

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## *Special Education Local Plan Area*



## LOCAL PLAN FOR SPECIAL EDUCATION

Dr. John Deasy  
Superintendent of Schools

Sharyn Howell  
Executive Director  
Division of Special Education

February 2012

Los Angeles Unified School District  
Division of Special Education  
SELPA Local Plan

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LOS ANGELES UNIFIED SCHOOL DISTRICT  
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## **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
Arias, Lucia	Teacher	United Teachers of Los Angeles (UTLA)
Delia, Tim	Teacher	United Teachers of Los Angeles (UTLA)
Di Leva, Joe	School Site Administrator	Associated Administrators of Los Angeles (AALA)
Gerber, Scott	Teacher	United Teachers of Los Angeles (UTLA)
Glenn, Elizabeth	Parent	Community Advisory Committee (CAC)
Gray, David	Parent	Community Advisory Committee (CAC)
Island, Dianne	School Site Administrator	United Teachers of Los Angeles (UTLA)
Jarrett, Sharon	Director	Division of Special Education
Kehrley, Kerry	School Site Administrator	United Teachers of Los Angeles (UTLA)
Lopez, Gloria	Director, SELPA	Division of Special Education
Lumpkin, Judy	Parent	Community Advisory Committee
Macintosh, Don	Administrator	Division of Special Education
Medrano, Vixente	Specialist	Parent Coordinator Division of Special Education
Molodow, Jody	Coordinator, Charter	Division of Special Education
Montoya, Janet	Support Unit Administrator	Special Education Support Unit
Wyles, David	Parent	Chair Community Advisory Committee (CAC)

Los Angeles Unified School District  
Division of Special Education

Community Advisory Committee  
Local Plan Review and Approval

June 22, 2011

Gloria V. Lopez	SELPA Director
David Wyles	Community Advisory Committee Chairperson
Guadalupe Barrera	Parent
Elizabeth Glenn	Parent
Mary Ramirez	Parent
Bertha Rios	Parent
Jacqueline Smith-Conkleton	Foster Parent
Olga Solis	Parent
Ethel Tyler	Parent
Rosa Villegas	Parent
Terry Wetzel	Adult Education
Julia White	Parent
Julie Wetzel	Adult Education
Bruce Levy	Teacher
David Gray	Parent
Raymond Anderson	Parent
Judi Lumpkin	Parent
Mary Ramirez	Parent
Angelica Calderon	Parent
Juan Gonzales	Parent
Jody Molodow	Administrator

Los Angeles Unified School District  
Division of Special Education

Local Plan Revision Meetings

<u>Date</u>	<u>Focus Group/Organization</u>
August 20, 2010	Division Leadership Team
February 23, 2011	Charter Administrators and District Administrators
May 11, 2011	Charter Administrators and District Administrators
May 9, 2011	Local Plan Advisory Committee
May 18, 2011	Community Advisory Committee
May 23, 2011	Local Plan Advisory Committee
May 25, 2011	Special Education Multi-Cultural Advisory Committee
June 6, 2011	Local Plan Advisory Committee
June 16, 2011	Special Education Principals Organization
June 22, 2011	Community Advisory Committee

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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## **SECTION II**

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



**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,  
AND COMPLIANCE ASSURANCES**

CDS Code / SELPA Code 19 64733	SELPA Name Los Angeles Unified School District	Application Date
SELPA Address 333 South Beaudry	SELPA City Los Angeles	SELPA Zip 90638
Name SELPA Director (Print) Los Angeles Unified School District SELPA		SELPA Director's Telephone Number ( 213 ) 241-6701

**1. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY  
FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))**

RLA/AU Name Los Angeles Unified School District	Name/Title of RLA Superintendent (Type) Dr. John Deasy	Telephone Number ( 213 ) 241-6701
RLA/AU Street Address 333 South Beaudry	RLA/AU City Los Angeles	RLA/AU Zip 90638
Date of Governing Board Approval	2/14/2012	

**3. CERTIFICATION OF ASSURANCES**

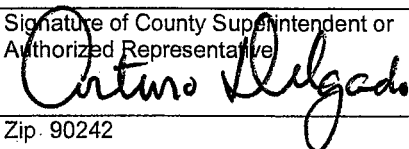
I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and 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 Superintendent

Date

**4. CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS**

Pursuant to Education Code Section 56140, 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.

County Office Name  Los Angeles	Name of County Superintendent or Authorized Representative	Title
Street Address 9300 E. Imperial Highway	Signature of County Superintendent or Authorized Representative 	Date 5-1-12
City Downey, California	Zip 90242	Telephone Number ( )

**5. CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE**

(See attached)

**FOR DEPARTMENT OF EDUCATION USE ONLY**

Recommended for Approval by the Superintendent of Public Instruction:

Date: \_\_\_\_\_ By: \_\_\_\_\_ Date of Approval: \_\_\_\_\_

LOS ANGELES UNIFIED SCHOOL DISTRICT  
*Special Education Local Plan Area*



## **SECTION III**

# **Community Advisory Committee (CAC) Certification**

**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,  
AND COMPLIANCE ASSURANCES**

**SED-LP-2**

<b>COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION</b>		
<b>CAC signature and verification:</b>	<b>YES</b>	<b>NO</b>
I certify :		
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to <i>Education Code (EC)</i> Section 56194;	x	
2. that to ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;	x	
3. that the plan has been reviewed by the CAC and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent pursuant to <i>EC</i> 56205 (b)(6);	x	
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.	x	
<b>CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE</b>		
Signature of CAC Chairperson <i>David Wyles</i>	Date <i>6/23/11</i>	
Name of Chairperson (print) David Wyles <i>DAVID WYLES</i>	Telephone Number (213) 241-8303	

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 SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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## **SECTION IV**

# **SELPA Assurance Statement**

# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY (LEA) ASSURANCES**

### **1. FREE APPROPRIATE PUBLIC EDUCATION 20 USC Section (§) 1412 (a)(1)**

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

### **2. FULL EDUCATIONAL OPPORTUNITY 20 USC § 1412 (a)(2)**

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

### **3. CHILD FIND 20 USC § 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 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 is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

### **4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) 20 USC § 1412 (a)(4)**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. 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 USC § 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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

#### **6. PROCEDURAL SAFEGUARDS 20 USC § 1412 (a)(6)**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

#### **7. EVALUATION 20 USC § 1412 (a)(7)**

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

#### **8. CONFIDENTIALITY 20 USC § 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 (FERPA).

#### **9. PART C, TRANSITION 20 USC § 1412 (a)(9)**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

#### **10. PRIVATE SCHOOLS 20 USC § 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 USC § 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 Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California *Education Code*, Part 30.

#### **12. INTERAGENCY 20 USC § 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 USC § 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 USC § 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, including 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 CDE about staff qualifications.

#### **15. PERFORMANCE GOALS & INDICATORS 20 USC § 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 USC § 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/FEDERAL FUNDS 20 USC § 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; will be used to supplement and not to supplant state, local and other Federal funds those funds.

#### **18. MAINTENANCE OF EFFORT 20 USC § 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 law and regulations.

#### **19. PUBLIC PARTICIPATION 20 USC § 1412 (a)(19)**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities 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 USC § 1412 (a)(20)**

(Federal requirement for State Education Agency only)



**21.STATE ADVISORY PANEL 20 USC § 1412 (a)(21)**

(Federal requirement for State Education Agency only)

**22.SUSPENSION/EXPULSION (20 USC § 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 USC § 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 USC § 1412 (a)(24)**

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

**25.PROHIBITION ON MANDATORY MEDICINE 20 USC § 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 Usc § 1411(e),(f)(1-3)**

(Federal requirement for State Education Agency only)

**27.DATA 20 USC § 1418 a-d**

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

**28. READING LITERACY (State Board requirement, 2/99)**

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

**29. CHARTER SCHOOLS EC 56207.5 (a-c)**

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

In accordance with Federal and State laws and regulations, the

**Los Angeles Unified School District SELPA**

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 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 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 Local Education Agency and the SELPA office.

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Yeas: \_\_\_\_\_ Nays: \_\_\_\_\_

Signed: \_\_\_\_\_

**Dr. John Deasy, Superintendent of Schools**

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 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 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, Chief Facilities Executive, General Counsel, and Local District Superintendents. Local District Superintendents are responsible for the District's eight (8) administrative areas (Local Districts) (Appendix A). The Division of Special Education is administered by the Executive Director in accordance with the District's organizational structure. (Appendix B). The Division of Special Education includes four (4) Special Education 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 staff to inform school principals in their respective Local Districts about requirements for the operation of special education programs. Special Education Support Units associated with each Local District, under the leadership of the Executive Director, Division of Special Education, administer the special education program and services. Each Special Education Support Unit 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'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 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.
- 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 Community Advisory Committee 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 Individuals With Disabilities within the Los Angeles Unified School District.

### **Responsibilities of the Superintendent**

The Superintendent of Schools serves as the Responsible Local Agency (RLA) administrator. He is appointed by the Los Angeles Unified School District 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 Deputy Superintendent of Instruction who provides support and direction to the Executive Director, Division of Special Education. The Deputy Superintendent of Instruction is responsible for the supervision, evaluation, and discipline of the Executive Director, 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 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.

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

**Responsibilities of the Executive Director, Division of Special Education/Los Angeles Unified School District SELPA**

The Executive Director, 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. The Executive Director 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.
- Reviews assignments of students with disability 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.

- 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 Committee.
- Directs and supervises the implementation of compliant and due process safeguards and procedures.

The Executive Director, Division of Special Education/Los Angeles Unified School District SELPA, is supported in ensuring that special education programs and services meet federal and state legal mandates by the following administrative departments: Administration and Support; Due Process; Program/Fiscal Accountability; Least Restrictive Environment (LRE) Programs; MCD Monitoring/Policies and Procedures; Nonpublic School/Agencies; Psychological Services; Related Services; Transition Services; Low Incidence, Private Schools; and Early Childhood (within the Early Childhood Division).

### **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 had sixteen members selected by their peers from the following group:

- Parent representatives from CAC
- Chairperson of the CAC
- Teacher Representatives
- District personnel selected by the Executive Director

2. Local Plan Advisory Committee meetings review, revise, and advise on the content of the Local Plan.

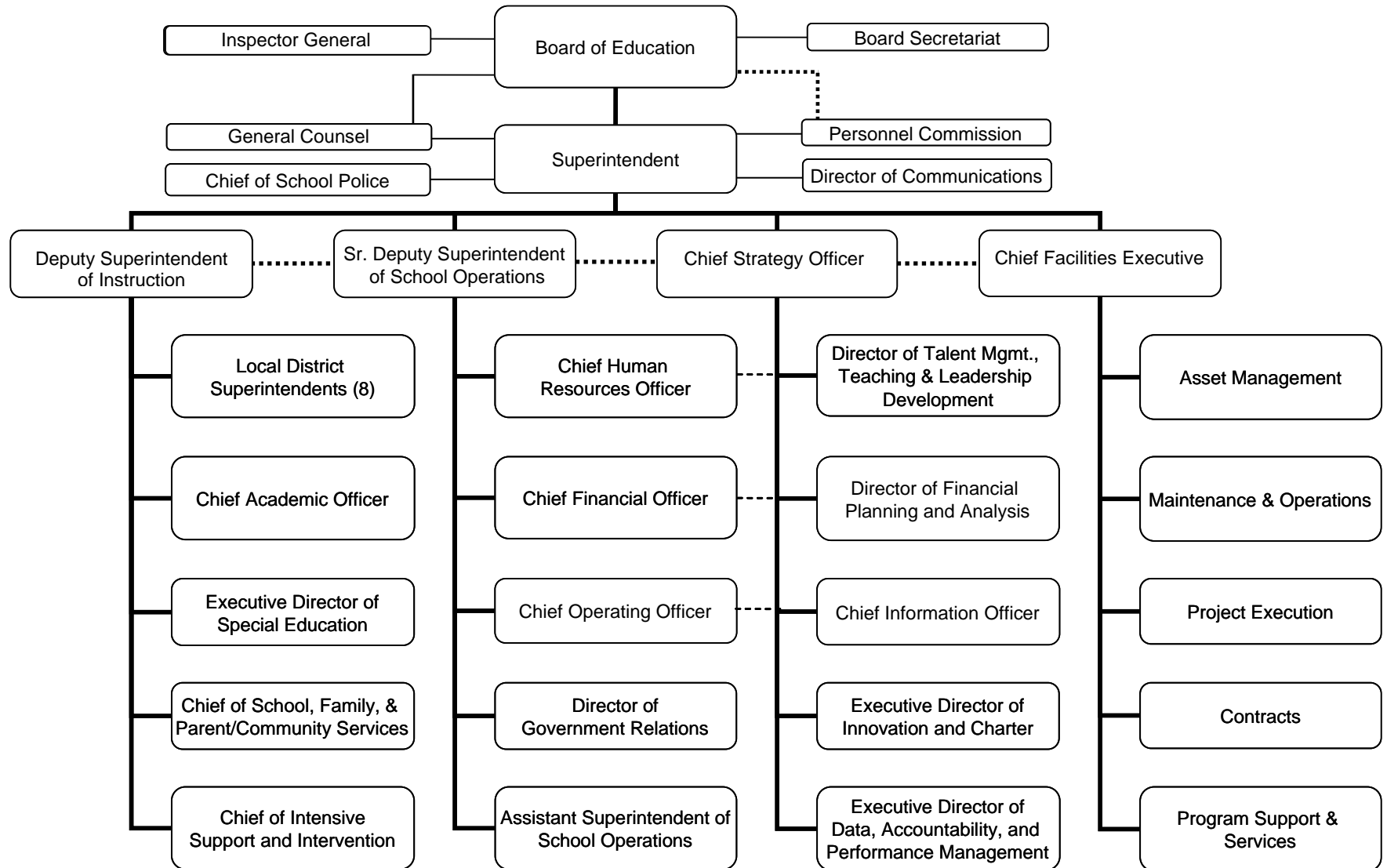
3. Recommendations from the Local Plan Advisory Committee are shared with the Community Advisory Committee for CAC input.

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 Los Angeles Unified School District Board of Education.

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

## LAUSD Organizational Chart – Effective July 1, 2011



LOS ANGELES UNIFIED SCHOOL  
DISTRICT  
*Special Education Local Plan Area*



## **SECTION VI**

# **Regionalized Services**

## **REGIONALIZED SERVICES**

In accordance with federal and state mandates, students within the Los Angeles Unified School District are identified, referred, assessed, and provided appropriate programs and services based on assessed needs and the least restrict 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 impairments, autistic-like behaviors, intellectual disability, emotional disturbance, specific learning disabilities, traumatic brain injury, multiple disabilities, established medical disability (3-5 year olds), and developmental delays are served by the Los Angeles Unified School District's programs and services.

The goals of the Los Angeles Unified School District'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 qualified personnel;
- Successfully integrating students with disabilities with their non-disabled peers to the maximum extent appropriate in the least restrictive environment;
- Providing meaningful access to the District's core and expanded 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
- Effectively using an administrative monitoring system, a data management system, and a decision support system with technical support to schools and Local Districts to assist 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; general education classes with consultation; general education

classes with related services; general education classes with resource specialist programs; special day programs; special day programs with related services; special education centers; 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, Division of Special Education.
- Provision of classroom special education assistants and/or trainees to provide support for students with disabilities and teachers who provide service 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 (SEMAC), 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 include 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 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 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 Special Education Local Plan Area. Such personnel will be employed in accordance with the personnel and employment practices of the Los Angeles Unified School District.

