

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 environments as determined by their Individual 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, established medical disability (3-5 year olds), and developmental delays (0-3 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; 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 Special Education Service Center 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.