Unified School District (LAUSD or District) has developed a *Policy for Charter School Authorizing and Administrative Procedures for Charter School Authorizing* which establishes a framework for how charter schools can work within the context of the single SELPA District for improved student learning for both students with disabilities and their non-disabled peers.

Charter schools are mandated by state and federal law to adhere to all of the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education regulations to assure that all students with disabilities are accorded a free appropriate public education (FAPE).

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified* Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied, directly or indirectly, admission–enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

The Charter Schools Division ~~Innovation and Charter Schools Division~~ provides guidance to existing and future charter developers, provides information to the public, recommends policy for approval by the District Superintendent and the Board of Education, and implements the vision, mission and policy of the District ~~with regards to charter schools. Charter-Operated Programs collaborates with the Charter Schools Division to ensure that each charter petition meets federal and state mandates~~The Division of Special Education, Charter School Unit, collaborates with the Innovation and Charter School Division to ensure that each charter petition meets federal and state mandates related to special education.

The District uses rubrics as evaluation tools to determine whether or not a program meets required criteria as well as the elements of Education Code § 47605. Petition language is provided to charter school petitioners to assist them in the development of the charter school petition and is used by the District to determine whether the needs of students with disabilities are addressed by the charter school petition.

Prior to LAUSD Governing Board approval of an initial charter petition, and if a renewing charter school intends to operate as a “school of the district” for special education services, the charter, ~~the charter~~ school must either execute a Memorandum of Understanding (MOU) by and between the LAUSD and the charter school regarding the provision and funding of ~~funding of~~ special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (SELPA) Local Plan for Special Education and shall

be considered “a public school of the District” for the purposes of special education pursuant to Education Code Section 47641(b). However, the charter school reserves the right to make written verifiable assurances that it may become an independent local education agenda (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

~~or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD'S Modified Consent Decree requirements (see MOU execution requirements below). Additional items addressed in the MOU include: charter school special education responsibilities (i.e. general requirements, transferring students, assessments, alternative placements, least restrictive environment, staffing requirement, student discipline/inclusion), procedural safeguards/due process hearings, complaints, funding of special education services (i.e. funding model guiding principal, calculation of special education fair share contribution, payment of fair share contribution, data supporting special education expenditures, phase-in of fair share contribution), and district responsibilities relating to charter school special education program. Charter schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (EC § 56195.3 [b]).~~

~~District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that all the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.~~

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA.

Charter schools accepted for participation in the Charter-operated Programs section and charter schools that elect to participate in the District-operated Programs receive support from a specialized, charter-focused team within the Division of Special Education.

~~The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1 (a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.~~

~~District-operated schools will continue to receive the supports and services that they currently receive from the Division of Special Education. Charter schools not meeting the criteria for admission to the Charter-operated Program section of the SELPA will remain under the District-operated Program section of the SELPA and will have two options for membership. These schools may act as a District-operated school for the purposes of special education or may chose to provide their own programs and services and be reimbursed for these services for these services based on a percentage of their general education fund contribution.~~

~~The reorganization of the SELPA will retain a central Administrative Unit to include Due Process, Fiscal/Program Accountability, Compliance and Nonpublic Schools and Agencies. The reorganization would not create a new administrative branch of the Division of Special Education but would utilize existing resources. An Advisory Board consisting of five members appointed by the Board of Education (three recommended by the District-operated Programs; and two recommended by the Charter-operated Programs) provides charter-operated schools with a voice in the governance of special education in LAUSD. This Advisory Board will provide input, guidance and support to the SELPA Administrator in the Administrative Unit in coordinating programs and services across both District and charter schools. The Advisory Board will also inform the Superintendent and Board of Education regarding special education issues. The Advisory Board will operate by a set of by-laws approved by the Board of Education.~~

LOS ANGELES UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION LOCAL PLAN

CHARTER SCHOOL POLICY

The Los Angeles Unified School District (LAUSD or District) has developed a *Policy for Charter School Authorizing and Administrative Procedures for Charter School Authorizing* which establishes a framework for how charter schools can work within the context of the single SELPA District for improved student learning for both students with disabilities and their non-disabled peers.

Charter schools are mandated by state and federal law to adhere to all of the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education regulations to assure that all students with disabilities are accorded a free appropriate public education (FAPE).

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified* Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied, directly or indirectly, admission due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

The Charter Schools Division provides guidance to existing and future charter developers, provides information to the public, recommends policy for approval by the District Superintendent and the Board of Education, and implements the vision, mission and policy of the District. Charter-Operated Programs collaborates with the Charter Schools Division to ensure that each charter petition meets federal and state mandates related to special education.

The District uses rubrics as evaluation tools to determine whether or not a program meets required criteria as well as the elements of Education Code § 47605. Petition language is provided to charter school petitioners to assist them in the development of the charter school petition and is used by the District to determine whether the needs of students with disabilities are addressed by the charter school petition.

Prior to LAUSD Governing Board approval of an initial charter petition, and if a renewing charter school intends to operate as a "school of the district" for special education services, the charter school must either execute a Memorandum of Understanding (MOU) by and between the LAUSD and the charter school regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (SELPA) Local Plan for Special Education and shall be considered "a public school of the District" for the purposes of special education pursuant to Education Code Section 47641(b). However, the charter school reserves the right to make written verifiable assurances that it may become an independent local education agenda

(LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA.

Charter schools accepted for participation in the Charter-operated Programs section and charter schools that elect to participate in the District-operated Programs receive support from a specialized, charter-focused team within the Division of Special Education.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION XI
Literacy

LITERACY

The Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) assures that all students who are eligible for special education programs and services will receive literacy instruction and services aligned to the California English Language Arts/English Development Framework ~~participate in the California Reading Initiative~~ in a manner consistent with the participation of all other students within the District.

Goals

The goals of the ~~Los Angeles Unified School District~~ LAUSD SELPA are to:

- ~~to increase~~ increase the participation and proficiency of students with disabilities in statewide student assessments
- ~~to increase~~ the percentage of students with disabilities who are literate
- ~~to assure~~ Assure that students with disabilities attain higher standards in all domains of language arts (listening, speaking, reading and writing)
- Promote early intervention of at-risk students who demonstrate characteristics typical of dyslexia within a Multi-Tiered System of Supports, and provide assessment and targeted intervention and appropriate services for students identified for special education under the eligibility of Specific Learning Disability.

In order to achieve these goals, we assure that students with disabilities will have full access to:

- ~~All~~ All required core curriculum and alternate curriculum in accordance with the supports outlined in the Individualized Education Program (IEP);
- ~~All~~ State-adopted core curriculum textbooks and supplementary textbooks and/or materials
- Appropriate targeted literacy intervention programs driven by data
- Instructional materials and support to attain higher standards in language arts.

- Instruction using a structured literacy approach that is evidence-based, systematic, cumulative, explicit, and diagnostic for students who demonstrate characteristics typical of dyslexia

Staff Development

Special education personnel will be included in all staff development activities related to literacy ~~and reading~~, as well as any ~~S~~state or regional training based on new legislation and implementation of the revised ~~S~~state frameworks, ~~California State Common Core State common core s~~Standards, and ~~D~~istrict--mandated instructional programs. The participation will include ~~D~~istrict--sponsored training, site-based staff development, co-planning, -co-teaching, grade--level meetings, coaching, and peer observation, etc. in the area of literacy and language arts that includes:

- ~~I~~information about current literacy and learning research
- ~~An~~Aan understanding of the role and use of assessment in determining appropriate instruction and intervention that includes benchmark assessment and progress monitoring for academic gains in reading achievement
- ~~I~~implementation of ~~S~~state--adopted standards and frameworks
- ~~R~~research-based instructional strategies, including best practices, for teaching reading and writing to a wide range of diverse learners that includes a structured literacy approach for students who demonstrate characteristics typical of dyslexia.

In addition, ~~s~~Special education instructional personnel will be included in the curriculum materials selection process, in order to support alignment with California Common Core State Standards. Special education personnel will be included in staff development activities related to literacy and reading, as well as any Sstate or regional training based on new legislation and implementation of the revised Sstate frameworks, content standards, and District--mandated instructional programs. process of selecting and adopting curriculum materials, to ensure access and alignment of instruction with State standards.

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LITERACY

The Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) assures that all students who are eligible for special education programs and services will receive literacy instruction and services aligned to the California English Language Arts/English Development Framework in a manner consistent with the participation of all other students within the District.

Goals

The goals of the LAUSD SELPA are to:

- Increase the participation and proficiency of students with disabilities in statewide student assessments
- Increase the percentage of students with disabilities who are literate
- Assure that students with disabilities attain higher standards in all domains of language arts (listening, speaking, reading and writing)
- Promote early intervention of at-risk students who demonstrate characteristics typical of dyslexia within a Multi-Tiered System of Supports, and provide assessment and targeted intervention and appropriate services for students identified for special education under the eligibility of Specific Learning Disability

In order to achieve these goals, we assure that students with disabilities will have full access to:

- All required core curriculum and alternate curriculum in accordance with the supports outlined in the Individualized Education Program (IEP)
- All State-adopted core curriculum textbooks and supplementary textbooks and/or materials
- Appropriate targeted literacy intervention programs driven by data
- Instructional materials and support to attain higher standards in language arts.
- Instruction using a structured literacy approach that is evidence-based, systematic, cumulative, explicit, and diagnostic for students who demonstrate characteristics typical of dyslexia

Staff Development

Special education personnel will be included in all staff development activities related to literacy, as well as any State or regional training based on new legislation and implementation of the revised State frameworks, California State Standards, and District-mandated instructional programs. The participation will include District-sponsored training, site-based staff development, co-planning, co-teaching, grade-level meetings, coaching, and peer observation, etc. in the area of literacy and language arts that includes:

- Information about current literacy and learning research
- An understanding of the role and use of assessment in determining appropriate instruction and intervention that includes benchmark assessment and progress monitoring for academic gains in reading achievement
- Implementation of State-adopted standards and frameworks
- Research-based instructional strategies, including best practices, for teaching reading and writing to a wide range of diverse learners that includes a structured literacy approach for students who demonstrate characteristics typical of dyslexia

In addition, special education instructional personnel will be included in the curriculum materials selection process, in order to support alignment with California State Standards. Special education personnel will be included in staff development activities related to literacy and reading, as well as any State or regional training based on new legislation and implementation of the revised State frameworks, content standards, and District-mandated instructional programs.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION XII

Incarcerated 18-22 Years Old

**PROCEDURES FOR PROVIDING SPECIAL EDUCATION AND RELATED
SERVICES TO INCARCERATED 18-22 YEAR OLDS
FOR WHOM LAUSD HAS BEEN DESIGNATED AS THE RESPONSIBLE PROVIDER**

Background

Pursuant to a California Department of Education directive, the Los Angeles Unified School District will be providing special education and related services to certain inmates in the jails operated by the Los Angeles County Sheriff's Department, until such time as there is a judicial, legislative, executive, or regulatory decision that impacts the directive. The directive is limited to inmates between the ages of 18 and 22 (once a student reaches age 22, the directive no longer applies).

Identification and Notification

To facilitate the servicing of eligible inmates who desire special education and related services of the Los Angeles Unified School District, the following procedures will be followed.

Upon Incarceration

The Los Angeles County Sheriff's Department currently has established intake procedures for inmates placed in or transferred to the jails under its authority. These include, generally:

1. Asking the inmate when and where they were last enrolled in school.
2. Asking the inmate if they have ever received services as a student with a disability.
3. Asking the inmate if they currently wish to have education services including special education services.
4. Maintaining the responses to the above inquiries on an Intake Form.

If the inmate states to the Intake Team that the inmate wishes to receive education services and that the inmate has received special education and related services in the past, the Intake Team will transmit a copy of the Intake Form containing the information to the school district identified by the inmate as having been the inmate's last district of residence or to the California Department of Education ("CDE"). The Los Angeles Unified School District will request that this notification be sent to the Division of Special Education, 333 South Beaudry Avenue, 17th Floor, Los Angeles, CA. 90017.

Upon Notification

Upon receiving notification from the Los Angeles County Sheriff's Department or the CDE, the assigned LAUSD staff will:

1. Verify that the inmate is between ages 18-22 (students who reach age 22 are no longer eligible).
2. Verify the prior residence of the inmate and/or inmate's parents in order to confirm that LAUSD is the proper service provider.
3. Review the LAUSD data system to determine if the inmate was a student with a disability when last enrolled in LAUSD.

4. Using the LAUSD data system determine if the inmate has a current Individualized Education Program (IEP) or had one in the past.