A Program Specialist holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has 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 Support Unit to provide services to general education sites and special centers geographically located within the administrative area served by the Local District. Program Specialists assignments are determined by the number of 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:

- Permanent status with the District
- A minimum of five (5) years of classroom teaching experience three (3) of which must be in special education;
- Possession of a valid California special education credential, clinical services credential, health services credential, or a school psychologist authorization;
- Advance training and related experience in the education of individuals with disabilities;
- Excellent human relations and communication skills;
- Expertise in the area in which services will be provided such as in a specific disability, early childhood education, or career vocational development;
- Experience developing and presenting staff development at the school level or conducting Local District/District in-services, and

- Broad knowledge of special education laws, policies, and procedures.
- Responsibilities of a Program Specialist in accordance with EC §56368 may include:
- Observing, consulting with, and assisting resource specialist, designed instruction and services instructors, special and general education teachers;
- Planning programs, coordinating curricular resources, and evaluating effectiveness of programs for individuals with disabilities;
- Participating in each school's staff development, program development, and innovation of special methods and approaches;
- Providing coordination, consultation and program development in areas of expertise;
- Providing professional development for staff and parents as determined by the Executive Director, Special Education;
- Providing curriculum development and support for special education programs and services;
- Modeling teaching and classroom management techniques;
- Informing teachers and administrators of current instructional practices and materials, innovative programs, and pertinent research and literature;
- Providing technical support with IEP procedures and requirements including writing standards-based goals to meet student needs and identifying appropriate State and District assessments, accommodations, and modifications;
- Assisting the Special Education Support Unit Administrators, Local Districts and Executive Director by responding to parent or community calls regarding requests for information or concerns; and
- Participating in the District Validation Review, 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 acting as a member of the review team.



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## **SECTION VII**

### **Community Advisory Committee (CAC)**

## **COMMUNITY ADVISORY COMMITTEE**

The Community Advisory Committee (CAC) serves the Superintendent of Schools, the Board of Education and the Executive Director of the Division of Special Education in an advisory role.

### **1. Composition of the Community Advisory Committee**

Parents comprise a majority of the membership of the Community Advisory Committee 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**

- Advise the Superintendent of Schools, the Board of Education and the Executive Director of the Division of Special Education regarding the development, amendment and review of the Local Plan including annual service and budget plans;
- Make recommendations on annual priorities to be addressed by the Local Plan;
- Encourage 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;
- Support activities on behalf of children with disabilities and their families;
- Facilitate communication between the District, schools, parents, and the community;
- Establish and review by-laws to govern committee operations.

### 3. Appointment of Members

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

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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## **SECTION VIII**

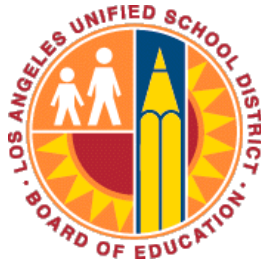
# **Public Participation**

## **PUBLIC PARTICIPATION**

In accordance with EC §56205(a)(20), the Los Angeles Unified School District 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 SELPA also seeks input and review from the Community Advisory Committee (CAC), the Special Education Multicultural Advisory Committee (SEMAC), the United Teachers of Los Angeles (UTLA), other unions representing District staff, and outside agencies including regional centers. The annual service and budget plans shall be adopted at a public hearing held during 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, Division of Special Education administrative staff, the Specially Funded Programs Office, 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](http://www.lausd.net)) or the Division of Special Education website (<http://sped.lausd.net>). The District has Uniform Complaint Procedures that are disseminated to schools, offices, and parents annually.

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## **SECTION IX**

# **Early Childhood Education Program**

# **EARLY CHILDHOOD EDUCATION PROGRAM DESCRIPTION**

## **Infant and Toddler Programs**

### **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 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 D)

#### **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 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, psychologists, interpreters, speech and language specialists, special education teachers, physical and occupational therapists as well as other specialists.

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.

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 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.



## 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 intake coordinators or lead 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 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.
- 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.
- 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.
- 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.
- 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.
- The name of the service coordinator who will be responsible for the implementation of the IFSP and coordination with other agencies and persons.
- 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 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.
- c. 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.

- 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.

#### 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.

#### 6. Service Coordination

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. 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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#### 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.
- c. With parental consent, there will be the transmission of information about the child 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.

#### 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 D) 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.

## **Referral and Identification Procedures**

**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 Education 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:

1. Observe and document the progress of the child using the California Desired Results Developmental Profile (DRDP).
2. Discuss concerns and review the DRDP with the administrator.
3. 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.
4. 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.
5. Enter the date that the Request Form was received on the Referral Details section on the Welligent screen.
6. 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.
7. Ensure that the assessment plan is completed and provided to the parent/guardian within 15 calendar days of receipt of the written request.

**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 Early Childhood Education 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.

- 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. Preparing for the Assessment**

When the Assessment Plan is sent 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.

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. Assessment Sites**

Children enrolled in preschool programs at elementary schools or Early Education Centers are assessed at their sites. For children not enrolled in programs at elementary schools or Early Education Centers, the Early Childhood Education office is responsible for scheduling children and their families for 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 Head Start and community preschool children 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. Parents are an integral part of the assessment process.

There is a 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.

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 with exceptional needs from a preschool program to kindergarten or first grade as the case may be, an appropriate reassessment of the individual shall be conducted 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. 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 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:

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.

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.
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. 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 they may request assessments.

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 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. 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.
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

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. 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.

*E. Related Services*

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

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

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

1. Working within the pre-kindergarten, Early Education Center, kindergarten classes, or community preschool classroom on an itinerant basis to help meet the needs of eligible children with disabilities.
2. Facilitating goals with individual children and small groups through the ongoing classroom program.

3. Providing ongoing observation, consultation, and evaluation.
4. Working with special education preschool teachers and general education kindergarten teachers to plan and support the transition from preschool to kindergarten.
5. Meeting with staff to discuss observations, modifications, and to share feelings and concerns.
6. Consulting and planning with parents.

*G. Head Start Preschool/Kindergarten Itinerant Teacher (PKIT) Services 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.

*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.

- 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 a 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 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 special education children 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.

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

This program is designed for preschool children enrolled in Early Education Center programs and children eligible for special education. The staff includes Early Education Center personnel, a 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 hours each day. The special education children 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.

*J. 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

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. 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  
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## **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 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 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. 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, the charter school must either execute a Memorandum of Understanding (MOU) by and between the LAUSD and the charter school regarding funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (SELPA) Local Plan for Special

Education 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 § 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  
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# **SECTION XI**

## **Literacy**

## **LITERACY**

The Los Angeles Unified School District Special Education Local Plan Area (SELPA) assures that all students who are eligible for special education programs and services will 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 SELPA are:

1. to increase the participation of students with disabilities in statewide student assessment;
2. to increase the percentage of students with disabilities who are literate; and
3. to assure that students with disabilities attain higher standards in reading.

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

1. all required core curriculum;
2. all state-adopted core curriculum textbooks and supplementary textbooks;
3. appropriate targeted intervention programs in addition to the core; and
4. instructional materials and support to attain higher standards in reading.

### **Staff Development**

Special Education instructional personnel will participate in staff development in-service opportunities in the area of literacy including:

1. information about current literacy and learning research;
2. 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;
3. implementation of state adopted standards and frameworks; and
4. research-based instructional strategies, including best practices, for teaching reading to a wide range of diverse learners.

Special Education instructional personnel will be included in the curriculum materials selection process, in order to support alignment with 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, common core standards and District mandated instructional programs.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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## **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, 17<sup>th</sup> 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.

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## **SECTION XIII**

# **Behavior Intervention**

## **Behavior Intervention**

**Positive Behavior Intervention:** The Los Angeles Unified School District SELPA shall conform to current State and Federal laws and regulations regarding behavior intervention. LAUSD has a 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 discipline. Training shall include:

1. preventive plans including 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.*)
2. 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, Teachers and Deans Multi-tiered Behavioral Support*);
3. how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities; (*Learning Zone offerings: Positive Behavior Support*)
4. 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, OCISS, etc.*);
5. in addition to all of the above, there are particular requirements for staff who work with students with serious behaviors (*Behavior Intervention Case Managers, NCI*);

**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 maintains 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 the Nonviolent Crisis Intervention (NCI) certification as the approved behavior intervention strategy for use with students with disabilities with serious behavior problems. Serious behavior is documented in the Individual Education Plan (IEP), positive behavior support plan and; / or the behavior intervention plan. The Behavior Support Office shall maintain a file of NCI certified individuals and shall provide ongoing NCI training consistent with NCI 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 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 file with a copy sent to the SELPA's Division of Special Education, Behavior Support Office and the appropriate Support Unit office. An IEP team meeting shall be scheduled within 48 hours to review the Behavior Emergency Report and IEP.

**Behavioral Intervention Prohibited by Law:** To protect the child from abusive physical or emotional trauma, the following 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 the 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. [3052(1) (1-8)].

**Reporting Requirements and Data Collection:** Each Behavior Intervention 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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## **SECTION XIV**

# **Educationally Related Mental Health Services**

## EDUCATIONAL RELATED MENTAL HEALTH SERVICES

The AB 3632 mandate for the provision of mental health services to special education students 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 will be responsible for the delivery of ERMHS for students residing within its jurisdictional boundaries.

All new assessments for ERMHS will be conducted by a credentialed LAUSD school psychologist. When an IEP team determines that 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...)*.

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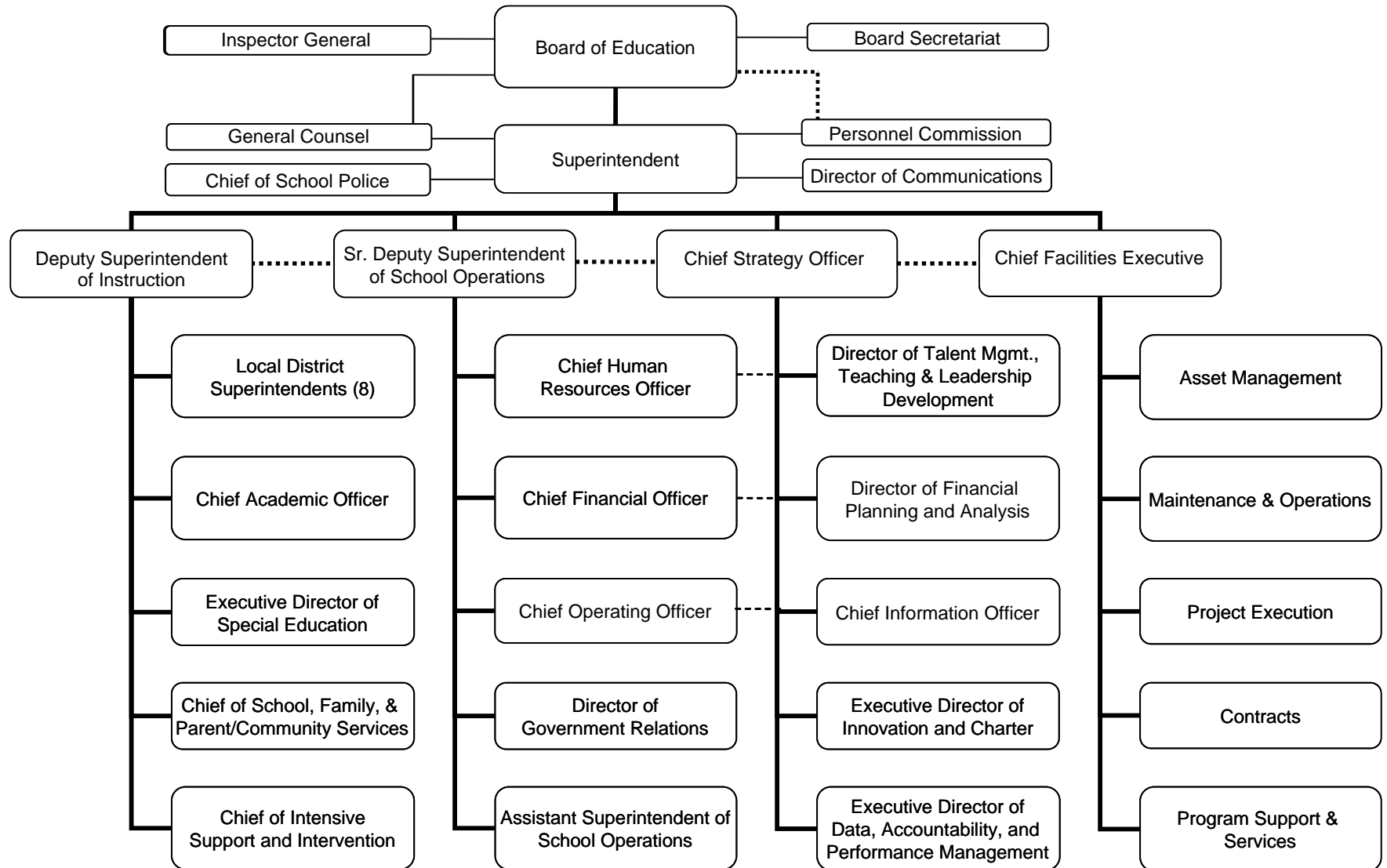


# **Appendix A**

## **Los Angeles Unified School District Organizational Chart**

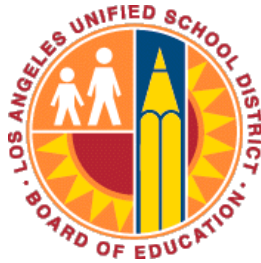


## LAUSD Organizational Chart – Effective July 1, 2011



LOS ANGELES UNIFIED SCHOOL  
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## **Appendix B**