Status Confirmation and Service Provision

Upon completion of the review of the data system, LAUSD staff will provide the following information to the Los Angeles County Sheriff's Office:

1. Verify that the inmate is between ages 18-22 (students who reach age 22 are no longer eligible).
2. Verify the prior residence of the inmate and/or inmate's parents in order to confirm that LAUSD is the proper service provider.
3. Review the LAUSD data system to determine if the inmate was a student with a disability when last enrolled in LAUSD.
4. Using the LAUSD data system, determine if the inmate has a current Individualized Education Program (IEP) or had one in the past.

A representative of the Division of Special Education will coordinate the assignment of service providers for the inmate. All service providers will be required to complete the standard security protocols of the jail prior to providing services. All service providers will follow the security check-in and checkout procedures of the jail and abide by security requests made by the staff of the Sheriff's Department.

LAUSD will follow the security assignment determination of the Sheriff's Department in providing services. In some cases, services identified on the IEP will be incompatible with the security procedures of the jail. While it is anticipated that this incompatibility will be uncommon, in such instances other steps (such as convening of an IEP Team Meeting) may be taken to determine alternative means to meet the inmate's needs.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION XIII
Behavior Support

Behavior Support Intervention

Positive Behavior Interventions and Support

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The Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) shall conform to current State and Federal laws and regulations regarding behavior support and intervention. LAUSD has a policy based on research and evidenced-based principles that focuses on a multi-tiered system of behavior support for students with disabilities (Bulletin 6269.0). ~~discipline foundation policy based on School Wide Positive Behavior Interventions and Supports. This multi-tiered system is scientifically based, continuously reviewed and utilizes data analysis for effectiveness and efficiency.~~ This system is set up to meet the needs of all students. District level policy and administrative regulations shall apply.

Professional Development:

Professional development supports the differentiated roles and responsibilities of staff members, including the provision of training for all staff involved in disciplinebehavior support. Training shall ~~include~~:

- Include information on Preventive plans which ~~includeing~~ strategies for insuring that social-emotional skills are taught consistently and with fidelity through the District or State adopted violence prevention curriculum, strategies for classroom management, behavioral expectations and individual and group support. ~~(Examples: Second Step, Positive Action, etc.)~~
- Be Ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how best to support appropriate behavior. ~~(Examples: — Paraeducator Paraeducator, Strengthening our Behavioral Skills, Assistant Principals, Teachers and Deans Multi-tiered Behavioral Support)~~
- Teach How to develop and implement effective, individual, and tailored Behavior Support Plans for all students, those with or without disabilities. ~~(Learning Zone offerings: Positive Behavior Support, Fundamentals of CHAMPs and Discipline in the Secondary Classroom, etc.)~~
- Include Policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents (Teacher Training Academy, Operations, ~~Support Unit~~ Service Center, Division of InstructionOCISS, ~~etc.~~).

- In addition to all of the above, there are ~~particular-specific~~ requirements for staff who work with students with serious behaviors [~~(Behavior Intervention Case Managers)~~Functional Behavior Assessment (FBA); NCIand emergency intervention training].-

~~**Behavior Intervention Case Managers (BICM):** The LAUSD shall maintain responsibility for the certification of any Behavior Intervention Case Manager (BICM) within the SELPA including nonpublic schools and agencies that provide such services. It is understood that an individual who is a Board Certified Behavior Analyst (BCBA) shall be certified as a BICM.~~

~~Certification as a BICM shall remain in effect provided the individual maintains satisfactory public school employment status within LAUSD and maintain current certification in Nonviolent Crisis Intervention (NCI). This also applies to nonpublic school and agency staff with the school or agency requested to maintain certification with the California Department of Education and adhered to the Master Contract. Copies of all BICM certification documents shall be maintained in the Behavior Support Office, Division of Special Education, including documentation of training.~~

~~LAUSD has approved~~provides the Nonviolent Crisis emergency intervention training
~~Intervention (NCI) certification as the approved behavior intervention strategy to support for use with~~ students with disabilities with serious behavior problems. Serious behavior is documented in the Individual~~ized~~ Education Plan (IEP), ~~P~~positive ~~B~~behavior ~~s~~Support ~~Plan~~plan and; / or the behavior intervention plan.-The Behavior Support Office shall maintain a file record of NCI-certified currently trained individuals and shall provide ongoing NCI-training consistent with NCI guidelines state guidelines.

Behavior Emergency Intervention:

~~Emergency intervention may only be used to control unpredictable, spontaneous behavior, which poses a clear and present danger of serious harm to the individual or others, and which cannot be immediately prevented by a response less restrictive than the temporary application of an approved technique used to contain their behavior. All approved techniques in the SELPA must be consistent in Nonviolent Crisis with District-provided emergency intervention training~~Intervention trainings and procedures. Schools are required to insure that a copy of the Behavior Emergency Report is written within 24 hours and placed in the pupil's cumulative file with a copy sent to the SELPA's Division

of Special Education, Behavior Support Office and the appropriate ~~Support Unit office~~ Local District Special Education office ~~Service Center~~. An IEP team meeting shall be scheduled within 48 hours to review the Behavior Emergency Report and IEP.

A. Behavioral Intervention Prohibited by Law:

—To protect the child from ~~abusive~~ physical or emotional trauma, the following strategies and techniques may not be used by any public or nonpublic school or agency, regardless of emergency situation or as part of any plan and school activity. The interventions prohibited are:

—~~1.~~ 1. ~~A~~any intervention that is designed to, or likely to, cause physical pain;

1.

2. ~~2.~~ ~~R~~eleasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to individual's face;

3. ~~3.~~ ~~D~~enial of sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;

4. ~~4.~~ ~~P~~rocedures such as verbal abuse, ridicule or humiliation, or others that can be expected to cause “excessive emotional trauma;”

—~~5.~~ 5. ~~P~~hysical restraint by a device, material or objects that simultaneously immobilizes all

—~~four~~ four extremities, including “prone containment” or similar techniques, unless it is used

—~~by~~ by personnel who are trained in the technique and it is used only as an “emergency

—~~intervention;~~ intervention;”

5.

—~~6.~~ 6. ~~L~~ocked seclusion”, unless it is used as an emergency procedure and then only in a

—~~facility~~ facility licensed or permitted by state law to use a locked room;

6.

7. ~~7.~~ ~~a~~Any intervention that leaves a student without “adequate supervision;” and

8. ~~8.~~ ~~A~~ny ~~A~~ny intervention which deprives the individual of one or more of his or her senses. [3052(1)-(1-8)].

Reporting Requirements and Data Collection

Each Positive Behavior Intervention-Support Plan ~~and Behavior-Support Plan~~ shall include the type, frequency, and nature of the data to be collected and analyzed by the IEP team. The IEP team shall determine the need for ongoing monitoring of the plan.

Annually, at the request of the California Department of Education, the LAUSD SELPA shall report the number and type of Behavior Emergency Reports reported during a given school year.

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Behavior Support

Positive Behavior Interventions and Support

The Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) shall conform to current State and Federal laws and regulations regarding behavior support and intervention. LAUSD has a policy based on research and evidenced-based principles that focuses on a multi-tiered system of behavior support for students with disabilities. This system is set up to meet the needs of all students. District level policy and administrative regulations shall apply.

Professional Development

Professional development supports the differentiated roles and responsibilities of staff members, including the provision of training for all staff involved in behavior support. Training shall:

- Include information on preventive plans which include strategies for insuring that social-emotional skills are taught consistently and with fidelity through the District or State adopted violence prevention curriculum, strategies for classroom management, behavioral expectations and individual and group support (*Examples: Second Step, Positive Action, etc.*)
- Be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how best to support appropriate behavior (*Examples: Paraeducator, Strengthening our Behavioral Skills, Assistant Principals, Multi-tiered Behavioral Support*)
- Teach how to develop and implement effective, individual, and tailored Behavior Support Plans for all students, those with or without disabilities (*Learning Zone offerings: Positive Behavior Support, Fundamentals of CHAMPs and Discipline in the Secondary Classroom, etc.*)
- Include policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents (*Teacher Training Academy, Operations, Division of Instruction, etc.*)

In addition to all of the above, there are specific requirements for staff who work with students with serious behaviors [*Functional Behavior Assessment (FBA)* emergency intervention training].

LAUSD provides emergency intervention training to support students with disabilities with serious behavior problems. Serious behavior is documented in the Individualized

Education Plan (IEP), Positive Behavior Support Plan. The Behavior Support Office shall maintain a record of currently trained individuals and shall provide ongoing training consistent with state guidelines.

Behavior Emergency Intervention

Emergency intervention may only be used to control unpredictable, spontaneous behavior, which poses a clear and present danger of serious harm to the individual or others, and which cannot be immediately prevented by a response less restrictive than the temporary application of an approved technique used to contain their behavior. All approved techniques in the SELPA must be consistent with District-provided emergency intervention training. Schools are required to insure that a copy of the Behavior Emergency Report is written within 24 hours and placed in the pupil's cumulative file with a copy sent to the SELPA's Division of Special Education, Behavior Support Office and the appropriate Local District Special Education office. An IEP team meeting shall be scheduled within 48 hours to review the Behavior Emergency Report and IEP.

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To protect the child from physical or emotional trauma, the following strategies and techniques may not be used by any public or nonpublic school or agency, regardless of emergency situation or as part of any plan and school activity. The interventions prohibited are:

1. Any intervention that is designed to, or likely to, cause physical pain;
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to individual's face;
3. Denial of sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. Procedures such as verbal abuse, ridicule or humiliation, or others that can be expected to cause "excessive emotional trauma;"
5. Physical restraint by a device, material or objects that simultaneously immobilizes all four extremities, including "prone containment" or similar techniques, unless it is used by personnel who are trained in the technique and it is used only as an "emergency intervention;"
6. "Locked seclusion", unless it is used as an emergency procedure and then only in a facility licensed or permitted by state law to use a locked room;
7. Any intervention that leaves a student without "adequate supervision;" and
8. Any intervention which deprives the individual of one or more of his or her senses.

Reporting Requirements and Data Collection

Each Positive Behavior Support Plan shall include the type, frequency, and nature of the data to be collected and analyzed by the IEP team. The IEP team shall determine the need for ongoing monitoring of the plan.

Annually, at the request of the California Department of Education, the LAUSD SELPA shall report the number and type of Behavior Emergency Reports reported during a given school year.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



SECTION XIV

Psychological Services
Educationally Related Intensive
Counseling Services (ERICS)

PSYCHOLOGICAL SERVICES / EDUCATIONALLY RELATED INTENSIVE COUNSELING MENTAL HEALTH SERVICES (ERICS)

The Los Angeles Unified School District (LAUSD) is responsible for the delivery of Psychological Services/Educationally Related Intensive Counseling Services (ERICS) for eligible students. Psychological Services/ERICS is on the continuum of related services under Designated Instructional Service (DIS).

A special education assessment will be conducted by a credentialed LAUSD school psychologist when ~~their~~ a student's counseling needs, in terms of relation to behavior and emotional support, are greater in terms of frequency, duration and/or intensity. These needs are manifested in the school, home and community settings and affect the student's ability to access their educational program.

~~The Los~~ The AB 3632 mandate for the provision of mental health services to students with disabilities has been deemed inoperative beginning July 1, 2011 and will be repealed as of January 1, 2012. Historically, students received mental health services provided by the Los Angeles County Department of Mental Health (LACDMH), as part of the comprehensive education program outlined in their IEP. Beginning July 1, 2011, LACDMH will no longer provide the referral and assessment for Educationally Related Mental Health Services (ERMHS), and LAUSD AUSD is will be responsible for the delivery of Psychological Services / Educationally Related Intensive Counseling Services (ERICS) for eligible students. for the delivery of ERMHS Psychological Services (ERICS) for eligible students residing within its jurisdictional boundaries.

All new assessments for Psychological Services (ERICS) ERMHS will be conducted by a credentialed LAUSD school psychologist.

When an IEP team determines that Psychological Services ((ERICS)) ERMHS services are necessary for a student to access his/her special education program, LAUSD will determine the District assigned service provider.

The procedures regarding referral, assessment, counseling and on-going services for the social/emotional

needs of students identified with disabilities are outlined in Bulletin 5577.0

Educationally Related Mental Health Services (ERMHS) for Students with Disabilities and

Reference Guide 5578.0, Guidelines for Individualized Education Program (IEP) Teams

Regarding the Social Emotional Needs of Students with Disabilities (Appendix...).

PSYCHOLOGICAL SERVICES/EDUCATIONALLY RELATED INTENSIVE COUNSELING SERVICES (ERICS)

The Los Angeles Unified School District (LAUSD) is responsible for the delivery of Psychological Services/Educationally Related Intensive Counseling Services (ERICS) for eligible students. Psychological Services/ERICS is on the continuum of related services under Designated Instructional Service (DIS).