# **Division of Special Education Organizational Chart**



**2011 – 2012**     **DRAFT**

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# **LAUSD SELPA**

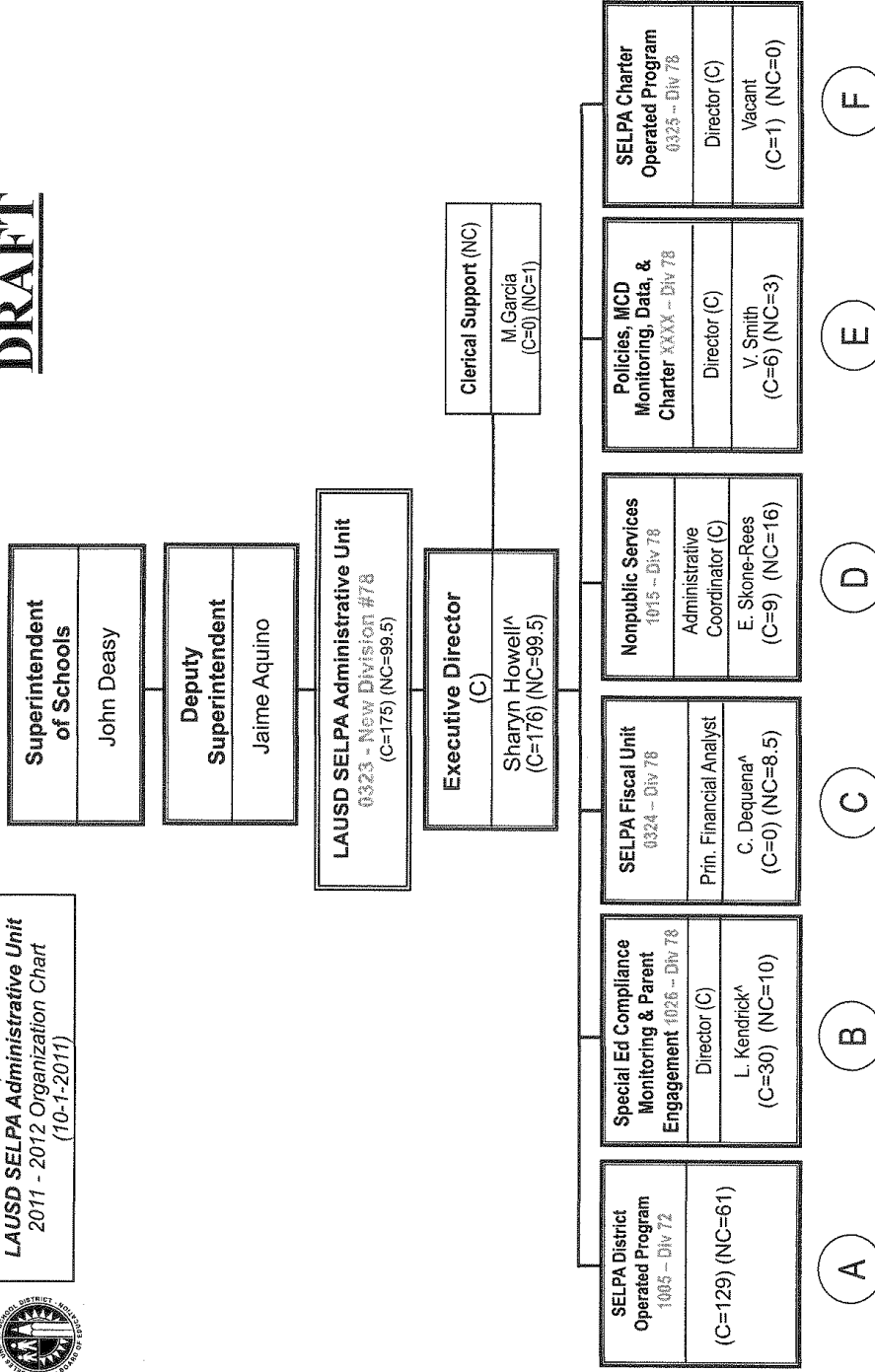
## **Administrative Unit**

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**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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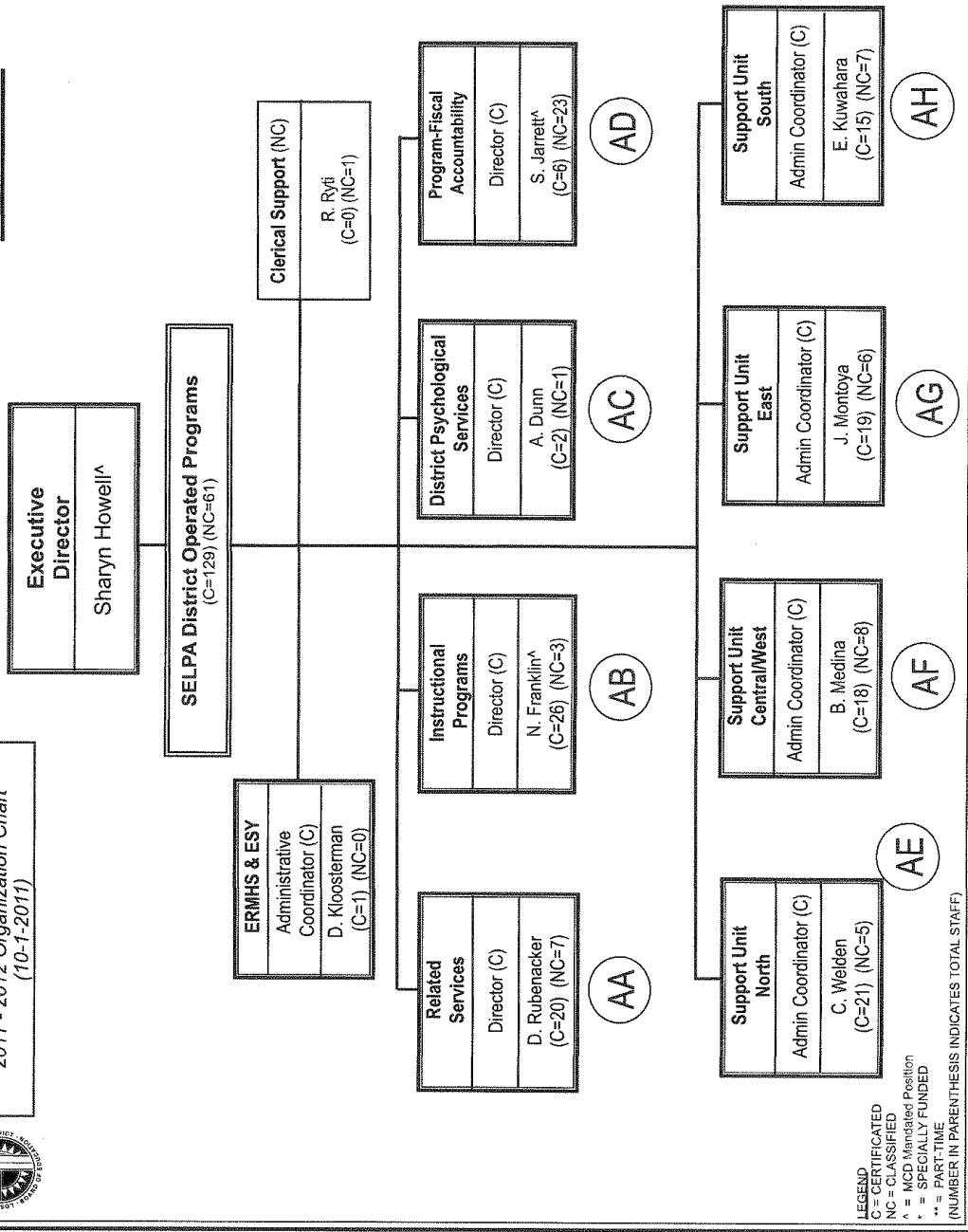
**LEGEND**  
C = CERTIFICATED  
NC = CLASSIFIED  
^ = MCD Mandated Position  
\*\* = PART-TIME  
(NUMBER IN PARENTHESIS INDICATES TOTAL STAFF)



**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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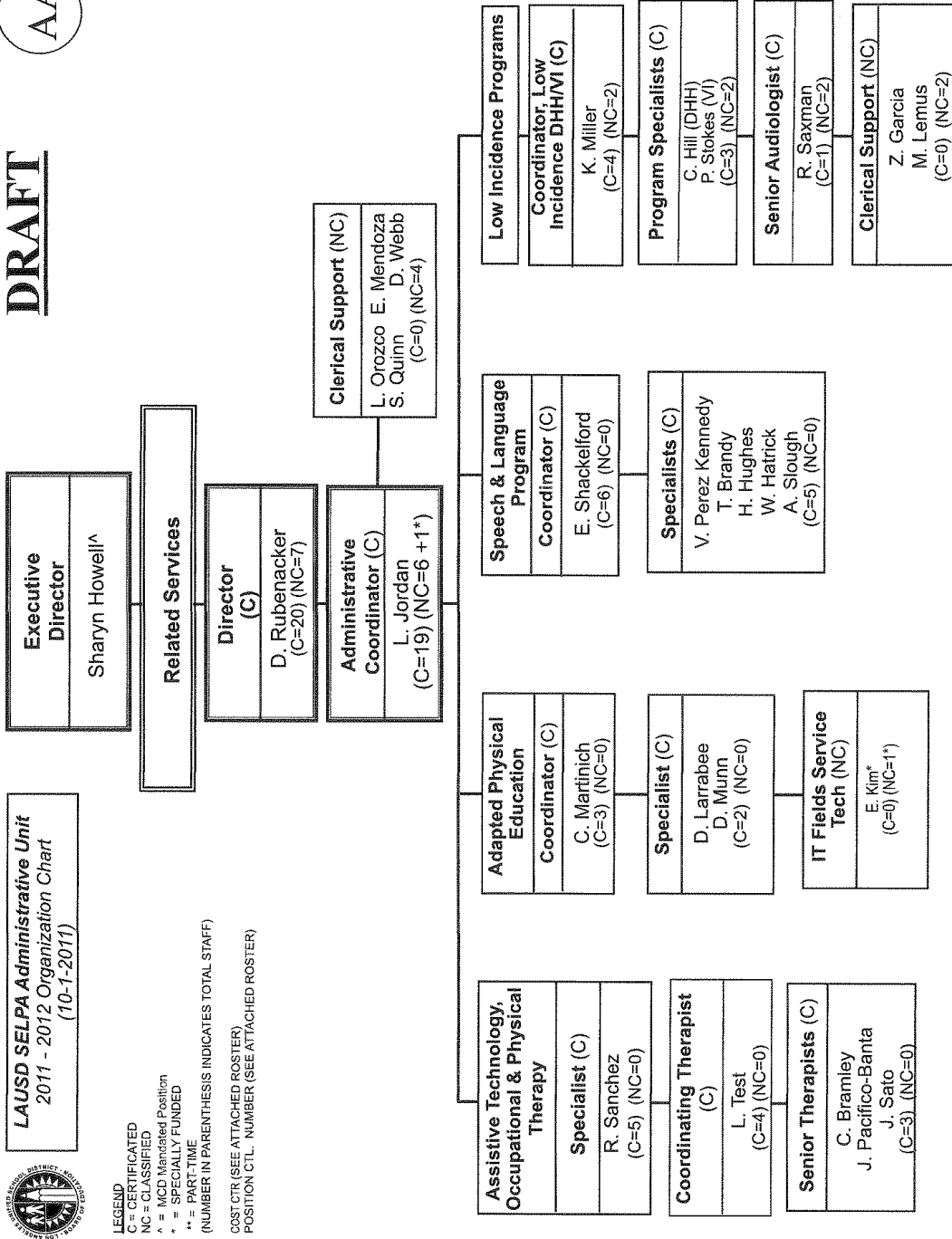




**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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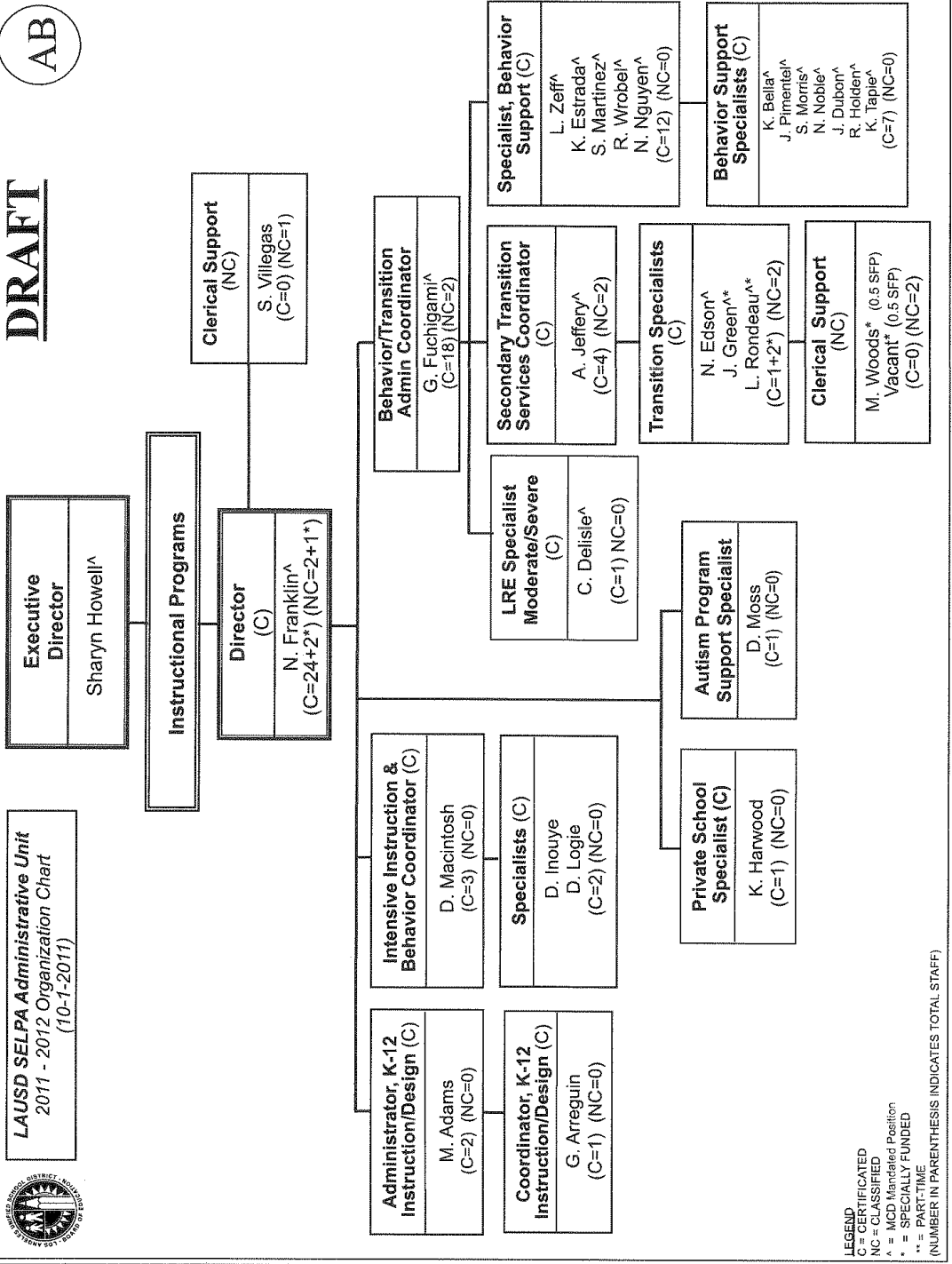
**LEGEND**  
C = CERTIFICATED  
NC = CLASSIFIED  
^ = MCD Mandated Position  
\* = SPECIALLY FUNDED  
\*\* = PART-TIME  
(NUMBER IN PARENTHESIS INDICATES TOTAL STAFF)  
COST CTR (SEE ATTACHED ROSTER)  
POSITION CTL. NUMBER (SEE ATTACHED ROSTER)



**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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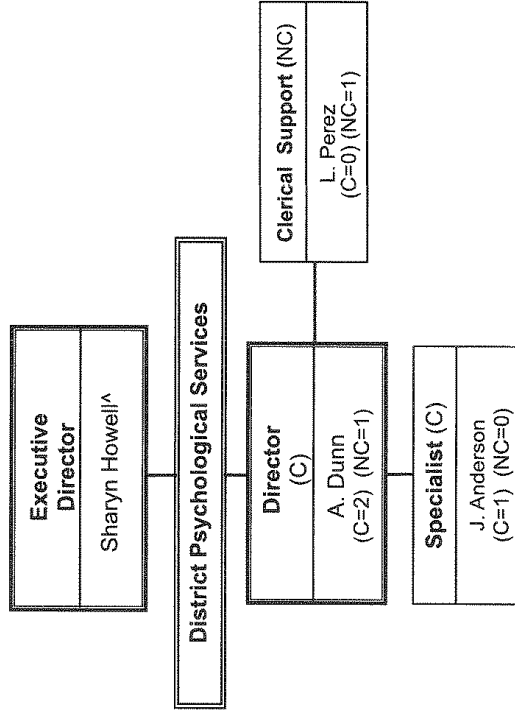




**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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**LEGEND**  
C = CERTIFICATED  
NC = CLASSIFIED  
^ = MCD Mandated Position  
\* = SPECIALLY FUNDED  
\*\* = PART-TIME  
(NUMBER IN PARENTHESIS INDICATES TOTAL STAFF)

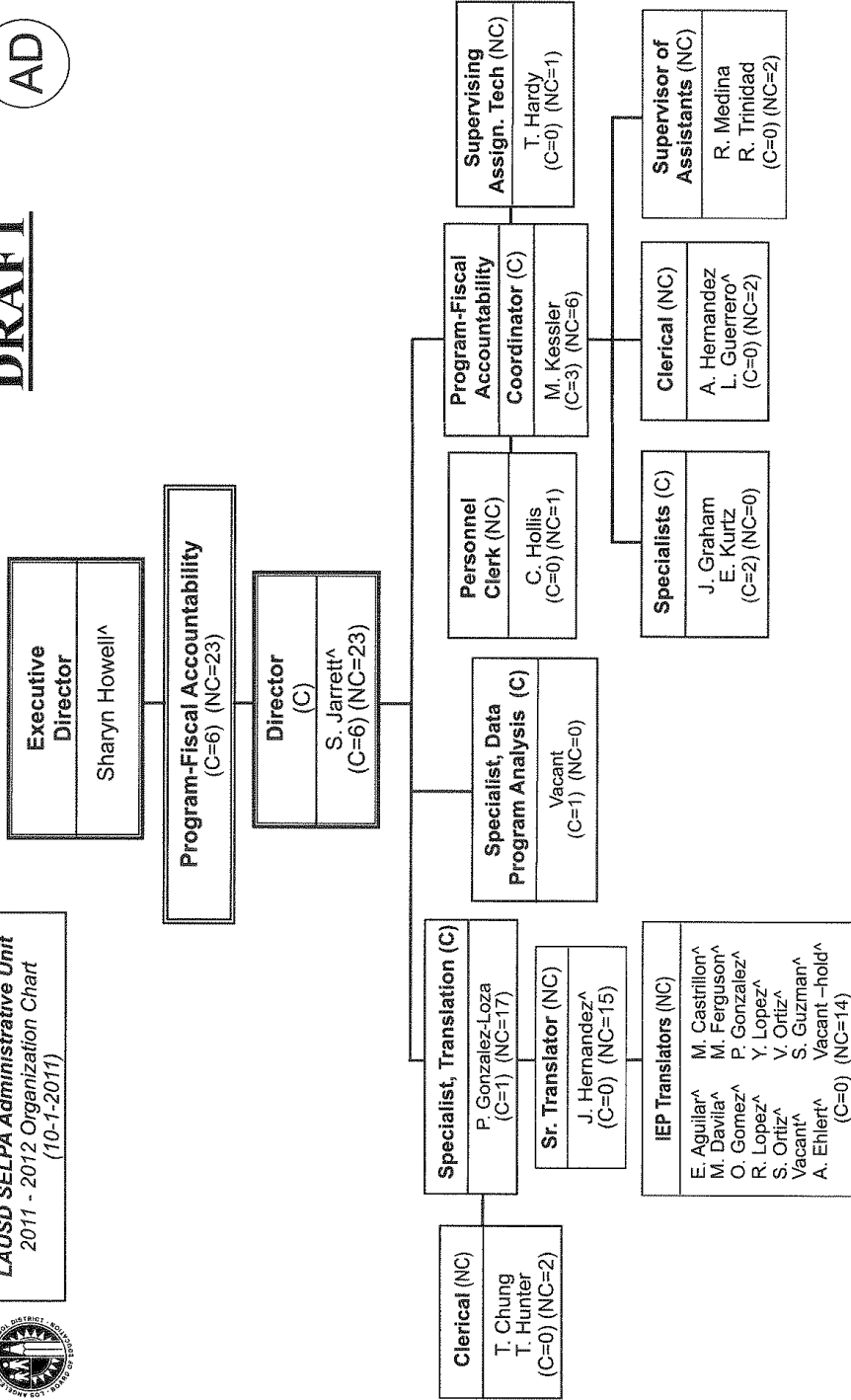




**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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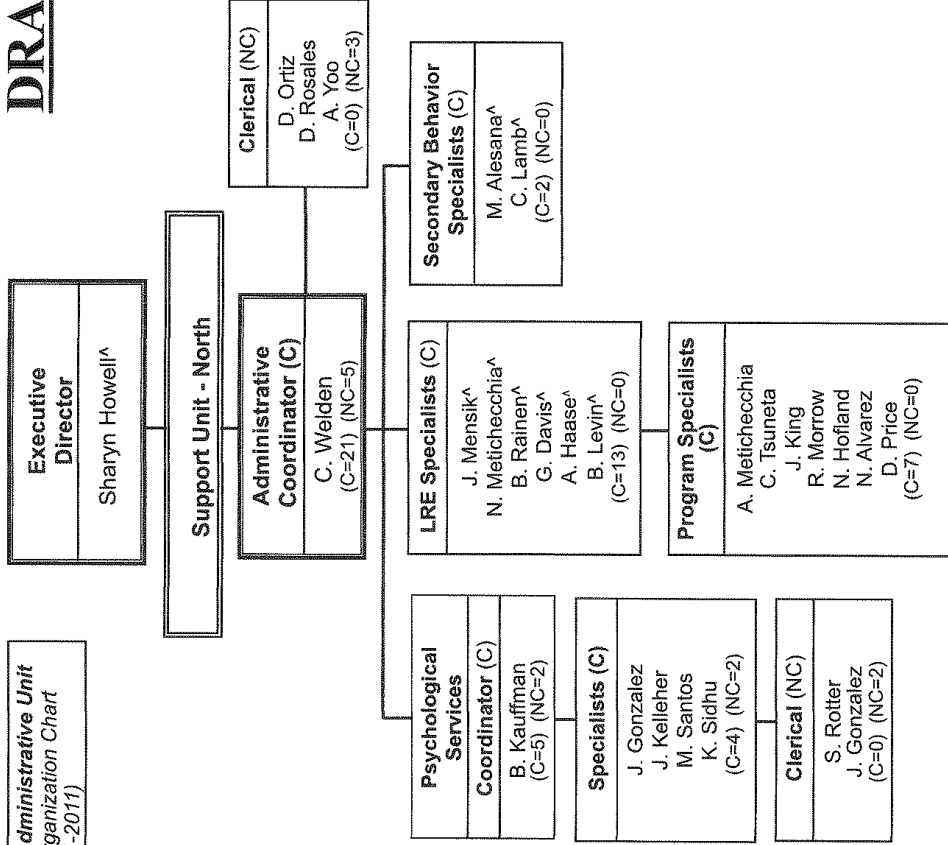
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C = CERTIFICATED  
NC = CLASSIFIED  
^ = MCD Mandated Position  
\* = SPECIALLY FUNDED  
\*\* = PART-TIME  
(NUMBER IN PARENTHESIS INDICATES TOTAL STAFF)



**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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(NUMBER IN PARENTHESIS INDICATES TOTAL STAFF)

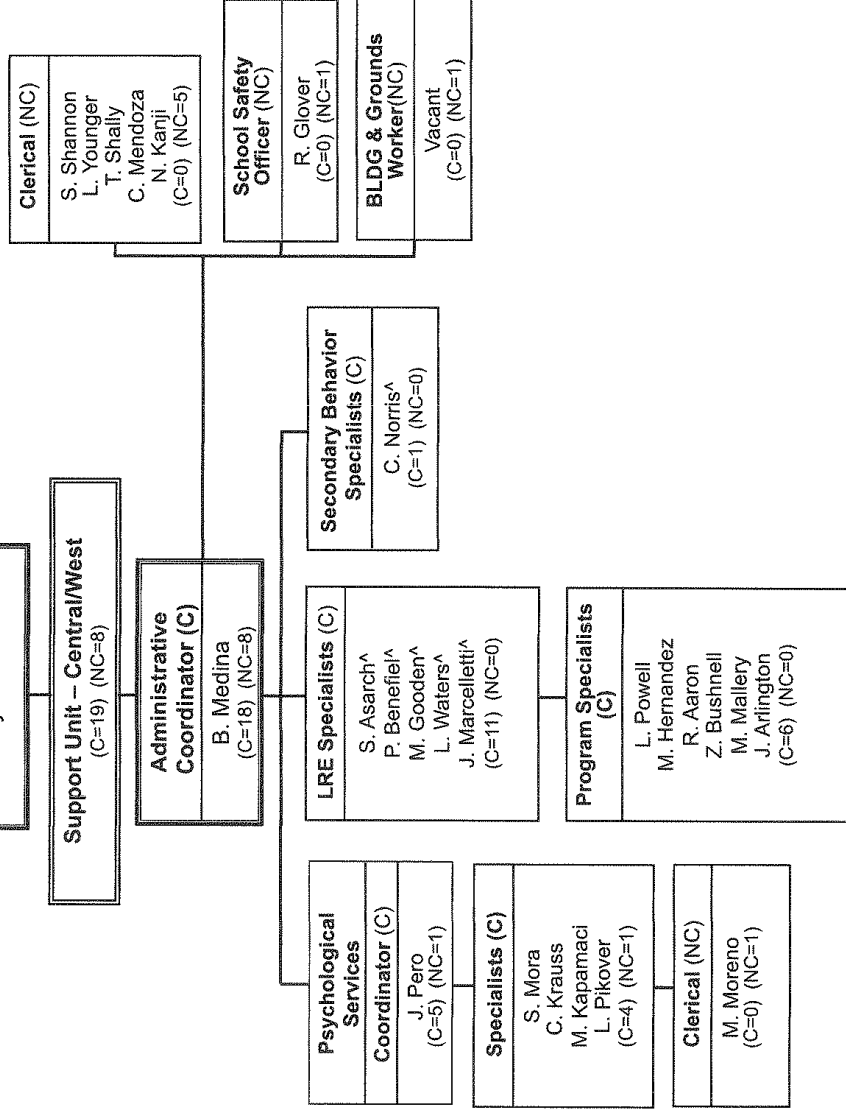


**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

<b>Executive Director</b>	
Sharyn Howell^	

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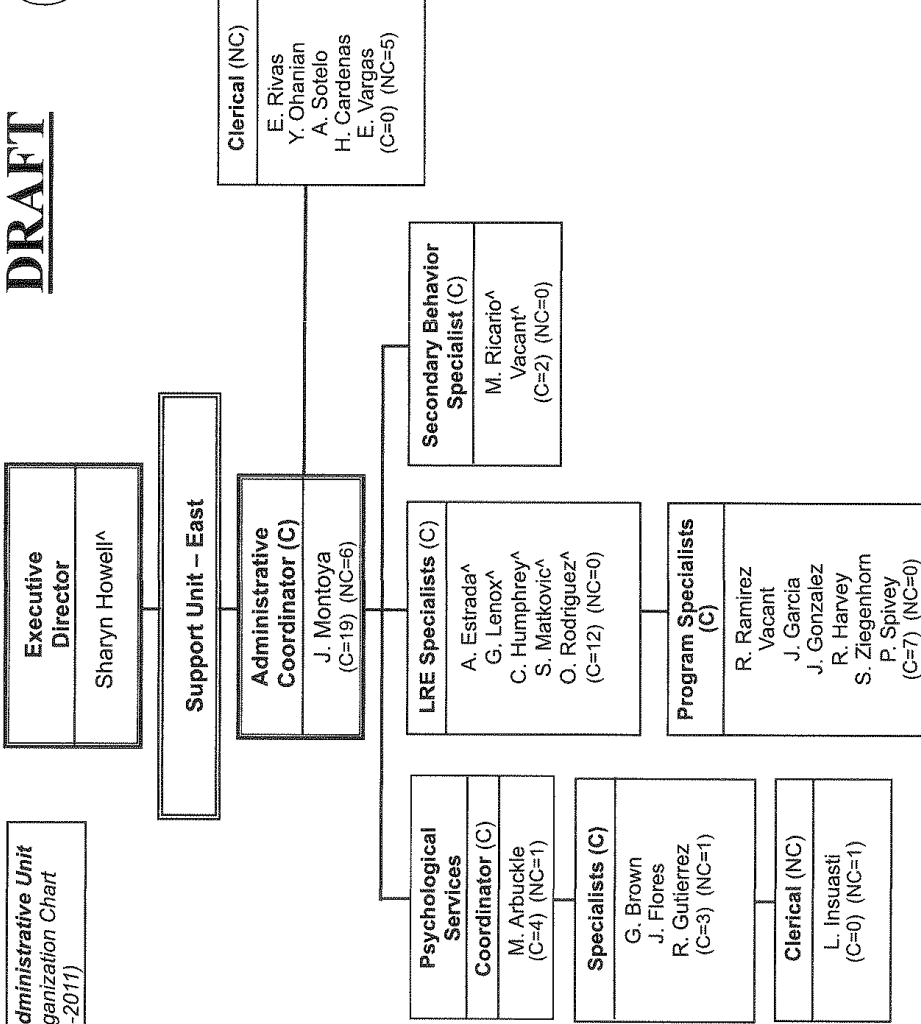
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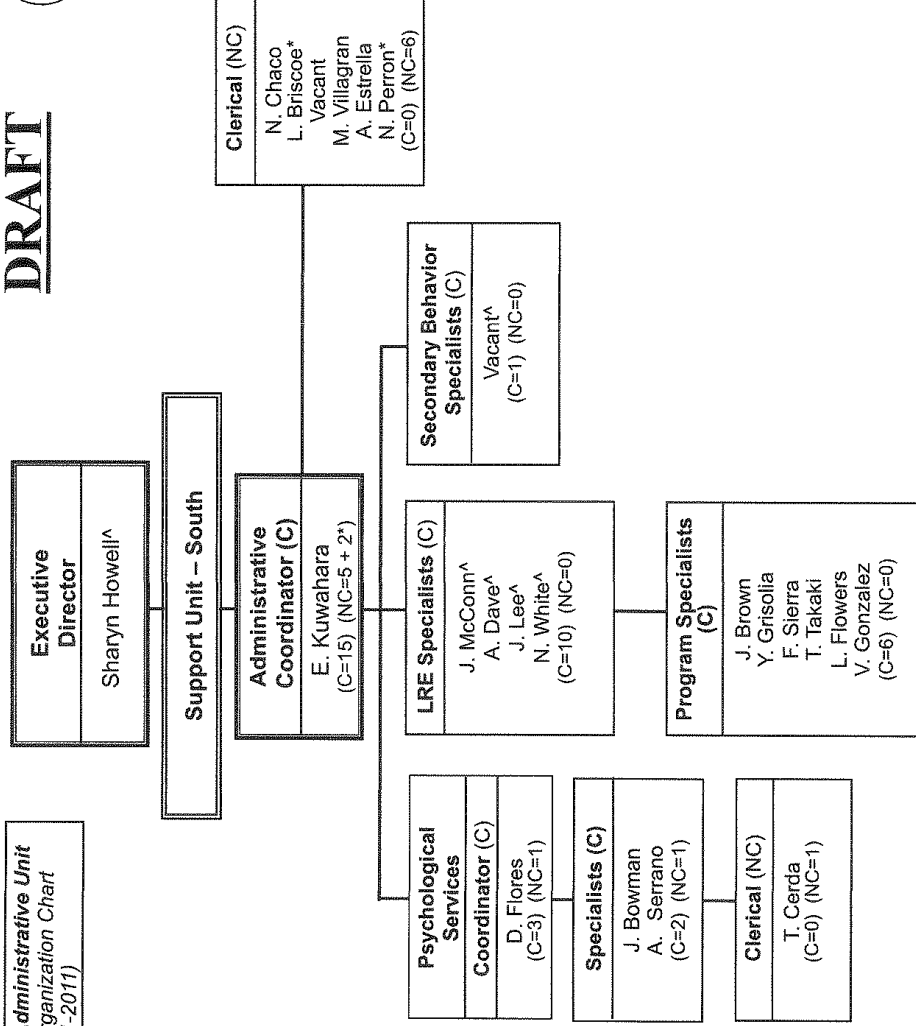
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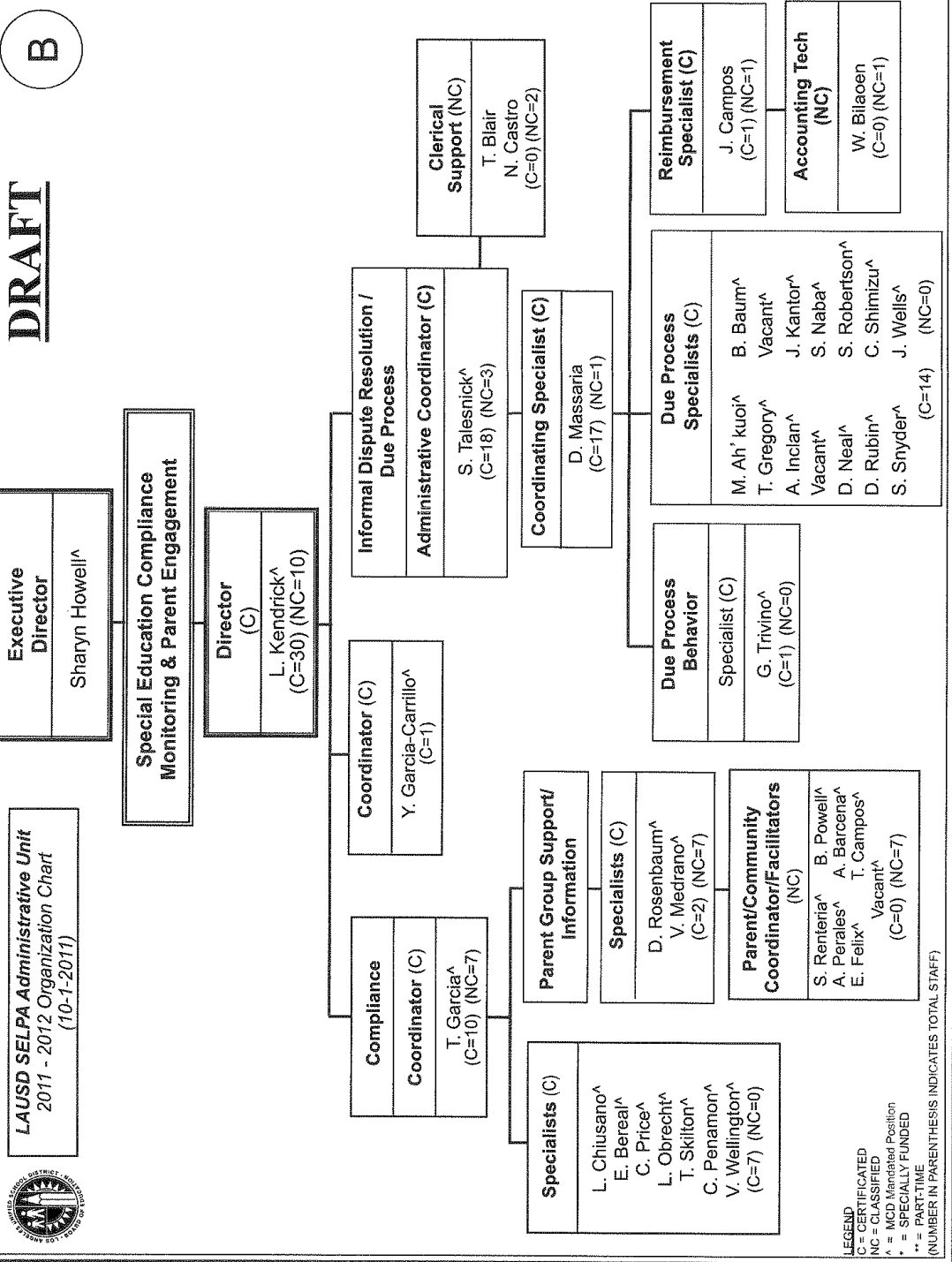
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(10-1-2011)