A special education assessment will be conducted by a credentialed LAUSD school psychologist when a student's counseling needs, in relation to behavior and emotional support, are greater in terms of frequency, duration and/or intensity. These needs are manifested in the school, home and community settings and affect the student's ability to access their educational program.

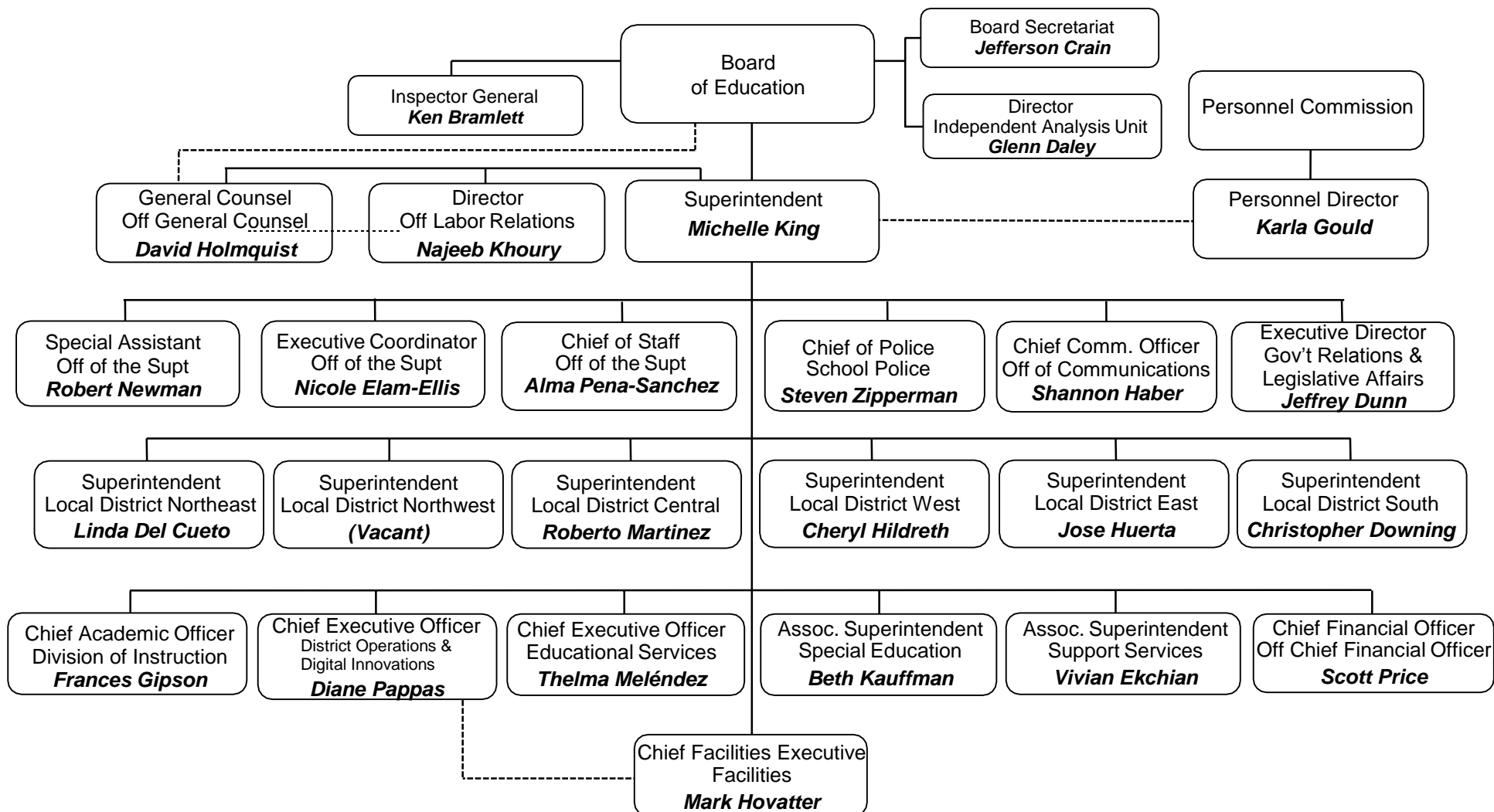
LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



Appendix A
Los Angeles Unified
School District
Organizational Chart

LAUSD Organization Chart – Effective July 1, 2017

School Year
2017-2018



LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area

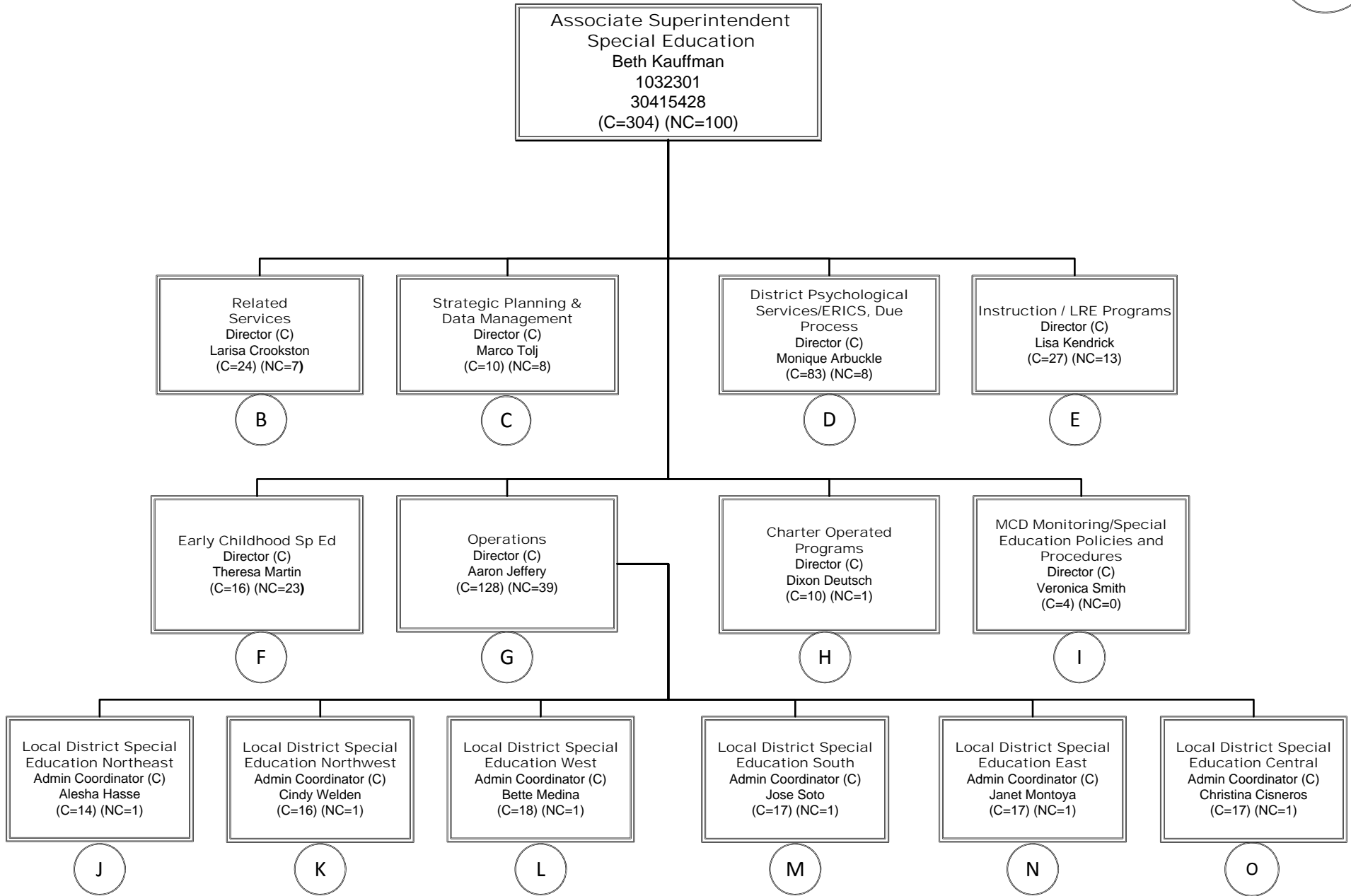


Appendix B
Division of
Special Education
Organizational Chart



LAUSD SELPA Administrative Unit
2017-2018 Organization Chart
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A



Legend
C = CERTIFICATED
NC = CLASSIFIED
* = SPECIALLY FUNDED
** = BOND FUNDED
(NUMBER IN PARENTHESIS INDICATES TOTAL STAFF)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Local Plan Area



Appendix C
**Interagency Agreements on
file at the SELPA Office**

Interagency Agreement for
Children from birth to thirty six (36) months of age
Eligible for Services under Part C of the Individuals
with Disabilities Education Act (IDEA)

Between the Local Education Agency (LEA)
Los Angeles Unified School District (LAUSD)
And

Regional Centers (RC)
Eastern Los Angeles County Regional Center
Harbor Regional Center
Lanternman Regional Center
North Los Angeles County Regional Center
South Central Los Angeles Regional Center
Westside Regional Center

School Years 2012/2013 and 2013/2014
July 1, 2012 through June 30, 2014

Interagency Agreement for
Children from birth to thirty six (36) months of age
Eligible for Services under Part C of the Individuals with Disabilities
Education Act (IDEA)

Between the Local Education Agency (LEA)
Los Angeles Unified School District
And
Regional Centers (RC)
Eastern Los Angeles County Regional Center
Harbor Regional Center
Lanterman Regional Center
North Los Angeles County Regional Center
South Central Los Angeles Regional Center
Westside Regional Center

A. REFERRAL PROCEDURES: The Local Educational Agency and the Regional Center shall work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals with Disabilities Education Act (I.D.E.A.). The term, "eligible infant or toddler" means an infants or toddler from birth to 36 months who demonstrate through documented evaluation(s) and assessment(s) meet one of the following criteria: (1) have a developmental delay in either cognitive, communication, social or emotional, adaptive, or physical and motor development including vision and hearing and are under 24 months of age at the time of referral, with a 33% delay in one or more areas of development or, (2) 24 months of age or older at the time of referral, with a 50% delay in one area of development or a 33% delay in two or more areas of development; or, (3) have an established risk condition of known etiology, with a high probability of resulting in delayed development (California Government Code, Section 95014(a)).

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEA will refer all infants and toddlers that may be potentially eligible for Regional Center, IDEA Part C services. All cases regarding children suspected of being eligible for services under Part C will be referred to the Regional Center within seven (7) days of identification (34 CFR, Part 303.303). The Regional Center is responsible to evaluate and determine eligibility.	1.0 Regional Center will refer all infants and toddlers that may be potentially eligible for LEA services, under Part C for solely low incidence condition or dually eligible condition within seven (7) days of identification (34 CFR, Part 303.303). The LEA is responsible to evaluate and determine eligibility.
2.0 Each LEA is responsible for providing services to solely low incidence children birth to thirty six months of age. Low incidence disabilities are defined as severe disabling conditions that include hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. (E.C. 56425)	2.0 If solely low incidence eligibility can be determined without the Regional Center assessment, the Regional Center will refer directly to the LEA infant contact person. If the Regional Center conducts an assessment, as soon as "solely low incidence" eligibility is determined the Regional Center shall make a referral to the LEA within seven (7) days (34 CFR, Part 303.303).
3.0 If toddler is 2 years, 10 months of age or more at the	3.0 If toddler is 2 years, 10 months of age or more and

time of initial referral to Regional Center, the LEA will accept referral for educational assessment and recommendations regardless of disabling conditions, with parental consent.	at the time of initial referral to Regional Center, the RC shall refer child to the LEA for educational assessment and recommendations regardless of disabling condition, with parent consent.
4.0 Each LEA will identify an individual that will act as infant contact for all children birth to three years of age referred to the LEA.	4.0 The Regional Center will identify an individual who will act as infant contact for all children birth to three years of age referred to the LEA
5.0 All children currently receiving infant services through the LEA will continue to be served by the LEA regardless of disabling condition up to maximum capacity. 5.1 An LEA serving infants prior to October 1, 1993, will continue to serve non categorical infants at their 1980-91 numbers. 5.2 The LEA is under no obligation to continue regional center services prior to the LEA referral. When a solely low incidence child is referred to their LEA, the LEA must complete an assessment and IFSP within 45 days.	5.0 All children currently receiving early intervention services through the Regional Center will continue to be served by the Regional Center regardless of disabling condition. 5.1 If a child is determined to be no longer eligible for Part C services, The Regional Center will discharge child in accordance with standard practice and applicable regulations. 5.2 If the child is solely low incidence, the Regional Center will refer child to the LEA.
6.0 Education assumes the responsibility to set up the IFSP meeting of all solely low incidence children referred, but not assessed by the Regional Center.	6.0 The Regional Center assumes the responsibility to set up the IFSP meeting of all children assessed by the Regional Center.
7.0 Within 45 days of the initial referral, the LEA will complete the evaluation and assessment process and have an IFSP meeting for all children referred to education and suspected of being solely low incidence. 7.1 Entering the LEA system for Part C infant services shall be family directed and voluntary on the part of the family. 7.2 If assessment cannot be completed within 45 days due to exceptional family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the LEA will be made in the child's file.	7.0 Within 45 days of referral for all children suspected of being eligible for services under Part C, the Regional Center will complete the evaluation and assessment process and have an IFSP meeting completed. 7.1 Entering the Regional Center system for Part C, early intervention services shall be family directed and voluntary on the part of the family. 7.2 If assessment cannot be completed within 45 days due to exceptional family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the Regional Center will be made in the child's file.