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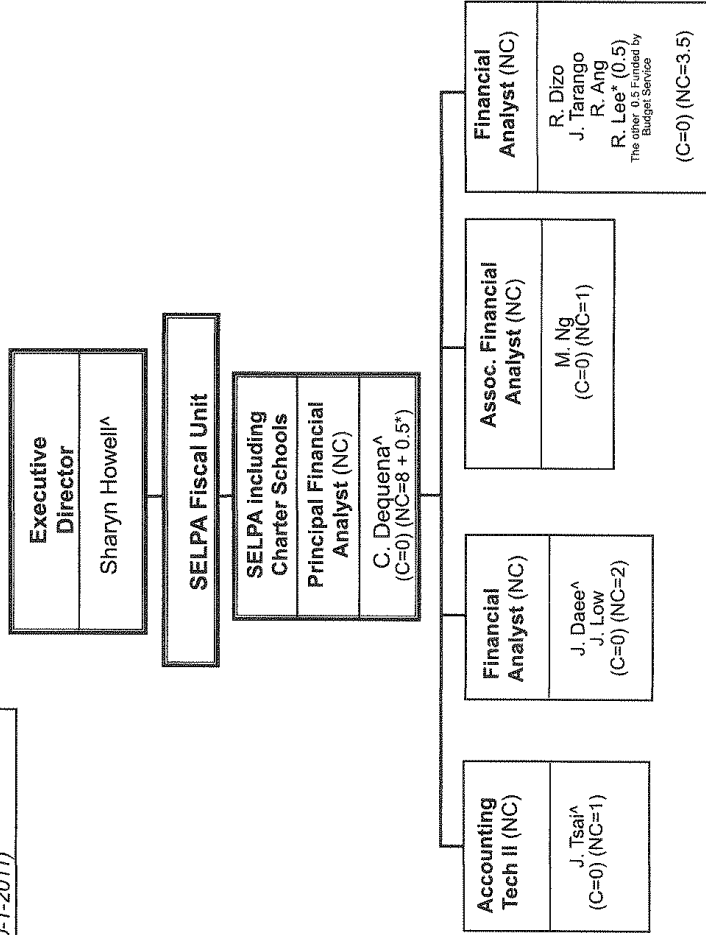




**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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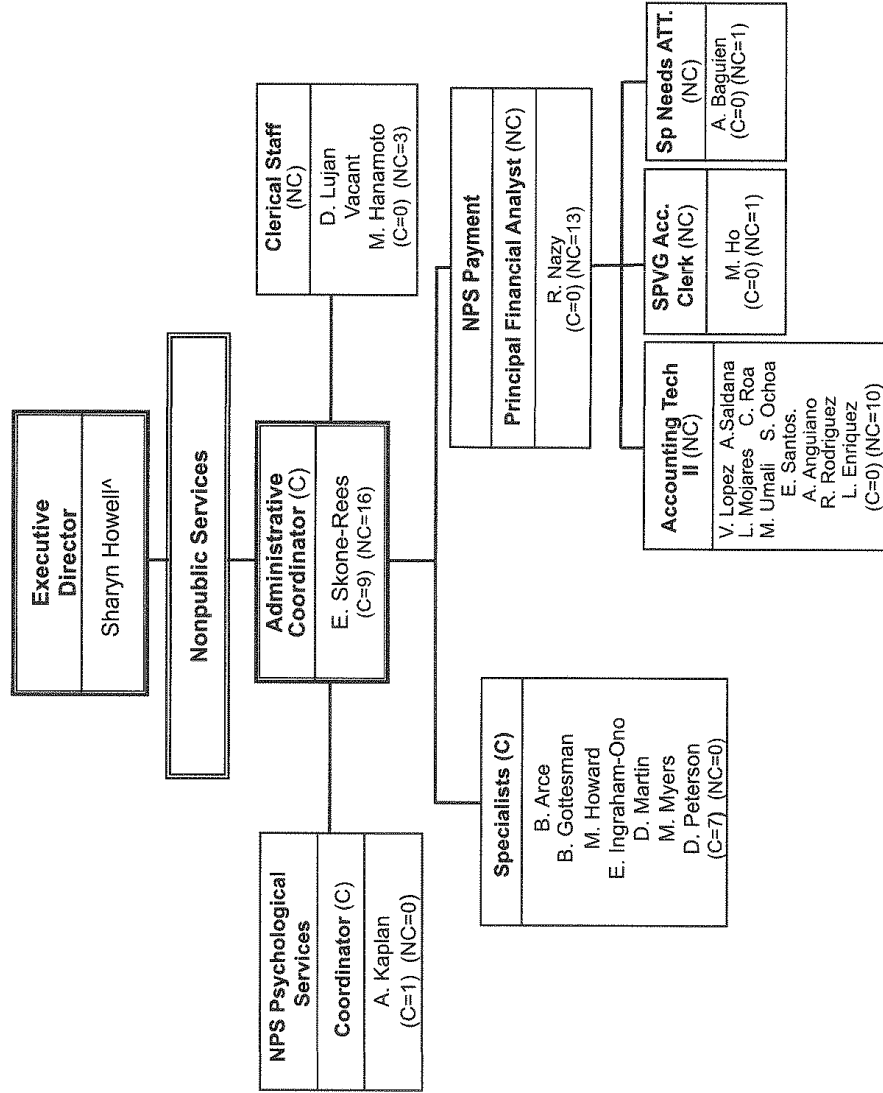
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**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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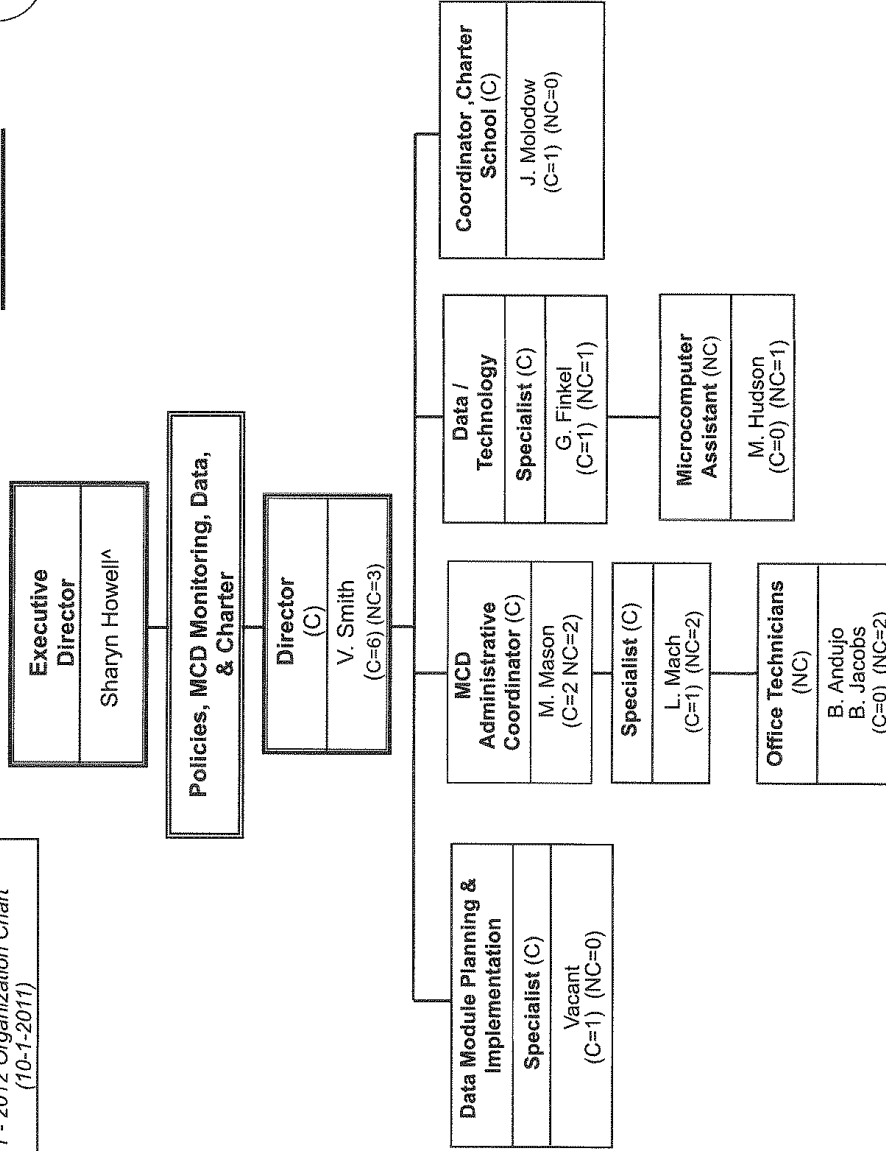




**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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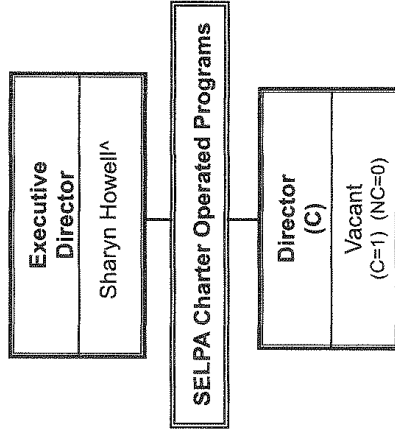
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**LAUSD SELPA Administrative Unit**  
2011 - 2012 Organization Chart  
(10-1-2011)

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LOS ANGELES UNIFIED SCHOOL  
DISTRICT  
*Special Education Local Plan Area*



## **Appendix C**

### **Community Advisory Committee By-laws**

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
COMMUNITY ADVISORY COMMITTEE  
FOR SPECIAL EDUCATION  
Amended May 18, 2011**

**BY-LAWS**

**ARTICLE I**

**Mission Statement**

The Mission of the Los Angeles Unified School District (LAUSD) Community Advisory Committee for Special Education, referred to as CAC; which is mandated by the State of California, Department of Education, Education Code, Special Education Programs, Article VII, Section 56190; is to help ensure that Los Angeles Unified School District ("District") delivers quality special education services, in compliance with federal and state laws, to all children with disabilities.

**ARTICLE II**

**Purpose**

- A. The CAC shall advise the Superintendent of LAUSD, the Board of Education and the Executive Director of Special Education on concerns needs and issues of special education.
- B. The CAC shall act in support of students with disabilities by promoting maximum interaction of parents and community members with the Division of Special Education and the School District.
- C. The CAC shall assist in providing support for the successful inclusion of students with Disabilities in the general education environment.
- D. The CAC shall support activities, trainings and workshops to promote the success of students with disabilities in all areas of the educational process including independent life skills and socialization.
- E. The CAC shall advise the Division of Special Education on issues related to students with disabilities who are Limited English Proficient (LEP).
- F. The CAC shall establish activities to inform and train families of diverse language and culture on issues relating to special education.