B. CHILD FIND: Regional Center (RC) and Local Educational Agency (LEA) will conduct child find activities to locate all infants and toddlers who may be eligible for early intervention services. This activity will also assure that RC and LEA will not have to duplicate efforts in the area of child find. IDEA Part C § 303.115 and CCR Title 17 Sect. 52040.

Local Educational Agency (LEA)	Regional Center (RC)
<p>1.0 In most cases birth to 36 months are not enrolled in any public school programs. Therefore, a primary responsibility of the LEA to make families, schools and agencies aware of available special education services and criteria for eligibility. "Child Find" information is disseminated through letters, program brochures, presentation and workshops. Such educational information is directed to the following:</p> <ul style="list-style-type: none"> -Local Hospitals, hospitals with neonatal intensive care units, and vendored programs -Neighborhood Schools (Information is provided to families of school age children) -District Early Education Centers -Agencies and individuals providing medical, social, and education services in the community. -Headstart Agencies -Regional Centers -Family Resource Centers -Hospitals/Clinics -Private Preschools/Day Care Providers -Child Care Resources and Referral Services 	<p>1.0 The Regional Center will conduct the following child find activities:</p> <ul style="list-style-type: none"> - Assign liaisons to local hospitals and vendored programs; - Contact local parent organizations and support groups; - Distribute early intervention materials to agencies and individuals in the community; - Produce fact sheets regarding early intervention; and - Make presentations to local professional groups and other organizations who serve culturally diverse populations.
<p>2.0 LEA will collaborate with ELARC and the Family Resource Center in local child find activities.</p>	<p>2.0 The Regional Center will collaborate with LEA and the Family Resource Center in local child find activities.</p>
<p>3.0 LEA will inform primary referral sources (including, but are not limited to hospitals, including prenatal and postnatal care facilities, physicians, parents, child care programs, LEAs, public health facilities, other social services agencies and other health care providers) of:</p> <ul style="list-style-type: none"> -The eligibility criteria for early intervention services; -The types of early intervention services available through the Early Start Program; -Contact persons and telephone numbers for LEA; and -Federal requirements that a referral will be made to the regional center or LEA within seven (7) working days of identification of a child who is in need of Early Intervention (E.I.) services. 	<p>3.0 The Regional Center will inform primary referral sources (including, but are not limited to hospitals, including prenatal and postnatal care facilities, physicians, parents, child care programs, LEAs, public health facilities, other social services agencies and other health care providers) of:</p> <ul style="list-style-type: none"> -The eligibility criteria for early intervention services; -The types of early intervention services available through the Early Start Program; -Contact persons and telephone numbers for regional centers; and -Federal requirements that a referral will be made to the regional center or LEA within seven (7) working days of identification of a child who is in need of Early Intervention (E.I.) services.

C. EVALUATION AND ASSESSMENT PROCEDURES: Assessment means the ongoing procedures used by appropriate qualified personnel throughout the period of a child's eligibility to identify the child's unique strengths and needs in five developmental areas consisting of: 1) cognitive development, 2) physical and motor development including vision and hearing, 3) communication development, 4) social or emotional development, and 5) adaptive development. Assessment and the sharing of results shall be completed within the 45-day timeline. All children referred for assessment and/or services are afforded individual rights and protections as required by federal and state statutes from the time referral is made. (CCR 17 Sec. 52082)

Local Educational Agency (LEA)	Regional Center (RC)
1.0 Upon notification of a child suspected of being eligible for services under Part C, the Local Educational Agency will refer the family directly to the Regional Center.	1.0 The Regional Center will evaluate all children suspected of being eligible for services under Part C to enter the Regional Center system
<p>2.0 The LEA will accept referrals from the Regional Center for a child who is solely low incidence and the LEA assumes responsibility for assessment.</p> <p>2.1 Per mandate, the LEA shall accept referrals from the CDE Newborn Hearing Screening Program. The LEA shall contact child's family to initiate evaluation and assessment.</p> <p>2.2 If a child is 2 years 10 months of age or more, the LEA shall accept direct referral for educational evaluation, assessment and recommendations for Part B, IDEA, regardless of disabling condition with parental consent.</p>	<p>2.0 If solely low incidence can be determined without the Regional Center assessment, referral will be made directly to the LEA contact person.</p> <p>2.1 The Regional Center shall accept referrals for dually eligible infants and toddlers from the LEA and will assume responsibility for ongoing assessment(s).</p> <p>2.2 If child is 2 years, 10 months of age or more, the Regional Center shall refer child to the LEA for educational evaluation, assessment and recommendations regardless of disabling condition with parental consent.</p>
3.0 The LEA will provide all service coordination to infants and toddlers determined to be solely low incidence.	3.0 The Regional Center will provide all service coordination to infants and toddlers eligible for Part C services. The Regional Center will serve as lead agency for dually eligible infants and toddlers and will coordinate all IFSP meetings with the LEA.

D. EXCHANGE OF INFORMATION: All efforts should be made to ensure that child's eligibility determination should not be delayed due to information not being available. Timely exchange of information will result in more efficient procedures for eligibility, without duplication of services and unnecessary burdens to the family.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 LEA will obtain parental written consent before initial evaluation and assessments are conducted, and early intervention services are initiated.	1.0 Regional Center will obtain parental written consent before initial evaluation and assessments are conducted, and early intervention services are initiated.
2.0 LEA will obtain parental written consents to exchange information between LEA and RC on an annual basis.	2.0 Regional Center will obtain parental written consent to exchange information between RC and LEA on an annual basis.
3.0 With parental consent, for children who are found to be dually eligible, in order to assist RC with program planning, LEA will provide RC with information on evaluations, assessments, and individual family service plans (IFSPs) days within 10 working days.	3.0 With parental consent, for children who are found to be dually eligible, in order to assist LEA with program planning, RC will provide LEA with information on evaluations, assessments, and individual family service plans (IFSPs) days within 10 working days.
4.0 LEA will request ongoing information from RC on evaluations, assessments, and individual family service plans (IFSPs) for children who are found to be dually eligible, in order to assist RC with program planning and record maintenance.	4.0 RC will request ongoing information from LEA on evaluations, assessments, and individual family service plans (IFSPs) for children who are found to be dually eligible, in order to assist LEA with program planning and record maintenance
5.0 LEA will provide RC a copy of the Individualized Education Program for children who are found eligible to receive Part B of IDEA services at three years of age, with parental consent.	5.0 RC will obtain a copy of the Individualized Education Program for children who are found eligible to receive Part B of IDEA services at three years of age, even if they will not be eligible for continued Regional Center services under the Lanterman Act.

E. INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP): Each child eligible for services under Part C must have an Individualized Family Service Plan. The evaluation, assessment, and meeting to develop the IFSP must be held within 45 calendar days from the time of referral. All IFSP meetings shall be in the home language of the family and the IFSP shall be in writing. IDEA Part C § 303.20 and CCR Title 17 52102

Local Educational Agency (LEA)	Regional Center (RC)
<p>1.0 The LEA is responsible for developing the IFSP for solely low incidence children.</p> <p>1.1 The IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.</p>	<p>1.0 The Regional Center is responsible for developing the IFSP for children not solely low incidence.</p> <p>1.1 The IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.</p>
<p>2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.</p>	<p>2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.</p>

F. TRANSITION: All children receiving Early Start services are potentially eligible for LEA special education and related services at age three. The Regional Center must ensure to notify the LEA of all potentially eligible toddlers, not fewer than 90 days prior to the toddler's third birthday in accordance with 34 CFR 303.209(b). The purpose of transition is to begin planning for service options as the individual with exceptional needs approaches age 3 (no later than 36 months of age). The child who is served by either an LEA or Regional Center shall have the benefit of transition planning from the infant services program to the preschool services operated by an LEA under Part B of the Individuals with Disabilities Education Act. The service coordinator shall notify the LEA where the toddler resides that there will be a IFSP transition plan and conference (IFSP/TPC), requiring the attendance of an LEA representative to establish a transition plan in the IFSP not fewer than 90 days and not more than 9 months before the toddler's third birthday (no later than 36 months of age) in accordance with 34 CFR 303.209 and 303.344.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEA shall confirm receipt of invitation and attend the transition planning conference and IFSP meeting between 2.3 years old but not fewer than 90 days prior to the child's third birthday.	1.0 The service coordinator shall identify mutually agreeable dates, times, and locations in advance and send the invitation to the LEA and parent for the transition planning conference and IFSP meeting between 2.3 years but not fewer than 90 days prior to the child's third birthday.
2.0 During the IFSP/TPC, the LEA shall participate in the discussion of the transition steps as part of the IFSP including: <ul style="list-style-type: none"> • assessment process, • timelines • eligibility criteria • IEP meeting process • review possible preschool program and services options • suggest a notification/referral date at least 90 days prior to the third birthday • identify additional information to be included 	2.0 During the IFSP/TPC, the Regional Center shall facilitate discussion of the transition process as part of the IFSP. Service Coordinator will update and document: <ul style="list-style-type: none"> • present levels of development, • resources, priorities, and concerns • review of progress on outcomes and continuing services • transition services and activities the IFSP team identifies as needed • notification referral date of at least 90 days prior to the third birthday • obtain written parental consent for additional information to be sent to the LEA at the time of referral beyond name, birth date, and parent contact information • to provide a copy of the IFSP/TPC to the LEA • identify additional information to be included
3.0 The LEA will inform the Regional Center of the date the notification/ referral is received. 3.1 Upon receipt of the notification/referral the LEA within 15 days will send the assessment plan to the parents for signature	3.0 The Regional Center will send the notification/referral as discussed at the TPC/IFSP, but no fewer than 90 days prior to the third birthday (no later than thirty three months of age) to the LEA, which will include: <ul style="list-style-type: none"> • name, date of birth, and parent contact

	<p>information</p> <ul style="list-style-type: none"> • referral may include other information with parent consent <p>3.1 The Regional Center will instruct parent to sign and return the LEA assessment plan to the LEA in a timely manner.</p>
<p>4.0 LEA Assessments: If the IFSP/TPC is held at 2.8 years of (32 months of age), LEA assessments with parent consent will be signed during the meeting. The LEA will, with parent/guardian consent, assess the child as needed and make program recommendations as appropriate.</p> <p>4.1 If the IFSP/TPC is held with the LEA in attendance and the toddler is between 2.3 thru 2.7 years of age, the IFSP Team will determine the date the LEA notification/referral will be made. LEA notification/referral cannot be fewer than 90 days prior to the toddler's third birthday. Upon receipt of the notification/referral the LEA within 15 days will send the assessment plan to the parents for signature.</p>	<p>4.0 LEA Assessments: If the IFSP/TPC meeting is held at 2.8 years of age (32 months of age), but fewer than 90 days before the toddler's third birthday, LEA assessments with parent consent will be signed during the meeting.</p> <p>4.1 If the IFSP/TPC is held with the LEA in attendance and toddler is between 2.3 thru 2.7 years of age, IFSP Team will determine the date the LEA notification/referral will be made. Regional Center must ensure that the LEA notification/referral will be made in a timely manner but no fewer than 90 day's prior to the toddler's third birthday. The LEA has agreed, will send the assessment plan to the parents for signature.</p>
<p>5.0 The LEA will schedule an IEP team meeting, to include parent/guardian, the Regional Center Service Coordinator (with parent permission), and all other appropriate LEA personnel. The IEP will be developed and implemented by child's third birthday (no later than 36 months of age).</p>	<p>5.0 The Regional Center Service Coordinator may attend the IEP meeting, with parent/guardian consent. Parent must notify the CSC.</p> <p>5.1 The exit IFSP may be held concurrently with the initial IEP team meeting. As an exception, the Regional Center may continue providing or purchasing services for a preschooler who has been determined eligible for services under the Lanterman Act, until the beginning of the next school term after the child's third birthday during a period when the LEA special education preschool is not in session.</p>
	<p>6.0 Regional Center MAY continue providing or purchasing services for preschoolers who has been determined eligible for regional center services: (1) until the beginning of the next school term after the toddler's third birthday during a period when the LEA special education preschool program is not in session; and (2) when the multidisciplinary team determines that services are necessary until the LEA special education program resumes.</p>

G. SERVICE COORDINATION: Service Coordination is an early intervention service and must be provided under public supervision. The role of the Service Coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons. The Service Coordinator must be knowledgeable about eligible infant and toddler programs, Part C law and regulations, nature and scope of services under Part C of IDEA § 303.34

The following applies to both the LEA and the REGIONAL CENTER

- 1.0 The LEA/Regional Center will appoint a service coordinator that meets the standards under Part C.
- 2.0 The service coordinator will serve as the primary point of contact for eligible children and families
- 3.0 The service coordinator shall be responsible for coordinating with other agencies and person providing services to the family.
- 4.0 Service coordination activities include:
 - Coordinating evaluations and assessments.
 - Facilitating and participating in the development, review, and evaluation of individualized family service plans.
 - Assisting families in identifying service providers and informing families about additional non-required services.
 - Coordinating and monitoring the delivery of services outlined on the IFSP.
 - Informing families of Early Start Parent Rights and procedural safeguards
 - Facilitating the development of a transition plan from Part C to Part B preschool service (as appropriate) and/or other community resources.