G. The CAC shall support a wide range of assessment options for all students with disabilities in order for them to reach their maximum potential in all areas as per:

1. Federal Law IDEA reauthorization of 2005
2. The alignment with No Child Left Behind Act (NCLB)
3. California State Laws and regulations
4. LAUSD policies and procedures pertaining to the Chanda Smith Modified Consent Decree

## ARTICLE III

### Responsibilities

A. The responsibilities of the Community Advisory Committee shall be as outlined in the State California Education Code, Article VII, Section 56194.

1. Review the major components of the Local Plan and advise the Superintendent of LAUSD, the Board of Education and the Associate Superintendent of Special Education regarding the development and review of the plan.
2. Make recommendations on annual priorities to be addressed by the local plan.
3. Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encourage community involvement in the development and review of the local plan.
5. Support activities on behalf of students with disabilities and their families.
6. Assist in parent awareness of the importance of regular school attendance and their rights and responsibilities as parents/guardians of disabled students.

B. The additional responsibilities of the Community Advisory Committee may be, but are not limited to:

1. Participate as members of appropriate District committees as per their specific by-laws, including but not limited to:
  - a. Parent Collaborative (CAC has 2 selected seats per their by-laws)
  - b. Division English Language Advisory Committee (DELAC)

- c. Title I District Advisory Committee (DAC)
  - d. Local School Site Councils
2. Mobilize public and legislative support for legislation and educational programs for students with disabilities:
- a. Membership will select a slate of representatives to be approved by the Division of Special Education to attend the Annual SELPA Legislative Day based on the following criteria:
    - 1) Through positive actions has been supportive of the Division of Special Education's Instructional and Behavioral Initiatives.
    - 2) Has set a good example by demonstrating:
      - a. The ability to work collaboratively with other parents and personnel from the Division of Special Education and the District
      - b. Knowledge about Special Education law, legislative issues and LAUSD policies and procedures
    - 3) A commitment to attend all prior planning meetings to prepare bills for lobbying.
    - 4) The ability to communicate effectively with state legislators and their staff.
  - b. Prepare templates, tool kits and write letters and lobby as necessary to government representatives regarding education legislation that impacts students with disabilities.
  - c. Continue communication on a regular basis between the CAC and the Board of Education and the CAC and the Superintendent of LAUSD.
  - d. When necessary, recommendations will be made by the CAC and will be presented before the LAUSD Board of Education.

## ARTICLE IV

### Membership

- A. The CAC shall consist of not less than 17 nor more than 31 members.
- B. The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

- C. A majority of the CAC membership shall be parents of students with IEPs who are currently enrolled in schools within the LAUSD, including Charter Schools and nonpublic placements contracted with LAUSD, or enrolled in private schools within the LAUSD geographic area.
- D. To the greatest extent possible, CAC membership shall be representative of the ethnic, socioeconomic and geographic composition of LAUSD as well as all age groups and disabilities it serves.
- E. CAC participants who have attended four (4) or more meetings in a year can be eligible for membership through a review and application process. The Board of Education shall appoint those applicants at a designated public meeting upon receipt of approved names. These names shall be submitted annually in June by their peers at a CAC meeting.
- F. In addition, there shall be a general and a special education teacher appointed by the president of the United Teachers of Los Angeles (UTLA) and volunteer community representatives. The president of the Administrative Association of Los Angeles (AALA) will be asked to appoint an administrator to serve each year. The Executive Director and SELPA Director shall be ex-officio members.
- G. CAC Member Duties and Privileges upon Board Approval:
  - 1. shall be responsible for attendance at all monthly meetings.
  - 2. shall support the activities of the CAC on behalf of special education student and programs.
  - 3. shall be entitled to one (1) vote on each matter that is submitted to a vote of the CAC. Members must be present to vote.
- H. Termination of membership: Membership shall terminate, upon approval of the CAC Executive Board, for any member who has three (3) or more unexcused absences a year.
- I. Resignation: Any member may resign by filing a written resignation with the chairperson of the CAC.

## ARTICLE V

### Meetings

- A. The CAC shall meet on a traditional calendar school year September through June, with the option of an extra summer meeting. The CAC shall meet on the third (3<sup>rd</sup>) Wednesday of the month unless otherwise determined by the CAC Executive Board.

- B. All Board appointed members shall receive written notification at least ten (10) days in advance of all regular meetings. In addition the meeting notice and agenda shall be posted in the office of the Division of Special Education at least 48 hours before the meeting.
- C. All regular meetings shall be open to the public. A representative of the Division of Special Education will be available to document individual concerns as a referral for action.
- D. Communication assistance, such as foreign language and sign language interpreters, will be provided for members as needed when requested in a timely manner.
- E. A majority of the Board appointed CAC membership shall be necessary for the transaction of business. Of that number, a majority must be parents.
- F. Only Board appointed members are eligible to vote on CAC matters.
- G. No individual member may commit the CAC to any action or recommendation without a majority vote in the affirmative by the CAC Executive Committee.
- H. Meetings of the CAC shall be subject to the Ralph M. Brown Open Meeting Law and to follow the CAC standards of conducting meetings.
- I. Each LAUSD Local District Superintendent and Special Education Support Unit Administrator has the commitment and responsibility to inform general education and special education parents of the CAC meetings and events.
- J. Each LAUSD Local District Superintendent and Special Education Support Unit Administrator has the commitment and responsibility to encourage local representation on the CAC.
- K. An excused absence from active service is for a specified purpose and period of time. All officers and committee members qualify for absences but not leaves. Excused absences are either “permissive” or “mandatory.” Such provisions are limited to the following instances:
  - 1. illness
  - 2. injury
  - 3. immediate family care and medical absence. Immediate family is defined as the following relatives of the officer and or member:
    - a. Spouse or, for the purpose of this Attendance Article only, a cohabitant who is the equivalent of a spouse
    - b. Parent (includes in-law, step or foster parent, and parent of cohabitant who is the equivalent of a spouse)
    - c. Grandparent (includes in-law, step and a grandparent of cohabitant who is



- the equivalent of a spouse)
- d. Child (includes son/daughter-in-law, step and foster child, and child of cohabitant who is the equivalent of a spouse)
- e. Grandchild (includes grandchild of spouse, step grandchildren, and grandchildren of cohabitant who is the equivalent of spouse)
- f. Brother
- g. Sister
- h. Any relative living in the officer or member's immediate household
- 4. bereavement
- 5. jury duty
- 6. immediate child/guardian's child IEP meeting
- 7. district joint officer/board member meeting conflict

Unless otherwise provided in this Article, an officer and/or member who intends to be absent from a regular or planning meeting must make every reasonable effort to notify an officer or parent liaison not later than 8:00 a.m. on the day of the absence. Failure by the officer or member to give such notice or to report to the scheduled meeting shall be considered an unexcused absence. An exception to this provision or requirement shall be made if it was impossible for the officer or member to give the required notice.

## ARTICLE VI

### Officers

The officers of the CAC shall be a chairperson, co-chairperson, secretary, and one public relations officer. The officers may be parents of students with disabilities enrolled in LAUSD or private school programs funded by it, parents of general education students enrolled in LAUSD schools, students and adults with disabilities, representatives of other public and private agencies, and other persons concerned with the needs of students with disabilities. An officer may not be a district employee, with the exception of parents employed as District Validation Review (DVR) Team members and/or parents employed as Community Representatives.

- A. The chairperson shall:
  - 1. Preside at CAC meetings. In the absence of the chair, the co-chair will preside.
  - 2. Serve as spokesperson for the CAC. The chair can designate an alternate when necessary for special circumstances.
  - 3. Appoint committees of the CAC as necessary and serve as an ex-officio member of all committees.

4. Upon CAC participation in development and finalization, as outlined below, the chairperson shall sign the Local Plan on behalf of the CAC. Per The California Education Code:
  - (a) Chapter 2.5, Article 1, Section 56195.3: “In developing a local plan under Section 56195.1, each district shall do the following: (a) Involve special and general education teachers selected by their peers and parents selected by their peers in an active role.”
  - (b) Chapter 2.5, Article 2, Section 56195.9. states: “The (Local) plan for special education shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with participation by parent members of the community advisory committee, or parents selected by the community advisory committee, to ensure adequate and effective participation and communication.”
  - (c) Chapter 3, Article 1.1, Section 56205(b)(6): “Verification that the plan has been reviewed by the community advisory committee and that the committee had at least 30 days to conduct this review prior to submission of the plan to the superintendent.”
5. Sign and/or approve all letters, reports and other communications of the CAC.
6. Present to the Board of Education information about activities and issues concerning CAC membership in relation to the special education local plan.

B. The co-chairperson shall:

1. Preside at CAC meetings and other related chair duties in the absence of the chair.
2. Serve as Parliamentarian at all CAC meetings.

C. The secretary shall:

1. Draft the minutes and make them available to the Division of Special Education for duplication and translation as requested.
2. Maintain all membership lists and minutes.
3. Maintain all forms and attendance lists related to maintenance of current attendance and notify the committee of participants eligible for membership after attending 4 meetings.
4. Maintain communication with the district regarding data of importance to CAC.

5. Maintain communication with the district regarding data of importance to CAC including but not limited to the local plan, state and local testing data, Modified Consent Decree outcomes, District Validation Reviews, number of due process and mediation resolutions, etc.

D. The Public Relations Officer shall:

1. Publicize District and community events that pertain to resources and information for families with disabilities.
2. Provide outreach to the parents, District, community and media to improve communication about Special Education.
3. Coordinate legislative letter writing activities on behalf of the CAC.

E. Election of Officers:

1. Nominations will be taken from the committee membership at the May meeting.
2. Nominees must be active CAC members in good standing who have attended a minimum of five (5) regularly scheduled monthly meetings for one (1) full school year before consideration to positions on the Executive Board.
3. A slate of nominees will be presented to all voting members in each even numbered year.
4. Election of officers will be held in May of each even numbered year. Only CAC voting members will be allowed to vote.
5. Installation of officers will take place in June.
6. Newly elected officers are encouraged to attend the June Executive evaluation meeting before installation ceremonies to have a better understanding of the Executive Board Planning process. Outgoing officers may mentor/ assist new officers with their first planning meeting in August if newly elected officers so desire.

F. Term of Office:

1. Officers will serve for a two (2) year period.
2. No person shall serve for more than two consecutive terms in the same office.
3. A vacancy in any office shall be filled from the current membership by a CAC election at a regular meeting for the remaining portion of the term.

G. Officer Conduct: Everyone benefits when Board Members work well together. CAC Officers are expected to be responsible group members and create a good working relationship by:

1. Holding one another to high performance standards.
2. Respecting the contributions of others by willingly supporting each other's efforts and ideas.
3. Knowing what is expected of themselves and each other in their positions.
4. Being good listeners: Ask for permission to speak, avoid interrupting, disagree appropriately.
5. Having the empathy to understand and help other Board Members do their job
6. Using time wisely to solve problems effectively, make effective decisions and meet deadlines.
7. Keeping communication channels open at all times and in all directions (among each other, your Parent Liaison and support staff, SELPA Director, the Executive Director of the Division of Special Education and all CAC participants). A strong team is an informed team.
8. Attending all Executive Board Planning meetings. As with regular CAC membership, an Executive Board Member's officer status shall terminate, upon vote of the CAC, for any Board Member who has more than three (3) unexcused absences from planning meetings in a school year. Procedure for replacement will be as specified in Article VI, Officers, (G) (3). Regular CAC membership status shall remain in place upon termination of Executive Board duties.

H. Executive Board Planning Meeting Conduct:

1. Before the Executive Board Planning Meeting the Chair shall (with the assistance of the Parent Liaison):
  - a. Verify meeting location
  - b. Review upcoming (and past if necessary) calendar
  - c. Prepare/review Agenda with assistance from Parent Liaison
  - d. Verify those who will be presenting a training, providing reports or updates and those chosen to take personal concerns (District Representative).

## 2. During the Planning Meeting:

- a. Start on time – members who arrive late will not be updated to keep agenda flowing.
  - 1. Members who are late without acceptable excuse (late being described as  $\frac{1}{2}$  hour to 1 hour after a meeting's scheduled start time) for three (3) meetings in a school year, will be subject to replacement procedure as described in Article VI, Officers, (H)(8)(A).
  - 2. Acceptable Excuses are the same as Article V, Meetings (K)
- b. Agree on ground rules:
  - 1. All officers have equal ranking at planning meetings.
  - 2. Respect everyone's comments
  - 3. Speak one at a time and allow time for translation.
  - 4. Discuss issues, not people
  - 5. Try not to repeat
  - 6. Stick to the Agenda time frame
  - 7. Stay on task
  - 8. Don't take anything personally
  - 9. Agree to disagree
- c. Debrief previous CAC meeting
- d. Review agenda
- e. Stick to the agenda
- f. Use informal parliamentary procedures
- g. Summarize
- h. Give all a chance to participate
- i. Restate decisions/assignments
- j. End on time

## 3. After the Planning Meeting follow up on assignments.

## ARTICLE VII

### Committees

#### A. Executive Committee:

1. Shall consist of the officers of the CAC.
2. Shall prepare agendas, meeting dates and presentations.
3. Shall review and revise, if necessary, the bylaws on an annual basis.
4. May make formal recommendations and carry out projects with CAC membership.
5. Shall participate in preparation and review of the Local Plan and report to the CAC membership before the public Board meeting presentation.
6. The chair may invite other individuals to Executive Committee meetings.

#### B. Standing Committees

The needs, mission, objectives and responsibilities of the CAC will be implemented by the following committees composed of Board members and other interested community members.

##### 1. Parent Collaborative

The committee will provide and exchange information with the Parent Collaborative, which meets the 1<sup>st</sup> Wednesday of the month. CAC representatives may not vote on any committee items without consent and a majority of CAC Executive Committee approval.

##### 2. District English Learners Advisory Committee (DELAC)

The committee will provide and exchange information with DELAC, which meets the 4<sup>th</sup> Thursday of the month. CAC representatives may not vote on any committee items without consent and a majority of CAC Executive Committee approval.

##### 3. District Advisory Committee (DAC)

The committee will provide and exchange information with the DAC, which meets the 2<sup>nd</sup> Friday of the month. CAC representatives may not vote on any committee items without consent and a majority of CAC Executive Committee approval.

##### 4. Parent Council to the Independent Monitor

The committee will provide and exchange information with the Parent Council, which meets the 2<sup>nd</sup> Monday of the month from 6:00pm to 9:00pm. CAC representatives

may not vote on any committee items without consent and a majority of CAC Executive Committee approval.

5. Parent Summit Conference

The committee will assist in the development and promotion of the District's Annual Parent Summit.

6. Resource Faire

The committee shall assist in the development, promotion of the Special Education Department's Resource Faire for families of students with special needs.

7. Duties of the above committee members will include, but not be limited to:

- a. Providing or assisting in the provision of training for parents, teachers (general and special education). Classified employees, administrators, and the community throughout the school year.
- b. Providing information pertaining to special education laws, Local Plan, Modified Consent Decree, and instruction. They will encourage family participation in education and district compliance with federal and state laws.
- c. Formulating public relations strategy and implementing distribution of information through district venues and public media sources.
- d. Advising the District on effective current programs and services.