H. TRANSFERS WITHIN CALIFORNIA: Regional Centers and LEA will manage respective transfers of children within areas in California. This is necessary to ensure the efficient and timely integration into the services system in the new area. CCR Title 17 Sect. 52111

Local Educational Agency (LEA)	Regional Center (RC)
1.0 LEA will transfer a child's special education records, or a copy thereof, within five working days of receipt of a request from an education agency where child has enrolled.	1.0 RC will transfer a child's case to another Regional Center upon notification of a family's move out of the RC's catchment area. Transfers will be handled according to RC's Policy and Procedures for Inter-Regional Center case transfers.
2.0 For solely low incidence disability eligible children transferred from another educational agency LEA will immediately provide an interim placement for a period not to exceed 30 days.	
2.1 For solely low incidence disability eligible children, LEA will implement services as specified on existing current IFSP to the extent possible within existing resources or develop a new IFSP.	
2.2 For solely low incidence disability eligible children before the expiration of the 30-day period, the interim services shall be reviewed by the IFSP team and a final recommendation shall be made by the team and a new IFSP will be developed.	
3.0 For dually eligible children with an existing IFSP where Early Intervention Services are provided by an LEA, LEA will provide an interim placement provided it is operating below its funded capacity.	3.0 RC will provide services as specified on current existing IFSPs for children transferred from other regional centers.
	3.1 RC Service Coordinator will contact new families within 10 days of receipt of a new case, and will revise the IFSP as needed to reflect changes in service caused by the use of new providers or the availability of generic services.

I. PROVISION OF SERVICES: All services must be provided and monitored by appropriate qualified personnel. Services to families are to provide the "...supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child." It is understood that the level, type, frequency, and provider of services may change upon transfer of a case between agencies.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEA shall provide services to all solely low incidence children pursuant to E.C. Chapter 4.4, Section 56026.5	1.0 Regional Center shall coordinate and/or provide services pursuant to Part C, IDEA (34 CFR Part 303) listed on the IFSP, as payor of last resort.
2.0 An LEA serving infants prior to October 1, 1993, shall continue to serve non-categorical infants at their 1980-81 mandated numbers. 2.1 The LEA is under no obligation to continue the Regional Center provided services prior to LEA referral.	2.0 If a child is determined to be no longer eligible for Part C, Regional Center shall discharge child in accordance with standard practice and applicable regulations. 2.1 If the child is solely low incidence, the Regional Center shall refer child to child's LEA of residence.
3.0 The LEA shall consider the Regional Center recommendations, but is not obligated to implement such services provided by Regional Center.	3.0 With parent consent, the Regional Center personnel shall provide records regarding services provided by Regional Center prior to child transitioning to the LEA for services.

J. PAYOR OF LAST RESORT: The Regional Center or the LEA is ultimately responsible to arrange, provide, or pay for appropriate Early Intervention Services as defined in Federal Regulations 34 CFR, Part 303 as listed on an IFSP as required, after all other providers or payors have been fulfilled under state or federal law. Other providers or payors shall include insurance, community resources and other agencies.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEAs are payor of last resort for infants and toddlers who meet eligibility as a child with a solely low incidence, vision, hearing, or severe orthopedic impairment, or any combination thereof.	1.0 The Regional Center is the payor of last resort for all children eligible for Early Start. In compliance with federal and state law and regulation, other than for evaluation and assessment, families are required to use their private insurance or health care service plan for medical services identified in the IFSP.
2.0 For children eligible for both the LEA and the Regional Center services, the LEAs must provide services up to their 1980-81 mandated numbers	2.0 For children eligible for services through both the Regional Center and the LEA, the Regional Center shall fund services that are beyond the 1980-81 mandated numbers for the LEAs
3.0 Any review or referral to other providers or payors shall not delay the provision of early intervention services specified on the IFSP and shall begin as soon as possible	3.0 Any review or referral to other providers or payors shall not delay the provision of early intervention services specified on the IFSP and shall begin as soon as possible. Services shall begin as soon as possible, but no later than 45 days after the signed IFSP.

K. PROCEDURAL SAFEGUARDS AND SURROGATE PARENT(S)/HOLDER OF EDUCATIONAL RIGHTS: The LEA and/or Regional Center's IFSP process assures a timely, comprehensive, multi-disciplinary evaluation for each infant/toddler from birth to 36 months of age and their family. If eligible, the infant/toddler and family have the right to appropriate Early Intervention Services.

PROCEDURAL SAFEGUARDS SUMMARY

The following applies to the Local Educational Agency and Regional Center's Early Start Program

- 1.0 Written parental consent must be obtained prior to conducting evaluations, assessments, and beginning of Early Intervention Services.
 - 1.1 The LEA or the Regional Center shall make reasonable efforts to ensure that the family is aware of the nature of the evaluation, assessment, and or services available.
 - 1.2 Parents will be informed that they have a right to decline any or all of these services. The LEA or the Regional Center shall document this.
- 2.0 Parents are to be notified, in their native language, of meetings when issues of eligibility and services are discussed. This includes identification, beginning or modifying services, and denial of evaluation, services, or placement.
 - 2.1 Meetings shall be held at times mutually convenient to families, unless it is clearly not feasible to do so.
- 3.0 Parents have the right to confidentiality of personally identifiable information.
- 4.0 Parents have the right to invite anyone of their choosing to assist them at meetings.
- 5.0 Parents have the right to utilize administrative process to resolve complaints. Procedures for complaints and due process hearings shall be available to parents.
- 6.0 Parents have the right to be informed of the location of records, and the policies and procedures regarding the maintenance of records. Parents have the right to access the child's Early Intervention records.

SURROGATE PARENT

The following applies to the Local Educational Agency and Regional Center's Early Start Program

7.0 A surrogate parent shall be designated in accordance with Federal Regulations (34 CFR 303.422). This section does not apply to infants and toddlers who are dependents of the juvenile court, refer to section Holder of Educational Rights. Within 30 days after the lead agency determines that the child needs a surrogate parent, each lead agency must ensure that the rights of a child are protected by designating or assigning an individual to act as a surrogate parent when:

- No parent can be identified
- The lead agency or other public agency, after reasonable efforts, cannot locate a parent.

7.1 Each lead agency must ensure that a person selected as a surrogate parent ---

- Is not an employee of the lead agency or any other public agency or EIS provider that provides early intervention services, education, care, or other services to the child or any family member of the child;
- Has no personal or professional interest that conflicts with the interest of the child he or she represents; and
- Has knowledge and skills that ensure adequate representation of the child

7.2 The surrogate parent has the same rights as a parent for all purposes under this part.

HOLDER OF EDUCATIONAL RIGHTS
The following applies to the Local Educational Agency and
Regional Center's Early Start Program

In accordance with 34 CFR, 303.422(c), in the case of a child who is a ward of the State, the surrogate parent, instead of being appointed by the lead agency, may be appointed by the judge overseeing the infant or toddler's case provided that the surrogate parent meet the requirements as outlined in the above section, Surrogate Parent. LA County Superior Court will appoint a Holder of Educational Rights (Surrogate Parent). The holder of educational rights will have the ability and right to make educational decisions and provide consent for educational services

Los Angeles County regional centers, Department of Children and Family Services in collaboration with the Los Angeles County Superior Court (Edmund D. Edelman Children's Court) and attorneys representing both minors and parents have created and agreed to a set of DCFS procedures outlining steps to secure court appointed Holder of Educational Rights. Refer to DCFS Procedural Guide 0700-507.10, Appointment of an Educational Representative: (1) CSW to submit DCFS 1727 to the Court to limit the educational rights of the parent. (2) CSW will submit JV535 to the Court to appoint an Educational Representative for the infant or toddler. (3) CSW will provide copy of JV535 (Minute Order) to regional center and/or to the LEA.

Local Educational Agency (LEA)	Regional Center (RC)
8.0 For solely low incidence eligible infants and toddlers, LEA will work with DCFS and the Court to secure Holder of Educational Rights only when the infant or toddler is a dependent of the juvenile court and "no parent can be located" and/or parent is unavailable, unable or unwilling to provide written consent to evaluate, assess and/or consent to early intervention services identified in the IFSP.	8.0 Regional Center, as the lead agency, will work with DCFS and the Court to secure Holder of Educational Rights for dually eligible infants and toddlers only when the infant or toddler is a dependent of the juvenile court and "no parent can be located" and/or the parent is unavailable, unable or unwilling to provide written consent to evaluate, assess and or consent to early intervention services identified in the IFSP.
8.1 The holder of educational has the same rights as a parent for all purposes under this part.	8.1 The holder of educational has the same rights as a parent for all purposes under this part.
8.2 The holder of educational rights has the ability and right to make educational decisions and provide consent for educational services.	8.2 The holder of educational rights has the ability and right to make educational decisions and provide consent for educational services.
9.0 Holder of Educational Rights will be identified at the time of the Transition Plan Conference and sign all required LEA consents	9.0 Holder of Educational Rights will be identified and available at the time of the IFSP meeting(s), and Transition Plan Conference. RC will make available copy of JV535 (Minute Order) to the LEA, at the time of referral and/or TPC.

L. DISPUTE RESOLUTION: It is the intent of the LEA and the Regional Center to resolve all disputes at the lowest administrative level possible. Dispute resolution for issues between Regional Center and the LEA will be resolved at the earliest opportunity.

Local Educational Agency (LEA)	Regional Center (RC)
Step 1: The LEA staff is encouraged to resolve disagreements at their lowest administrative level whenever possible. If agreement cannot be reached, the dispute will proceed to Step 2.	Step 1: The Regional Center staff is encouraged to resolve disagreements at their lowest administrative level whenever possible. If agreement cannot be reached, the dispute will proceed to Step 2.
Step 2: The LEA staff will refer the dispute to an LEA designee for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3	Step 2: The Regional Center staff will refer the dispute to the Regional Center Supervisor/ Manager for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3.
Step 3: The LEA designee will meet with the Regional Center designee to resolve the dispute.	Step 3. The Regional Center designee will meet with the LEA designee to resolve the dispute

M. ANNUAL REVIEW: The Interagency Agreement for Children Birth to Three Years of Age Under Part C of the Individuals with Disabilities Education Act (IDEA), Between the Local Educational Agency (LEA) / Los Angeles Unified School District and Regional Center (RC) / Eastern Los Angeles County Regional Center, Harbor Regional Center, Lanterman Regional Center, North Los Angeles County Regional Center, South Central Los Angeles Regional Center, Westside Regional Center agree to meet and review annually for renewal of the terms and conditions or to make recommendations for changes.

N. AVAILABILITY OF CONTACTS: The regional center and LEA will have contact persons available at all times during the year. This will ensure that children and families can contact individuals who are responsible for assisting with service planning throughout the year. Families should be able to contact staff who can act on the family's or child's behalf during those times when a service coordinator for the regional center or LEA is not available.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 LEA will identify a contact person and his / her designee annually, who will be available at all times during the year.	1.0 RC unit supervisor will be designated as the available contact person at all times during the year.
2.0 LEA will notify regional center unit supervisor of any changes of the contact person.	2.0 If the RC unit supervisor is unavailable, a designee will be the contact person.
3.0 LEA will be available to take referrals from parents of Part C eligible children throughout the year and provide information to regional center staff.	3.0 Regional Center will have staff available to take referrals for the intake process throughout the year. RC unit supervisor will provide information to LEA staff.