- C. Ad Hoc committees may be formed for special purposes. Ad Hoc committee chairpersons shall be appointed by the CAC chairperson.
- D. The Executive Director of Special Education or his /her designee may be asked by the chair to serve as an ex-officio (non-voting) member of the Executive Committee or to serve on an Ad Hoc committee.
- E. Standing committees will be formed each September, after LAUSD Board approval of the prior June submissions for CAC membership . CAC members will be assigned to the committee in which they have indicated an interest. If possible a member should serve on only one committee.
- F. The CAC will maintain a list of members who are willing to assist with district activities such as interviews, committees or special events and will be contacted by the CAC chairperson or district personnel when a need arises.

## ARTICLE VIII

### Awards and Recognitions

- A. In 2006 the Los Angeles Special Education Community Advisory Committee created the “Excellence in Special Education Award” to honor those whose leadership or teaching promotes the dignity of individuals with special needs and supports all student in achieving their maximum potential in the least restrictive environment..
  - 1. The CAC may offer “Excellence in Special Education Award” recognition in the form of certificates, plaques or other designated honorarium, to any person(s) they feel has made an exceptional contribution to the support of children with disabilities.
  - 2. The CAC Executive Board shall make the determination of recipient(s) as they deem necessary and said award will be presented at a mutually agreed upon time and place.
- B. In 2006 the CAC also created “Certificates of Appreciation”, offered to all guest speakers who present information or workshops to the membership in any school year.

## ARTICLE IX

### Adoption and Amendments

#### A. Adoption of By-Laws:

These By-Laws shall become effective upon their approval by a majority vote of the CAC membership.

#### B. Amendments to By-Laws:

- 1. The By-Laws may be amended at any regular CAC meeting provided written notice to amend the By-Laws, including the complete text of the proposed amendment, has been presented at the previous meeting. The notice to amend the By-Laws shall accompany the notice of any monthly CAC meeting at which such proposed amendment shall be voted upon.
- 2. Amendments require a majority vote of those members present
- 3. Amendments to these By-Laws shall be consistent with the state and federal legislation.
- 4. The Executive committee shall review and revise the By-Laws, if necessary, on an annual basis.



LOS ANGELES UNIFIED SCHOOL  
DISTRICT

*Special Education Local Plan Area*



## **Appendix D**

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

LOS ANGELES UNIFIED SCHOOL  
DISTRICT  
*Special Education Local Plan Area*



## **Appendix E**

# **Educationally Related Mental Health Services Resources**



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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**TITLE:** Educationally Related Mental Health Services  
(ERMHS) for Students with Disabilities

**NUMBER:** BUL-5577.0

**ISSUER:** Sharyn Howell, Executive Director  
Los Angeles Unified School District SELPA/  
Division of Special Education

Jaime R. Aquino, Ph. D.  
Deputy Superintendent of Instruction

**DATE:** October 10, 2011

**PURPOSE:** The purpose of this Bulletin is to inform IEP teams of the changes regarding referral and assessment for Educationally Related Mental Health Services (ERMHS) for students with disabilities.

**MAJOR CHANGES:** The California Assembly Bill (AB) 3632 mandate for the provision of mental health services to special education students 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 Individualized Education Programs (IEPs). Beginning July 1, 2011, LACDMH will no longer provide the referral and assessment for ERMHS, and LAUSD will be responsible for the delivery of ERMHS for students residing within its jurisdictional boundaries. During this transition period, LAUSD wants to assure families that services to students will not be interrupted and will continue.

The LACDMH and the LAUSD have entered into a Memorandum of Understanding (MOU) to continue the provision of mental health services for students. The responsibility for the delivery of ERMHS will be transitioning to the LAUSD during this MOU period.

All new assessments for ERMHS will be conducted by a credentialed LAUSD School Psychologist. When an IEP team determines that ERMHS services are necessary for a student to benefit from his or her special education program, LAUSD will determine the District-assigned service provider.

The Service Delivery Models will be educationally based, according to the provisions set forth in the Individuals with Disabilities Education Improvement

### ROUTING

All Employees  
All Locations



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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**MAJOR  
CHANGES  
(cont.):**

Act (IDEA, 2004). Parents should be advised to consult with their private physician, mental health provider, appropriate community or Los Angeles County agency for any medication management or other medical needs.

Parents have been informed of the change in the law and the service delivery model in a letter that has been sent by the Division of Special Education.

**BACKGROUND:**

From 1984 until 2010 the state of California required county mental health (CMH) departments to participate with school districts in the delivery of IEP directed mental health services to special education students. The mandate was originally passed in 1984 by Assembly Bill (AB) 3632, but in the Fall of 2010, the California Governor vetoed a fiscal year 2010-11 appropriation for mental health services mandated by AB 3632 and stated that "[t]his mandate is suspended." Governor Jerry Brown's May Revision of the state budget bill proposed to shift responsibility for mental health services, including out-of-home residential services, required under federal law from local mental health and county welfare agencies to school districts. The permanent repeal of the AB 3632 mandate, releases CMH departments from responsibility for providing services to special education students in order to benefit from their IEPs. This places sole responsibility for managing these students' access to educationally related mental health services with the school districts or Special Education Local Planning Agencies (SELPA's).

**GUIDELINES:**

According to the Individuals with Disabilities Education Act (IDEA), schools must develop IEPs for all students eligible for special education services. Based on a student's assessed need, LAUSD will provide Educationally Related Mental Health Services (ERMHS) to a student with disabilities, as determined by the IEP Team, as part of the federal mandate to provide a free appropriate public education (FAPE).

Beginning September 1, 2011, all student assessments for ERMHS, including IEP team recommendations for placement in a nonpublic school with an associated residential treatment center (NPS/RTC), will be provided by LAUSD personnel. Should an IEP team recommend residential placement in an NPS/RTC, referrals for such placement for new students will be handled by the Nonpublic Services Department. Again, LAUSD wants to assure families that services to students will continue uninterrupted.

When an IEP team determines that ERMHS services are necessary for a student to access his or her special education program, based on a psycho-educational assessment conducted by a credentialed LAUSD school psychologist, LAUSD will determine a District-assigned service provider.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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**PROCEDURES:** Beginning September 1, 2011, all student assessments for ERMHS services, including recommendations to the IEP team for placement in a nonpublic school with an associated residential treatment center (NPS/RTC), will be conducted by a credentialed LAUSD school psychologist. After completing a psycho-educational assessment, the LAUSD school psychologist will consult with administrators in the Psychological Services Department for assistance in following Ref. Guide 5578.0 and Ref. Guide 5579.0.

**AUTHORITY:** This is a policy of the Los Angeles Unified School District.

**RELATED RESOURCES:** REF-5578.0: Guidelines for Individualized Education Program (IEP) Teams Regarding the Social-Emotional Needs of Students with Disabilities; September, 2011

REF-5579.0: Nonpublic School as a Placement Option in the Least Restrictive Environment

Individuals with Disabilities Education Improvement Act (IDEA 2004)

**ASSISTANCE:** For assistance or further information please contact:

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Anne Kaplan, Coordinator Nonpublic Schools Office	213 241-3373
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**LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN**

**ASSISTANCE  
(cont.):**

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Monique Arbuckle, Coordinator Support Unit East Local Districts 4 and 5	Psychological Services: 213 241-0157 School Mental Health: 213 266-7615
Delia Flores, Coordinator Support Unit South Local Districts 6 and 8	Psychological Services: 310 354-3570 School Mental Health: 310 513-8070

**ATTACHMENTS:** Attachment A: Letter to Parents (English)  
Attachment B: Letter to Parents (Spanish)



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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**TITLE:** Guidelines for Individualized Education Program (IEP) Teams Regarding the Social-Emotional Needs of Students with Disabilities

**NUMBER:** REF-5578.0

**ISSUER:** Sharyn Howell, Executive Director  
Los Angeles Unified School District SELPA/  
Division of Special Education

Jaime R. Aquino, Ph. D.  
Deputy Superintendent of Instruction

**DATE:** October 17, 2011

**PURPOSE:** The purpose of this Reference Guide is to inform Individualized Education Program (IEP) teams of the procedures regarding referral and assessment for the social-emotional needs of students identified with disabilities on an IEP. This includes Counseling and Educationally Related Mental Health Services (ERMHS) as Related Services, and the process for continuing services for students currently eligible for IDEA services under the provisions of the former California Assembly Bill (AB) 3632.

**MAJOR CHANGES:** The AB 3632 mandate for the provision of mental health services to special education students 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 ERMHS, and LAUSD will be responsible for the delivery of ERMHS for students residing within its jurisdictional boundaries. During this transition period, LAUSD wants to assure families that services to students will not be interrupted and will continue.

All new assessments for ERMHS will be conducted by a credentialed LAUSD school psychologist. When an IEP team determines that ERMHS services are necessary for a student to access his/her special education program, LAUSD will determine the District-assigned service provider.

All the Service Delivery Models described below will be educationally based, according to the provisions set forth in the Individuals with Disabilities Education Act (IDEA, 2004). Parents should be advised to consult with their private physician, mental health provider, appropriate community or Los Angeles

### ROUTING

All Employees  
All Locations



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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**TITLE:** Guidelines for Individualized Education Program (IEP) Teams Regarding the Social-Emotional Needs of Students with Disabilities

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All new assessments for ERMHS will be conducted by a credentialed LAUSD school psychologist. When an IEP team determines that ERMHS services are necessary for a student to access his/her special education program, LAUSD will determine the District-assigned service provider.

All the Service Delivery Models described below will be educationally based, according to the provisions set forth in the Individuals with Disabilities Education Act (IDEA, 2004). Parents should be advised to consult with their private physician, mental health provider, appropriate community or Los Angeles

### ROUTING

All Employees  
All Locations





## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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**MAJOR  
CHANGES  
(cont.):**

County agency, for any medication management or other medical needs. Parents have already been informed of the change in the law and the service delivery model in a letter that has been sent by the Division of Special Education.

**INSTRUCTIONS:** I. Service Delivery Models

A. Counseling as a Related Service (Designated Instruction and Services-DIS):

For a student whose behavioral and emotional needs affect their ability to benefit from their special education program and are manifested primarily at school.

The Welligent drop-down code for this service on the IEP is Code 04 (Counseling and Guidance).

B. Educationally Related Mental Health Services (ERMHS) as a Related Service

For a student whose behavioral and emotional needs are documented to be more intense in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at school, at home, and in the community.

The Welligent drop-down code for this service on the IEP is Code 80 (ERMHS).

C. Nonpublic School/Residential Treatment Center (NPS/RTC) Placement:

For a student whose behavioral and emotional needs are documented to have existed over a long period of time and to a marked degree in frequency, duration, and intensity; affect their ability to benefit from their public or nonpublic special education program (including counseling services and targeted interventions); and are manifested at school, at home, and in the community.

The Welligent drop-down codes for this service on the IEP are Code 71 (ERMHS NPS/RTC [in CA]), and Code 72 (ERMHS NPS/RTC [outside CA])

D. Process for continuing services for students currently eligible for service under the provisions of the former AB3632:

- a. Identify all students currently eligible for these services;
- b. Parents have been informed of the change in the law and the service delivery model in a letter that was sent by the Division of Special Education;
- c. Hold IEPs according to students' annual review dates to transition the service providers and service delivery model to the District;



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### INSTRUCTIONS (cont.):

d. Distribute student case loads to District providers

### II. Referral and Assessment Process when IEP teams are considering services for Social-Emotional Needs

#### A. Referral for DIS Counseling as a Related Service:

DIS counseling services are to be considered only when they are necessary for the student with an IEP to benefit educationally from their instructional program, and are to be considered a supplement to the regular guidance and counseling program of the school.

1. For an initial assessment with no prior IEP:
  - a. Conduct a Student Success Team (SST) or other intervention meeting;
  - b. Implement Tier 1 and Tier 2 RtI interventions targeted at specific behaviors that may be impeding the student's ability to make progress in their educational program;
  - c. Document the results of interventions to determine if behaviors have improved;
  - d. Review the student's records and consult with the parents and teachers;
  - e. Interventions may include: modifications to the instructional program or curriculum; modifications of the environment; development of a behavior support plan; counseling services available within the school or community; evidence-based approaches to improve adjustment and behavior;
  - f. If the intervention data indicate a possible need for DIS Counseling, then develop an assessment plan and conduct the comprehensive psycho-educational assessment by a credentialed LAUSD school psychologist;
  - g. If the student is eligible for special education and the assessment indicates a need for DIS Counseling:
    - i. Make appropriate recommendations;
    - ii. Develop social-emotional present levels of performance and goal(s) based on assessment results and focused on outcomes; and
    - iii. Complete Attachment A: DIS Counseling Certification



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### INSTRUCTIONS (cont.):

2. For a student with an existing IEP and a current psycho-educational assessment:
  - a. Convene an IEP team meeting to discuss the request;
  - b. Review the comprehensive psycho-educational assessment that has been completed within the last three (3) years AND a social-emotional assessment that has been completed within the last six (6) months by a credentialed LAUSD school psychologist;
  - c. Evaluate the student's program for evidence of implementation of tiered interventions, such as:
    - i. Tier 1 and Tier 2 interventions and/or discuss the results of existing interventions (school-based and family oriented/community-based);
    - ii. Research-based interventions targeted to improve behavior and adjustment should be implemented;
    - iii. Review the student's records and consult with the parents and teachers;
    - iv. Interventions may include: modifications to the instructional program or curriculum; modifications of the environment; evidenced-based approaches to improve adjustment and self-awareness, development of a behavior support plan; counseling services available within the school or community.
  - d. If the results of the interventions indicate a need for DIS Counseling:
    - i. Make appropriate recommendations;
    - ii. Develop social-emotional present levels of performance and goal(s) based on assessment results and focused on outcomes; and
    - iii. Complete Attachment A: DIS Counseling Certification
3. For a student with an existing IEP and no current psycho-educational (within the last 3 years) or social-emotional assessment (within the last 6 months):
  - a. Convene an IEP team meeting to discuss the request;
  - b. Consider steps 2.c. i – iv;
  - c. If the data indicates a possible need for DIS Counseling:
    - i. Develop an assessment plan for a comprehensive psychoeducational assessment if (a) a change in eligibility is being considered or, (b) if the current eligibility is Emotional Disturbance; otherwise, develop an assessment plan for a social-emotional assessment only (to consider DIS counseling only) to be completed by a credentialed LAUSD school psychologist.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### INSTRUCTIONS (cont.):

- ii. Convene an IEP team meeting to discuss the results of the assessment, make appropriate recommendations, and develop social-emotional present levels of performance and goal(s) based on assessment results and focused on outcomes.
- iii. Complete Attachment A: DIS Counseling Certification.