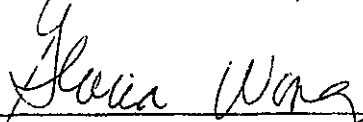
**Confirmation of Annual Review of the Interagency Agreement Between
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Regional Centers
for Children Birth to Thirty Six Months of Age Under Part C
of the Individuals with Disabilities Education Act (IDEA),**

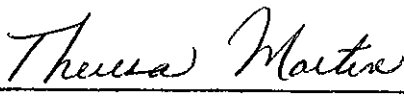
TERMS OF AGREEMENT

The Early Start Committee has reviewed and revised the *Interagency Agreement for Children Birth to Thirty Six Months of Age Under Part C of the Individuals with Disabilities Education Act (IDEA)*, Between the Los Angeles Unified School District with collaboration of all named Los Angeles County Regional Centers. The terms of this agreement shall take effect immediately upon receipt of the parties' signatures. The provisions of this agreement would then replace the provisions of prior agreements between the parties regarding Early Start services to infants and toddlers and their families.

The Early Start Committee recognizes the contributions of the following individuals who collaborated on 08/29/12 to review this Interagency Agreement for Children Birth to Thirty Six Months of Age Under Part C of the Individuals with Disabilities Education Act (IDEA):

- o Patricia Garcia, North Los Angeles County Regional Center
- o Noriko Ikoma, Eastern Los Angeles County Regional Center
- o Carmen Vazquez, Eastern Los Angeles County Regional Center
- o Jahn Rokicki, Harbor Regional Center
- o Cesar Garcia, Westside Regional Center
- o Debrah Murphy, Lanterman Regional Center
- o Kelly Price Martinez, Lanterman Regional Center
- o Denise Dickerson, South Central Los Angeles County Regional Center
- o Maria Valencia, South Central Los Angeles County Regional Center
- o Eva Gaynes, Los Angeles Unified School District
- o Angela Manuel, Los Angeles Unified School District
- o Meredith Cathcart, California Department of Education
- o Erin Paulsen, California Department of Developmental Services
- o Michele Donahue, California Department of Developmental Services

 9-13-14
Gloria Wong, Executive Director Date
Eastern Los Angeles Regional Center

 10-1-13
Theresa Martin Date
Director of Infant and Preschool Support Services
Los Angeles Unified School District

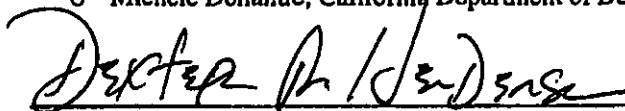
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Dexter Henderson, Executive Director
South Central Los Angeles Regional Center

Date



Theresa Martin
Director of Infant and Preschool Support Services
Los Angeles Unified School District

10-1-13

Date

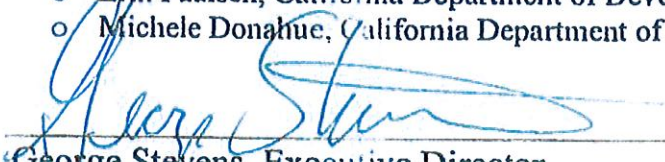
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- o Michele Donahue, California Department of Developmental Services


George Stevens, Executive Director
North Los Angeles County Regional Center

9/13/2013

Date


Theresa Martin
Director of Infant and Preschool Support Services
Los Angeles Unified School District

10/1/13

Date

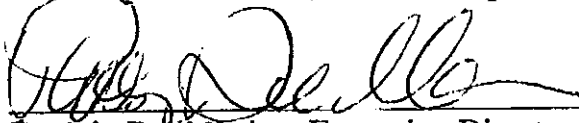
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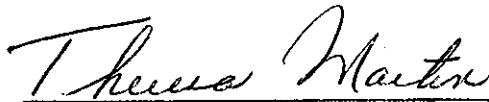
- o Patricia Garcia, North Los Angeles County Regional Center
- o Noriko Ikoma, Eastern Los Angeles County Regional Center
- o Carmen Vazquez, Eastern Los Angeles County Regional Center
- o Jahn Rokicki, Harbor Regional Center
- o Cesar Garcia, Westside Regional Center
- o Debrah Murphy, Lanterman Regional Center
- o Kelly Price Martinez, Lanterman Regional Center
- o Denise Dickerson, South Central Los Angeles County Regional Center
- o Maria Valencia, South Central Los Angeles County Regional Center
- o Eva Gaynes, Los Angeles Unified School District
- o Angela Manuel, Los Angeles Unified School District
- o Meredith Cathcart, California Department of Education
- o Erin Paulsen, California Department of Developmental Services
- o Michele Donahue, California Department of Developmental Services



Patricia Del Monico, Executive Director
Harbor Regional Center

9-12-13

Date



Theresa Martin
Director of Infant and Preschool Support Services
Los Angeles Unified School District

10-1-13

Date


**Confirmation of Annual Review of the Interagency Agreement Between
the Los Angeles Unified School District (LAUSD) and All Named Los Angeles County
Regional Centers
for Children Birth to Thirty Six Months of Age Under Part C
of the Individuals with Disabilities Education Act (IDEA),**

TERMS OF AGREEMENT

The Early Start Committee has reviewed and revised the *Interagency Agreement for Children Birth to Thirty Six Months of Age Under Part C of the Individuals with Disabilities Education Act (IDEA)*, Between the Los Angeles Unified School District with collaboration of all named Los Angeles County Regional Centers. The terms of this agreement shall take effect immediately upon receipt of the parties' signatures. The provisions of this agreement would then replace the provisions of prior agreements between the parties regarding Early Start services to infants and toddlers and their families.

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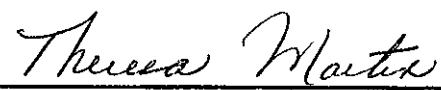
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- o Erin Paulsen, California Department of Developmental Services
- o Michele Donahue, California Department of Developmental Services



Mike Danneker, Executive Director
Westside Regional Center

9-20-13

Date



Theresa Martin
Director of Infant and Preschool Support Services
Los Angeles Unified School District

10-1-13

Date

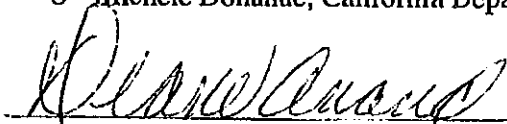
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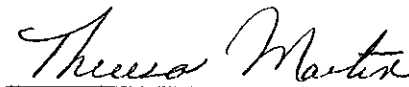
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- o Michele Donahue, California Department of Developmental Services



Diane C. Anand, Executive Director
Frank D. Lanterman Regional Center

9-13-13

Date



Theresa Martin
Director of Infant and Preschool Support Services
Los Angeles Unified School District

10-1-13

Date

Interagency Agreement for
Children from birth to thirty six (36) months of age
Eligible for Services under Part C of the Individuals
with Disabilities Education Act (IDEA)

Between the Local Education Agency (LEA)
Los Angeles Unified School District
And
Regional Center (RC)
Eastern Los Angeles Regional Center
School Years 2017/2018 and 2018/2019
July 1, 2017 through June 30, 2019

Interagency Agreement for
Children from birth to thirty six (36) months of age
Eligible for Services under Part C of the Individuals with Disabilities
Education Act (IDEA)

Between the Local Education Agency (LEA)
Los Angeles Unified School District
And
Regional Center (RC)
Eastern Los Angeles Regional Center

A. REFERRAL PROCEDURES: The Local Educational Agency and the Regional Center shall work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals with Disabilities Education Act (I.D.E.A.). The term, “eligible infant or toddler” means an infants or toddler from birth to 36 months who demonstrate through documented evaluation(s) and assessment(s) meet one of the following criteria:

1. Developmental delay – The new definition of “significant difference,” for purposes of identifying developmental delay, is a 33-percent delay in one or more developmental areas. This new definition no longer requires a more significant level of delay for children 24 months of age or older.
2. At High Risk – The new criteria restores Early Start eligibility for those infants and toddlers who are at high risk of experiencing developmental delays or disabilities due to a combination of biomedical risk factors.
3. Or an established risk condition of known etiology, with a high probability of resulting in delayed development. (California Government Code Section 95014(a))

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEA will refer all infants and toddlers that may be potentially eligible for Regional Center, IDEA Part C services. All cases regarding children suspected of being eligible for services under Part C will be referred to the Regional Center within seven (7) days of identification (34 CFR, Part 303.303). The Regional Center is responsible to evaluate and determine eligibility.	1.0 Regional Center will refer all infants and toddlers that may be potentially eligible for LEA services, under Part C for solely low incidence condition or dually eligible condition within seven (7) days of identification (34 CFR, Part 303.303). The LEA is responsible to evaluate and determine eligibility.
2.0 Each LEA is responsible for providing services to solely low incidence children birth to thirty six months of age. Low incidence disabilities are defined as severe disabling conditions that include hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. (E.C. 56425)	2.0 If solely low incidence eligibility can be determined without the Regional Center assessment, the Regional Center will refer directly to the LEA infant contact person. If the Regional Center conducts an assessment, as soon as “solely low incidence” eligibility is determined the Regional Center shall make a referral to the LEA within seven (7) days (34 CFR, Part 303.303).
3.0 If toddler is 2 years, 10 months of age or more at the time of initial referral to Regional Center, the LEA will accept referral for preschool educational assessment and recommendations regardless of disabling conditions, with parental consent.	3.0 If toddler is 2 years, 10 months of age or more and at the time of initial referral to Regional Center, the RC shall refer child to the LEA for preschool educational assessment and recommendations regardless of disabling condition, with parent consent.
4.0 Each LEA will identify an individual that will act as infant contact for all children birth to thirty-six months of	4.0 The Regional Center will identify an individual who will act as infant contact for all children birth to thirty-six

age referred to the LEA.	months of age referred to the LEA
<p>5.0 All children currently receiving infant services through the LEA will continue to be served by the LEA regardless of disabling condition up to maximum capacity.</p> <p>5.1 An LEA serving infants prior to October 1, 1993, will continue to serve non categorical infants at their 1980-81 numbers.</p> <p>5.2 The LEA is under no obligation to continue regional center services prior to the LEA referral. When a solely low incidence child is referred to their LEA, the LEA must complete an assessment and IFSP within 45 days.</p>	<p>5.0 All children currently receiving early intervention services through the Regional Center will continue to be served by the Regional Center regardless of disabling condition.</p> <p>5.1 If a child is determined to be no longer eligible for Part C services, The Regional Center will discharge child in accordance with standard practice and applicable regulations.</p> <p>5.2 If the child is solely low incidence, the Regional Center will refer child to the LEA.</p>
<p>6.0 Education assumes the responsibility to set up the IFSP meeting of all solely low incidence children referred, but not assessed by the Regional Center.</p>	<p>6.0 The Regional Center assumes the responsibility to set up the IFSP meeting of all children assessed by the Regional Center.</p>
<p>7.0 Within 45 days of the initial referral, the LEA will complete the evaluation and assessment process and have an IFSP meeting for all children referred to education and suspected of being solely low incidence.</p> <p>7.1 Entering the LEA system for Part C infant services shall be family directed and voluntary on the part of the family.</p> <p>7.2 If assessment cannot be completed within 45 days due to exceptional family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the LEA will be made in the child's file.</p>	<p>7.0 Within 45 days of referral for all children suspected of being eligible for services under Part C, the Regional Center will complete the evaluation and assessment process and have an IFSP meeting completed.</p> <p>7.1 Entering the Regional Center system for Part C, early intervention services shall be family directed and voluntary on the part of the family.</p> <p>7.2 If assessment cannot be completed within 45 days due to exceptional family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the Regional Center will be made in the child's file.</p> <p>7.3 If determined LEA eligible RC will provide the family and LEA an IFSP revision documenting LEA services. Start date will be IFSP revision date. SC will provide LEA IFSP revision within 10 days.</p>

B. CHILD FIND: Regional Center (RC) and Local Educational Agency (LEA) will conduct child find activities to locate all infants and toddlers who may be eligible for early intervention services. This activity will also assure that RC and LEA will not have to duplicate efforts in the area of child find. IDEA Part C § 303.115 and CCR Title 17 Sect. 52040.

Local Educational Agency (LEA)	Regional Center (RC)
<p>1.0 In most cases, children ages birth to 36 months are not enrolled in any public school programs. Therefore, a primary responsibility of the LEA to make families, schools and agencies aware of available special education services and criteria for eligibility. "Child Find" information is disseminated through letters, program brochures, presentation and workshops. Such educational information is directed to the following:</p> <ul style="list-style-type: none"> -Local Hospitals, hospitals with neonatal intensive care units, and vendored programs -Neighborhood Schools (Information is provided to families of school age children) -District Early Education Centers -Agencies and individuals providing medical, social, and education services in the community. -Headstart Agencies -Regional Centers -Family Resource Centers -Hospitals/Clinics -Private Preschools/Day Care Providers -Child Care Resources and Referral Services 	<p>1.0 The Regional Center will conduct the following child find activities:</p> <ul style="list-style-type: none"> - Assign liaisons to local hospitals and vendored programs; - Contact local parent organizations and support groups; - Distribute early intervention materials to agencies and individuals in the community; - Produce fact sheets regarding early intervention; and - Make presentations to local professional groups and other organizations who serve culturally diverse populations.
<p>2.0 LEA will collaborate with ELARC and the Family Resource Center in local child find activities.</p>	<p>2.0 The Regional Center will collaborate with LEA and the Family Resource Center in local child find activities.</p>
<p>3.0 LEA will inform primary referral sources (including, but are not limited to hospitals, including prenatal and postnatal care facilities, physicians, parents, child care programs, LEAs, public health facilities, other social services agencies and other health care providers) of:</p> <ul style="list-style-type: none"> -The eligibility criteria for early intervention services; -The types of early intervention services available through the Early Start Program; -Contact persons and telephone numbers for LEA services; and -Federal requirements that a referral will be made to the regional center or LEA within seven (7) working days of identification of a child who is in need of Early Intervention (E.I.) services. 	<p>3.0 The Regional Center will inform primary referral sources (including, but are not limited to hospitals, including prenatal and postnatal care facilities, physicians, parents, child care programs, LEAs, public health facilities, other social services agencies and other health care providers) of:</p> <ul style="list-style-type: none"> -The eligibility criteria for early intervention services; -The types of early intervention services available through the Early Start Program; -Contact persons and telephone numbers for regional centers; and -Federal requirements that a referral will be made to the regional center or LEA within seven (7) working days of identification of a child who is in need of Early Intervention (E.I.) services.

C. EVALUATION AND ASSESSMENT PROCEDURES: Assessment means the ongoing procedures used by appropriate qualified personnel throughout the period of a child's eligibility to identify the child's unique strengths and needs in five developmental areas consisting of: 1) cognitive development, 2) physical and motor development including vision and hearing, 3) communication development, 4) social or emotional development, and 5) adaptive development. Assessment and the sharing of results shall be completed within the 45-day timeline. All children referred for assessment and/or services are afforded individual rights and protections as required by federal and state statutes from the time referral is made. (CCR 17 Sec. 52082)

Local Educational Agency (LEA)	Regional Center (RC)
1.0 Upon notification of a child suspected of being eligible for services under Part C, the Local Educational Agency will refer the family directly to the Regional Center.	1.0 The Regional Center will evaluate all children suspected of being eligible for services under Part C to enter the Regional Center system
2.0 The LEA will accept referrals from the Regional Center for a child who is solely low incidence and the LEA assumes responsibility for assessment. 2.1 Per mandate, the LEA shall accept referrals from the CDE Newborn Hearing Screening Program. The LEA shall contact child's family to initiate evaluation and assessment. 2.2 If a child is 2 years 10 months of age or more, the LEA shall accept direct referral for preschool educational evaluation, assessment and recommendations for Part B, IDEA, regardless of disabling condition with parental consent.	2.0 If solely low incidence can be determined without the Regional Center assessment, referral will be made directly to the LEA contact person. 2.1 The Regional Center shall accept referrals for dually eligible infants and toddlers from the LEA and will assume responsibility for ongoing assessment(s). 2.2 If child is 2 years, 10 months of age or more, the Regional Center shall refer child to the LEA for preschool educational evaluation, assessment and recommendations regardless of disabling condition with parental consent.
3.0 The LEA will provide all service coordination to infants and toddlers determined to be solely low incidence.	3.0 The Regional Center will provide all service coordination to infants and toddlers eligible for Part C services. The Regional Center will serve as lead agency for dually eligible infants and toddlers and will coordinate all IFSP meetings with the LEA.

D. EXCHANGE OF INFORMATION: All efforts should be made to ensure that child's eligibility determination should not be delayed due to information not being available. Timely exchange of information will result in more efficient procedures for eligibility, without duplication of services and unnecessary burdens to the family.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 LEA will obtain written parental consent before initial evaluation and assessments are conducted, and early intervention services are initiated.	1.0 Regional Center will obtain written parental consent before initial evaluation and assessments are conducted, and early intervention services are initiated.
2.0 LEA will obtain written parental consent to exchange information between LEA and RC on an annual basis.	2.0 Regional Center will obtain written parental consent to exchange information between RC and LEA on an annual basis.
3.0 With parental consent, for children who are found to be dually eligible, in order to assist RC with program planning, LEA will provide RC with information on evaluations, assessments, and individual family service plans (IFSPs) days within 10 working days.	3.0 With parental consent, for children who are found to be dually eligible, in order to assist LEA with program planning, RC will provide LEA with information on evaluations, assessments, and individual family service plans (IFSPs) days within 10 working days.
4.0 LEA will request ongoing information from RC on evaluations, assessments, and individual family service plans (IFSPs) for children who are found to be dually eligible, in order to assist LEA with program planning and record maintenance.	4.0 RC will request ongoing information from LEA on evaluations, assessments, and individual family service plans (IFSPs) for children who are found to be dually eligible, in order to assist RC with program planning and record maintenance
5.0 LEA will provide RC a copy of the Individualized Education Program for children who are found eligible to receive Part B of IDEA services at three years of age, with parental consent.	5.0 RC will obtain a copy of the Individualized Education Program for children who are found eligible to receive Part B of IDEA services at three years of age, even if they will not be eligible for continued Regional Center services under the Lanterman Act.
	6.0 RC to provide to LEA copies of all IFSP's including: initial IFSP, periodic reviews, annual reviews and service revisions within 45 days of the IFSP date.

E. INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP): Each child eligible for services under Part C must have an Individualized Family Service Plan. The evaluation, assessment, and meeting to develop the IFSP must be held within 45 calendar days from the time of referral. All IFSP meetings shall be in the home language of the family and the IFSP shall be in writing. IDEA Part C § 303.20 and CCR Title 17 52102

Local Educational Agency (LEA)	Regional Center (RC)
<p>1.0 The LEA is responsible for developing the IFSP for solely low incidence children.</p> <p>1.1 The IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.</p>	<p>1.0 The Regional Center is responsible for developing the IFSP for children who do not have solely low incidence needs.</p> <p>1.1 The IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.</p>
<p>2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.</p>	<p>2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.</p>

F. TRANSITION: All children receiving Early Start services are potentially eligible for LEA special education and related services at age thirty-six months. The Regional Center must ensure to notify the LEA of all potentially eligible toddlers, not fewer than 90 days prior to the toddler's third birthday in accordance with 34 CFR 303.209(b). The purpose of transition is to begin planning for service options as the individual with exceptional needs approaches age 3 (no later than 36 months of age). The child who is served by either an LEA or Regional Center shall have the benefit of transition planning from the infant services program to the preschool services operated by an LEA under Part B of the Individuals with Disabilities Education Act. The service coordinator shall utilize district locator system to confirm the LEA and provide that in the referral packet, notify the LEA where the toddler resides that there will be a IFSP transition plan and conference (IFSP/TPC), requiring the attendance of an LEA representative to establish a transition plan in the IFSP not fewer than 90 days and not more than 9 months before the toddler's third birthday (no later than 36 months of age) in accordance with 34 CFR 303.209 and 303.344.

Local Educational Agency (LEA)	Regional Center (RC)
<p>1.0 The LEA shall confirm receipt of invitation and attend the transition planning conference and IFSP meeting between 2.3 years old but not fewer than 90 days prior to the child's third birthday.</p>	<p>1.0 The service coordinator shall identify mutually agreeable dates, times, and locations in advance and send the invitation to the LEA and parent for the transition planning conference and IFSP meeting between 2.3 years but not fewer than 90 days prior to the child's third birthday.</p> <p>1.1 For those children between 90 and 45 days of their third birthday, RC and LEA will conduct a transition conference with LEA present when possible and agreed upon by the parent.</p>
<p>2.0 During the IFSP/TPC, the LEA shall participate in the discussion of the transition steps as part of the IFSP including:</p> <ul style="list-style-type: none"> • assessment process, • timelines • eligibility criteria • IEP meeting process • review possible preschool program and services options • suggest a notification/referral date at least 90 days prior to the third birthday • identify additional information to be included 	<p>2.0 During the IFSP/TPC, the Regional Center shall facilitate discussion of the transition process as part of the IFSP. Service Coordinator will update and document:</p> <ul style="list-style-type: none"> • present levels of development, • resources, priorities, and concerns • review of progress on outcomes and continuing services • transition services and activities the IFSP team identifies as needed • notification referral date of at least 90 days prior to the third birthday • obtain written parental consent for additional information to be sent to the LEA at the time of referral beyond name, birth date, and parent contact information • to provide a copy of the IFSP/TPC to the LEA • identify additional information to be included
<p>3.0 The LEA will inform the Regional Center of the date the notification/ referral is received.</p>	<p>3.0 The Regional Center will send the notification/referral as discussed at the TPC/IFSP,</p>

<p>3.1 Upon receipt of the notification/referral the LEA within 15 days will send the assessment plan to the parents for signature</p>	<p>but no fewer than 90 days prior to the third birthday (no later than thirty three months of age) to the LEA, which will include:</p> <ul style="list-style-type: none"> • name, date of birth, and parent contact information • referral may include other information with parent consent <p>3.1 The Regional Center will instruct parent to sign and return the LEA assessment plan to the LEA in a timely manner.</p>
<p>4.0 LEA Assessments: If the IFSP/TPC is held at 2.8 years of (32 months of age), LEA assessments with parent consent will be signed during the meeting. The LEA will, with parent/guardian consent, assess the child as needed and make program recommendations as appropriate.</p> <p>4.1 If the IFSP/TPC is held with the LEA in attendance and the toddler is between 2.3 thru 2.7 years of age, the IFSP Team will determine the date the LEA notification/referral will be made. LEA notification/referral cannot be fewer than 90 days prior to the toddler's third birthday. Upon receipt of the notification/referral the LEA within 15 days will send the assessment plan to the parents for signature.</p>	<p>4.0 LEA Assessments: If the IFSP/TPC meeting is held at 2.8 years of age (32 months of age), but fewer than 90 days before the toddler's third birthday, LEA assessments with parent consent will be signed during the meeting.</p> <p>4.1 If the IFSP/TPC is held with the LEA in attendance and toddler is between 2.3 thru 2.7 years of age, IFSP Team will determine the date the LEA notification/referral will be made. Regional Center must ensure that the LEA notification/referral will be made in a timely manner but no fewer than 90 days prior to the toddler's third birthday. The LEA, as agreed, will send the assessment plan to the parents for signature.</p>
<p>5.0 The LEA will schedule an IEP team meeting, to include parent/guardian, the Regional Center Service Coordinator (with parent permission), and all other appropriate LEA personnel. The IEP will be developed and implemented by child's third birthday (no later than 36 months of age).</p>	<p>5.0 The Regional Center Service Coordinator may attend the IEP meeting, with parent/guardian consent. Parent must notify the CSC.</p> <p>5.1 The exit IFSP may be held concurrently with the initial IEP team meeting. As an exception, the Regional Center may continue providing or purchasing services for a preschooler who has been determined eligible for services under the Lanterman Act, until the beginning of the next school term after the child's third birthday during a period when the LEA special education preschool is not in session.</p>
	<p>6.0 Regional Center MAY continue providing or purchasing services for preschoolers who have been determined eligible for regional center services: (1) until the beginning of the next school term after the toddler's third birthday during a period when the LEA special education preschool program is not in session; and (2) when the multidisciplinary team determines that services are necessary until the LEA special education program resumes.</p>

G. SERVICE COORDINATION: Service Coordination is an early intervention service and must be provided under public supervision. The role of the Service Coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons. The Service Coordinator must be knowledgeable about eligible infant and toddler programs, Part C law and regulations, nature and scope of services under Part C of IDEA § 303.34

The following applies to both the LEA and the REGIONAL CENTER

- 1.0 The LEA/Regional Center will appoint a service coordinator that meets the standards under Part C.
- 2.0 The service coordinator will serve as the primary point of contact for eligible children and families
- 3.0 The service coordinator shall be responsible for coordinating with other agencies and person providing services to the family.
- 4.0 Service coordination activities include:
 - Coordinating evaluations and assessments.
 - Facilitating and participating in the development, review, and evaluation of individualized family service plans.
 - Assisting families in identifying service providers and informing families about additional non-required services.
 - Coordinating and monitoring the delivery of services outlined on the IFSP.
 - Informing families of Early Start Parent Rights and procedural safeguards
 - Facilitating the development of a transition plan from Part C to Part B preschool service (as appropriate) and/or other community resources.