#### B. Referral for ERMHS as a Related Service:

1. For an initial assessment with no prior IEP:
  - a. Conduct a Student Success Team (SST) or other intervention meeting;
  - b. Implement Tier 1 and Tier 2 interventions and document results;
  - c. Document the results of evidence-based family oriented or community-based interventions;
  - d. If the data indicate a possible need for ERMHS, then develop an assessment plan and conduct the comprehensive psycho-educational assessment, including additional psycho-social assessments as necessary, to be completed by a credentialed LAUSD school psychologist;
  - e. Write "Consider ERMHS" in the social-emotional box of the assessment plan;
  - f. Present the case to a peer review team, to include District school psychologists, District psychiatric social workers, and other school personnel as necessary;
  - g. If the student is eligible for special education and the assessment indicates a need for ERMHS, then:
    - i. Make appropriate recommendations;
    - ii. Develop social-emotional present levels of performance and goal(s) based on assessment results and focused on outcomes; and
    - iii. Complete Attachment B: Educationally Related Mental Health Services (ERMHS) Certification.
2. For a student with an existing IEP and a current psycho-educational assessment:
  - a. Convene an IEP team meeting to discuss the request;
  - b. Consider the student's participation in counseling for at least six months to one year;
  - c. Consider the comprehensive psycho-educational assessment that has been completed within the past three (3) years AND the social-emotional assessment that has been completed within the last six (6) months by a credentialed LAUSD school psychologist, then include the following:



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### INSTRUCTIONS (cont.):

- i. Implement Tier 1 and Tier 2 interventions and/or discuss the results of existing interventions (school-based and family oriented/community-based);
    - ii. Document the results of family oriented or community-based interventions; and
    - iii. Present the case to a District Peer Review Team, to include a District school psychologists, a District psychiatric social worker, and other school personnel as necessary.
  - d. If the data indicates a need for ERMHS, then:
    - i. Make appropriate recommendations;
    - ii. Develop social-emotional present levels of performance and goal(s) based on assessment results and focused on outcomes; and
    - iii. Complete Attachment B: Educationally Related Mental Health Services (ERMHS) Certification
3. For a student with an existing IEP and no current psycho-educational (within the last 3 years) OR social-emotional assessment (within the last 6 months):
  - a. Convene an IEP team meeting to discuss the request;
  - b. Include steps 2.b. i –ii above.
  - c. If the data indicate a possible need for ERMHS:
    - i. Develop an assessment plan and conduct the comprehensive psycho-educational assessment if (a) eligibility is in question or, (b) the current eligibility is Emotional Disturbance ; otherwise develop an assessment plan for a social-emotional assessment only, all to include additional psycho-social assessments as necessary, to be completed by a credentialed LAUSD school psychologist;
    - ii. Write “Consider ERMHS” in the social-emotional box of the assessment plan;
    - iii. Present the case to a District Peer Review Team, to include District school psychologists, District psychiatric social workers, and other school personnel as necessary;
    - iv. Convene an IEP team meeting to discuss the results of the assessment, make appropriate recommendations, and develop social-emotional present levels of performance and goal(s) based on assessment results and focused on outcomes; and
    - v. Complete Attachment B: Educationally Related Mental Health Services (ERMHS) Certification.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### INSTRUCTIONS (cont.):

4. When considering ERMHS services, data collected should indicate: (a) the interventions implemented and the student's response to them; and (b) which of the following behavior(s) identified have existed over a long period of time and to a marked degree in frequency, duration, or intensity with the implementation of interventions:
  - a. Marked isolation and social impairment;
  - b. Self-injurious behavior;
  - c. Significant aggression toward people and/or animals;
  - d. Pattern of repeated negativistic and defiant behavior;
  - e. Significant negative impact on school performance by home and living environments;
  - f. One or more psychiatric hospitalizations;
  - g. Marked or major depression;
  - h. Frequency and duration of counseling (6 months to 1 year) have been insufficient for student needs.
5. If ERMHS are being considered, the IEP team should include the District school psychologist, a District psychiatric social worker and other school personnel as needed.
- C. Referral for a Nonpublic School/Residential Treatment Center (NPS/RTC):

In addition to Section II.B. 1, 2, 3, and 4 as described above:

  1. The student must have previously participated in counseling for at least six months to one year;
  2. The comprehensive psycho-educational assessment must be conducted and then reviewed by a peer review team, to include District school psychologists, District psychiatric social workers, and other school personnel as necessary;
  3. There is evidence that social-emotional behaviors are impeding the student's ability to benefit from the special education program;
  4. Prior to offering NPS/RTC placement, consult with an administrator from the Support Unit or the NPS Department regarding available NPS placements and/or specific NPS requirements;
  5. Develop social-emotional present levels of performance and goal(s) based on assessment results and focused on outcomes;
  6. Complete and electronically submit Attachment C: Educationally Related Mental Health Services (ERMHS) Nonpublic Services/Residential Treatment Center (NPS/RTC) Certification;
  7. Recess the IEP team meeting and refer the IEP and assessment reports to the NPS/RTC Specialist for research of a suitable NPS/RTC to meet the student's needs per the IEP;



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

**INSTRUCTIONS  
(cont.):**

8. Refer to BUL-5638.0: "Nonpublic School (NPS) Placement Policies and Placement Procedures for Individualized Education Program (IEP) Teams."

**RELATED  
RESOURCES:**

BUL-5577.0: "Educationally Related School Mental Health Services (ERMHS) for Students with Disabilities," September, 2011.

BUL-5638.0: "Nonpublic School as a Placement Option in the Least Restrictive Environment," November, 2011.

*Individuals with Disabilities Education Improvement Act (IDEA 2004)*

*LAUSD Special Education Policies and Procedures Manual, July 2007*

*California Education Code*

**ATTACHMENTS:**

Attachment A: DIS Counseling Certification Page  
Attachment B: ERMHS Certification Page  
Attachment C: ERMHS NPS/RTC Certification Page

**ASSISTANCE:**

For assistance or further information, please contact:

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Pia Escudero, Director District School Mental Health	213 241-3841
Anne Kaplan, Coordinator Nonpublic Schools Office	213 241-3373
Beth Kauffman, Coordinator Support Unit North Local Districts 1 and 2	Psychological Services: 818 654-5022 School Mental Health Services: 818-752-2300
John Pero, Coordinator Support Unit Central West Local Districts 3 and 7	Psychological Services: 323 421-2825 School Mental Health Services: 323 754-2856



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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### **ASSISTANCE (cont.):**

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Delia Flores, Coordinator Support Unit South Local Districts 6 and 8	Psychological Services: 310 354-3570 School Mental Health Services: 310 513-8070



STUDENT \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_

MEETING DATE \_\_\_\_\_

**DIS COUNSELING CERTIFICATION**

Use this form for Initial, Three Year Review and Comprehensive Assessments or any time that DIS Counseling is added as a Related Service for the first time. This form is not required for Annual Review Meetings. The services or interventions below must be utilized before recommending a student for DIS counseling for the first time.

**Yes**      **No**

☐      ☐

**1.a. For students initially referred for special education services:**

A comprehensive psycho-educational assessment has been completed by a credentialed LAUSD school psychologist

**OR**

**Yes**      **No**

☐      ☐

**1.b. For students currently receiving special education services:**

A comprehensive psycho-educational assessment has been completed within the past three (3) years AND a social-emotional assessment has been completed within the last six (6) months by a credentialed LAUSD school psychologist

**Yes**      **No**

☐      ☐

**2.** There is evidence of social-emotional behavior(s) impeding the student's ability to benefit from the special education program and to access the general education curriculum

**Yes**      **No**

☐      ☐

**3.** Appropriate modifications and documentation of the student's response to targeted behavioral or instructional interventions (RtI) in the school environment and modifications of the classroom environment have been implemented prior to referring a student for consideration for DIS Counseling

**Yes**      **No**

☐      ☐

**4.** A behavior support plan (BSP) has been developed and implemented prior to referring a student for consideration for DIS Counseling

**Yes**      **No**

☐      ☐

**5.** The student's parent(s)/guardian(s) have been consulted and included in plans to improve the student's behavior

**Yes**      **No**

☐      ☐

**6.** Student has participated in counseling services within the school or community

**Yes**      **No**

☐      ☐

**N/A**

☐

**7.** DIS Counseling goal(s) have been developed

STUDENT \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ MEETING DATE \_\_\_\_\_

**EDUCATIONALLY RELATED MENTAL HEALTH SERVICES (ERMHS) CERTIFICATION**

Use this form for Initial, Three Year Review and Comprehensive Assessments for students being considered eligible for Educationally Related Mental Health Services (ERMHS). This form is not required for Annual Review Meetings.

**Yes**      **No**      1.a. For students initially referred for special education services:  
☐      ☐      A comprehensive psycho-educational assessment has been completed by a credentialed LAUSD school psychologist

**OR**

**Yes**      **No**      1.b. For students currently receiving special education services:  
☐      ☐      A comprehensive psycho-educational assessment has been completed within the past three (3) years AND a social-emotional assessment has been completed within the last six (6) months by a credentialed LAUSD school psychologist

**Yes**      **No**      **2. The psycho-educational assessment includes the necessary components for a referral to Educationally Related Mental Health Services (ERMHS) and addresses:**  
☐      ☐      Community-Related History  
☐      ☐      Public and/or Social Work Agency Involvement  
☐      ☐      Psycho-Social Functioning  
☐      ☐      Cognitive and Communication Abilities

**Yes**      **No**  
☐      ☐      **3. Student has participated in counseling (6 months to 1 year) prior to being referred for consideration for ERMHS**

**Yes**      **No**  
☐      ☐      **4. A behavior support plan has been developed and implemented prior to referring a student for consideration for ERMHS**

**Yes**      **No**      **5. Which behaviors identified below have existed over a long period of time and to a marked degree:**  
☐      ☐      Marked isolation and social impairment  
☐      ☐      Self-injurious behavior  
☐      ☐      Significant aggression toward people and/or animals  
☐      ☐      Pattern of repeated negativistic and defiant behavior  
☐      ☐      A significant negative impact on school performance by home and living environments  
☐      ☐      Marked or major depression  
☐      ☐      One or more psychiatric hospitalizations

**Yes**      **No**  
☐      ☐      **6. There is evidence of social-emotional behavior(s) impeding the student's ability to benefit from the special education program and to access the general education curriculum**

REF-5578.0  
October 17, 2011

Los Angeles Unified School District  
Division of Special Education

Attachment B

**Yes**      **No**

☐☐

7. Standardized social-emotional assessment(s) administered using parent/teacher/student survey(s)

**Yes**      **No**

☐☐

8. The comprehensive psycho-educational assessment was reviewed by a School Mental Health/Psychological Services District Peer Review Team

Date of Review: \_\_\_\_\_ Support Unit \_\_\_\_\_

**Yes**      **No**

☐☐

9. Educationally Related Mental Health Services (ERMHS) goal(s) have been developed

STUDENT \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_ MEETING DATE \_\_\_\_\_

**EDUCATIONALLY RELATED MENTAL HEALTH SERVICES (ERMHS) Nonpublic Services/Residential Treatment Center (NPS/RTC) CERTIFICATION**

Use this form for Initial, Three Year Review and Comprehensive Assessments for students being considered eligible for Educationally Related Mental Health Services (ERMHS) - Nonpublic Services/Residential Treatment Center (NPS/RTC) placement. This form is not required for Annual Review Meetings.

- Yes** ☐ **No** ☐ 1. A comprehensive psycho-educational assessment has been completed within the last six (6) months by a credentialed LAUSD school psychologist
- Yes** ☐ **No** ☐ 2. The psycho-educational assessment includes the necessary components for a referral to Educationally Related Mental Health Services (ERMHS) and addresses:
- ☐ ☐ Community-Related History
  - ☐ ☐ Public and/or Social Work Agency Involvement
  - ☐ ☐ Psycho-Social Functioning
  - ☐ ☐ Cognitive and Communication Abilities
- Yes** ☐ **No** ☐ 3. Standardized social-emotional assessment(s) administered using parent/teacher/student surveys
- Yes** ☐ **No** ☐ 4. Assessment Interviews conducted with student, parent/guardian, and school personnel
- Yes** ☐ **No** ☐ 5. Has participated in counseling (6 months to 1 year) prior to being referred for consideration for ERMHS NPS/RTC
- Yes** ☐ **No** ☐ 6. A behavior support plan has been developed and implemented prior to referring a student for consideration for ERMHS NPS/RTC
- Yes** ☐ **No** ☐ 7. Which behaviors identified below have existed over a long period of time and to a marked degree:
- ☐ ☐ Marked isolation and social impairment
    - a. **Frequency** of Behavior(s): \_\_\_\_\_ Sometimes \_\_\_\_\_ Often \_\_\_\_\_ Almost Always
    - b. **Intensity** of Behavior(s): \_\_\_\_\_ Low \_\_\_\_\_ Medium \_\_\_\_\_ High
    - c. **Duration** of Behavior(s): \_\_\_\_\_ 1-3 months \_\_\_\_\_ 3-6 months \_\_\_\_\_ More than 6 months
  - ☐ ☐ Self-injurious behavior
    - a. **Frequency** of Behavior(s): \_\_\_\_\_ Sometimes \_\_\_\_\_ Often \_\_\_\_\_ Almost Always
    - b. **Intensity** of Behavior(s): \_\_\_\_\_ Low \_\_\_\_\_ Medium \_\_\_\_\_ High
    - c. **Duration** of Behavior(s): \_\_\_\_\_ 1-3 months \_\_\_\_\_ 3-6 months \_\_\_\_\_ More than 6 months

- ☐ ☐ Significant aggression toward people and/or animals  
a. **Frequency** of Behavior(s): \_\_\_\_\_ Sometimes \_\_\_\_\_ Often \_\_\_\_\_ Almost Always  
b. **Intensity** of Behavior(s): \_\_\_\_\_ Low \_\_\_\_\_ Medium \_\_\_\_\_ High  
c. **Duration** of Behavior(s): \_\_\_\_\_ 1-3 months \_\_\_\_\_ 3-6 months \_\_\_\_\_ More than 6 months
- ☐ ☐ Pattern of repeated negativistic and defiant behavior  
a. **Frequency** of Behavior(s): \_\_\_\_\_ Sometimes \_\_\_\_\_ Often \_\_\_\_\_ Almost Always  
b. **Intensity** of Behavior(s): \_\_\_\_\_ Low \_\_\_\_\_ Medium \_\_\_\_\_ High  
c. **Duration** of Behavior(s): \_\_\_\_\_ 1-3 months \_\_\_\_\_ 3-6 months \_\_\_\_\_ More than 6 months
- ☐ ☐ Significant negative impact on school performance by home and living environments  
a. **Frequency** of Behavior(s): \_\_\_\_\_ Sometimes \_\_\_\_\_ Often \_\_\_\_\_ Almost Always  
b. **Intensity** of Behavior(s): \_\_\_\_\_ Low \_\_\_\_\_ Medium \_\_\_\_\_ High  
c. **Duration** of Behavior(s): \_\_\_\_\_ 1-3 months \_\_\_\_\_ 3-6 months \_\_\_\_\_ More than 6 months
- ☐ ☐ Psychiatric hospitalizations  
a. If Yes, How Many \_\_\_\_\_
- Yes**      **No**
- ☐ ☐ 8. There is evidence of social-emotional behavior(s) impeding the student's ability to benefit from the special education program over an extended period of time and to a marked degree in Frequency, Intensity, and Duration of behavior(s)
- Yes**      **No**
- ☐ ☐ 9. The comprehensive psycho-educational assessment was reviewed by a School Mental Health/Psychological Services Peer Review Team  
Date of Review: \_\_\_\_\_ SU \_\_\_\_\_
- Yes**      **No**
- ☐ ☐ 10. Educationally Related Mental Health Services (ERMHS) goal(s) developed
- Yes**      **No**
- ☐ ☐ 11. IEP team meeting recessed to allow the NPS Department to research suitable a NPS/RTC to meet the student's needs