H. TRANSFERS WITHIN CALIFORNIA: Regional Centers and LEA will manage respective transfers of children within areas in California. This is necessary to ensure the efficient and timely integration into the services system in the new area. CCR Title 17 Sect. 52111

Local Educational Agency (LEA)	Regional Center (RC)
1.0 With written parental consent, the LEA will transfer a child's special education records, or a copy thereof, within five working days of receipt of a request from an education agency where child has enrolled.	1.0 RC will transfer a child's case to another Regional Center upon notification of a family's move out of the RC's catchment area. Transfers will be handled according to RC's Policy and Procedures for Inter-Regional Center case transfers.
2.0 For solely low incidence eligible children transferred from another educational agency, LEA will immediately provide an interim placement for a period not to exceed 30 days.	
2.1 For solely low incidence eligible children, the LEA will implement services as specified on existing current IFSP to the extent possible within existing resources or develop a new IFSP.	
2.2 For solely low incidence eligible children before the expiration of the 30-day period, the interim services shall be reviewed by the IFSP team, final recommendations shall be made by the team and a new IFSP will be developed.	
3.0 For dually eligible children with an existing IFSP where Early Intervention Services are provided by an LEA, the receiving LEA will provide an interim placement provided it is operating below its funded capacity.	3.0 RC will provide services as specified on current existing IFSPs for children transferred from other regional centers.
	3.1 RC Service Coordinator will contact new families within 10 days of receipt of a new case, and will revise the IFSP as needed to reflect changes in service caused by the use of new providers or the availability of generic services.

I. PROVISION OF SERVICES: All services must be provided and monitored by appropriate qualified personnel. Services to families are to provide the "...supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child." It is understood that the level, type, frequency, and provider of services may change upon transfer of a case between agencies.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEA shall provide services to all solely low incidence children pursuant to E.C. Chapter 4.4, Section 56026.5	1.0 Regional Center shall coordinate and/or provide services pursuant to Part C, IDEA (34 CFR Part 303) listed on the IFSP, as payor of last resort.
2.0 An LEA serving infants prior to October 1, 1993, shall continue to serve non-categorical infants at their 1980-81 mandated numbers. 2.1 The LEA is under no obligation to continue Regional Center services provided prior to LEA referral.	2.0 If a child is determined to be no longer eligible for Part C, Regional Center shall discharge child in accordance with standard practice and applicable regulations. 2.1 If the child has solely low incidence needs only, the Regional Center shall make a referral to child's LEA of residence.
3.0 The LEA shall consider the Regional Center recommendations, but is not obligated to implement such services provided by Regional Center.	3.0 With parent consent, the Regional Center personnel shall provide records regarding services provided by Regional Center prior to child transitioning to the LEA for services.

J. PAYOR OF LAST RESORT: The Regional Center or the LEA is ultimately responsible to arrange, provide, or pay for appropriate Early Intervention Services as defined in Federal Regulations 34 CFR, Part 303 as listed on an IFSP as required, after all other providers or payors have been fulfilled under state or federal law. Other providers or payors shall include insurance, community resources and other agencies.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEAs are payor of last resort for infants and toddlers who meet eligibility as a child with a solely low incidence, vision, hearing, or severe orthopedic impairment, or any combination thereof.	1.0 The Regional Center is the payor of last resort for all children eligible for Early Start. In compliance with federal and state law and regulation, other than for evaluation and assessment, families are required to use their private insurance or health care service plan for medical services identified in the IFSP.
2.0 For children eligible for both the LEA and the Regional Center services, the LEAs must provide services up to their 1980-81 mandated numbers	2.0 For children eligible for services through both the Regional Center and the LEA, the Regional Center shall fund services that are beyond the 1980-81 mandated numbers for the LEAs
3.0 Any review or referral to other providers or payors shall not delay the provision of early intervention services specified in the IFSP; services shall begin as soon as possible.	3.0 Any review or referral to other providers or payors shall not delay the provision of early intervention services specified in the IFSP. Services shall begin as soon as possible, but no later than 45 days after the signed IFSP.

K. PROCEDURAL SAFEGUARDS AND SURROGATE PARENT(S)/HOLDER OF EDUCATIONAL RIGHTS: The LEA and/or Regional Center's IFSP process assures a timely, comprehensive, multi-disciplinary evaluation for each infant/toddler from birth to 36 months of age and their family. If eligible, the infant/toddler and family have the right to appropriate Early Intervention Services.

PROCEDURAL SAFEGUARDS SUMMARY

The following applies to the Local Educational Agency and Regional Center's Early Start Program

- 1.0 Written parental consent must be obtained prior to conducting evaluations, assessments, and beginning of Early Intervention Services.
 - 1.1 The LEA or the Regional Center shall make reasonable efforts to ensure that the family is aware of the nature of the evaluation, assessment, and or services available.
 - 1.2 Parents will be informed that they have a right to decline any or all of these services. The LEA or the Regional Center shall document this.
- 2.0 Parents are to be notified, in their native language, of meetings when issues of eligibility and services are discussed. This includes identification, beginning or modifying services, and denial of evaluation, services, or placement.
 - 2.1 Meetings shall be held at times mutually convenient to families, unless it is clearly not feasible to do so.
- 3.0 Parents have the right to confidentiality of personally identifiable information.
- 4.0 Parents have the right to invite anyone of their choosing to assist them at meetings.
- 5.0 Parents have the right to utilize administrative process to resolve complaints. Procedures for complaints and due process hearings shall be available to parents.
- 6.0 Parents have the right to be informed of the location of records, and the policies and procedures regarding the maintenance of records. Parents have the right to access their children's Early Intervention records.

SURROGATE PARENT
The following applies to the Local Educational Agency and
Regional Center's Early Start Program

7.0 A surrogate parent shall be designated in accordance with Federal Regulations (34 CFR 303.422). This section does not apply to infants and toddlers who are dependents of the juvenile court (refer to section Holder of Educational Rights). Within 30 days of the lead agency determination that a child needs a surrogate parent, each lead agency must ensure that the rights of the child are protected by designating or assigning an individual to act as a surrogate parent when:

- No parent can be identified
- The lead agency or other public agency, after reasonable efforts, cannot locate a parent.

7.1 Each lead agency must ensure that a person selected as a surrogate parent ---

- Is not an employee of the lead agency or any other public agency or an EIS provider that provides early intervention services, education, care, or other services to the child or any family member of the child;
- Has no personal or professional interest that conflicts with the interest of the child he or she represents; and
- Has knowledge and skills that ensure adequate representation of the child

7.2 The surrogate parent has the same rights as a parent for all purposes under this part.

HOLDER OF EDUCATIONAL RIGHTS
The following applies to the Local Educational Agency and
Regional Center's Early Start Program

In accordance with 34 CFR, 303.422(c), in the case of a child who is a ward of the State, the surrogate parent, instead of being appointed by the lead agency, may be appointed by the judge overseeing the infant or toddler's case provided that the surrogate parent meet the requirements as outlined in the above section, Surrogate Parent. LA County Superior Court will appoint a Holder of Educational Rights (Surrogate Parent). The holder of educational rights will have the ability and right to make educational decisions and provide consent for educational services

Los Angeles County regional centers, Department of Children and Family Services in collaboration with the Los Angeles County Superior Court (Edmund D. Edelman Children's Court) and attorneys representing both minors and parents have created and agreed to a set of DCFS procedures outlining steps to secure court appointed Holders of Educational Rights. Refer to DCFS Procedural Guide 0700-507.10, Appointment of an Educational Representative: (1) CSW to submit DCFS 1727 to the Court to limit the educational rights of the parent. (2) CSW will submit JV535 to the Court to appoint an Educational Representative for the infant or toddler. (3) CSW will provide copy of JV535 (Minute Order) to regional center and/or to the LEA.

Local Educational Agency (LEA)	Regional Center (RC)
<p>8.0 For solely low incidence eligible infants and toddlers, LEA will work with DCFS and the Court to secure Holder of Educational Rights only when the infant or toddler is a dependent of the juvenile court and "no parent can be located" and/or parent is unavailable, unable or unwilling to provide written consent to evaluate, assess and/or consent to early intervention services identified in the IFSP.</p> <p>8.1 The holder of educational has the same rights as a parent for all purposes under this part.</p> <p>8.2 The holder of educational rights has the ability and right to make educational decisions and provide consent for educational services.</p>	<p>8.0 Regional Center, as the lead agency, will work with DCFS and the Court to secure Holder of Educational Rights for dually eligible infants and toddlers only when the infant or toddler is a dependent of the juvenile court and "no parent can be located" and/or or the parent is unavailable, unable or unwilling to provide written consent to evaluate, assess and or consent to early intervention services identified in the IFSP.</p> <p>8.1 The holder of educational has the same rights as a parent for all purposes under this part.</p> <p>8.2 The holder of educational rights has the ability and right to make educational decisions and provide consent for educational services.</p>
<p>9.0 Holder of Educational Rights will be identified at the time of the Transition Plan Conference and sign all required LEA consents</p>	<p>9.0 Holder of Educational Rights will be identified and available at the time of the IFSP meeting(s), and Transition Plan Conference. RC will make available copy of JV535 (Minute Order) to the LEA, at the time of referral and/or TPC.</p>

L. DISPUTE RESOLUTION: It is the intent of the LEA and the Regional Center to resolve all disputes at the lowest administrative level possible. Dispute resolution for issues between Regional Center and the LEA will be resolved at the earliest opportunity.

Local Educational Agency (LEA)	Regional Center (RC)
Step 1: The LEA staff is encouraged to resolve disagreements at their lowest administrative level, whenever possible. If an agreement cannot be reached, the dispute will proceed to Step 2.	Step 1: The Regional Center staff is encouraged to resolve disagreements at their lowest administrative level, whenever possible. If an agreement cannot be reached, the dispute will proceed to Step 2.
Step 2: The LEA staff will refer the dispute to a LEA designee for resolution. If an agreement cannot be reached at this level, the dispute resolution will proceed to Step 3	Step 2: The Regional Center staff will refer the dispute to the Regional Center Supervisor/ Manager for resolution. If an agreement cannot be reached at this level, the dispute resolution will proceed to Step 3.
Step 3: The LEA designee will meet with the Regional Center designee to resolve the dispute.	Step 3. The Regional Center designee will meet with the LEA designee to resolve the dispute.

M. ANNUAL REVIEW: The Interagency Agreement for Children Birth to Three Years of Age Under Part C of the Individuals with Disabilities Education Act (IDEA), Between the Local Educational Agency (LEA) / Los Angeles Unified School District and Regional Center (RC) / Eastern Los Angeles Regional Center agree to meet annually and review for renewal the terms and conditions of this agreement or to make recommendations for changes.

N. AVAILABILITY OF CONTACTS: The regional center and LEA will have contact persons available at all times during the year. This will ensure that children and families can contact individuals who are responsible for assisting with service planning throughout the year. Families should be able to contact staff who can act on the family's or child's behalf during those times when a service coordinator for the regional center or LEA is not available.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 LEA will identify a contact person and his / her designee annually, who will be available at all times during the year.	1.0 RC unit supervisor will be designated as the available contact person at all times during the year.
2.0 LEA will notify regional center unit supervisor of any changes of the contact person.	2.0 If the RC unit supervisor is unavailable, a designee will be the contact person.
3.0 LEA will be available to take referrals from parents of Part C eligible children throughout the year and provide information to regional center staff.	3.0 Regional Center will have staff available to take referrals for the intake process throughout the year. RC unit supervisor will provide information to LEA staff.

Confirmation of Annual Review of the Interagency Agreement Between

**Los Angeles Unified School District
and
The Eastern Los Angeles Regional Center
for Children Birth to Thirty Six Months of Age Under Part C
of the Individuals with Disabilities Education Act (IDEA),**

TERMS OF AGREEMENT

The terms of this agreement shall take effect immediately upon receipt of the parties' signatures. The provisions of this agreement would then replace the provisions of prior agreements between the parties regarding Early Start services to infants and toddlers and their families.

Gloria Wong, Executive Director
Eastern Los Angeles Regional Center

Date

Theresa Martin, Director
Early Childhood Special Education
Los Angeles Unified School District

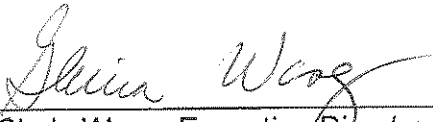
Date

Confirmation of Annual Review of the Interagency Agreement Between

**Los Angeles Unified School District
and
The Eastern Los Angeles Regional Center
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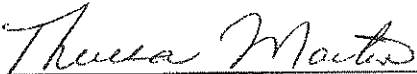
TERMS OF AGREEMENT

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Gloria Wong, Executive Director
Eastern Los Angeles Regional Center

11/30/17
Date



Theresa Martin, Director
Early Childhood Special Education
Los Angeles Unified School District

10/18/17
Date