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**CAC Meeting Date – October 16, 2024**  
**The Pre-Referral and Special Education Process**  
**in LAUSD**





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# **The Pre-Referral and Special Education Process in LAUSD**



# Acronyms

<b>CLRP</b>	Culturally and Linguistically Responsive Pedagogy
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Program
<b>LAUSD</b>	Los Angeles Unified School District
<b>MTSS</b>	Multi Tiered System of Support
<b>SSPT</b>	Student Support and Progress Team



# Agenda

- Background Pre-Referral Intervention Process
- MTSS
- Pre-Referral Intervention Processes (SSPT)
- Section 504 Plan
- Annual Child Find
- The Special Education Process in LAUSD
  - Referral for Assessment
  - Assessment Process
  - Development and Implementation of an Individualized Education Program (IEP)
  - IEP Review



# Background Pre-referral Intervention Process

- General Education interventions should be attempted, if appropriate
- A Special Education referral can be initiated at any time if a disability is indicated
- The SSPT is not a required process to make a referral for a special education evaluation



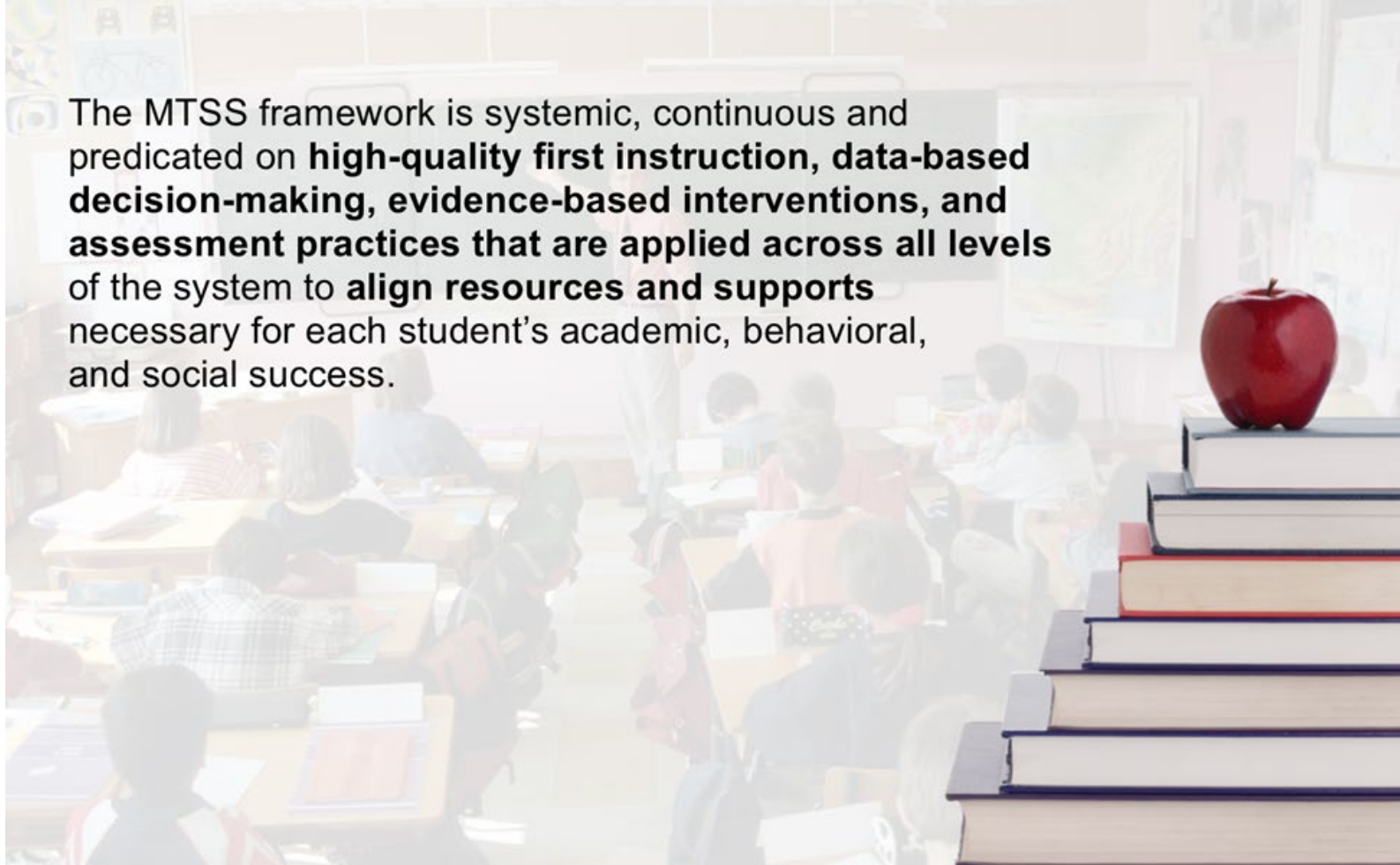
# SSPT and Special Education Referral

At any point in the SSPT process, if a disability is suspected, the team can initiate a referral for a formal special education evaluation under the IDEA.



# LAUSD Processes: Definition of Multi-Tiered System of Support (MTSS)

The MTSS framework is systemic, continuous and predicated on **high-quality first instruction, data-based decision-making, evidence-based interventions, and assessment practices that are applied across all levels** of the system to **align resources and supports** necessary for each student's academic, behavioral, and social success.



# LAUSD Processes: Leveraging MTSS for Instruction and Behavior

The Multi Tiered System of Support (MTSS) is about meeting the needs of all students through a “whole child” approach

- Built on a foundation of **strong, effective Tier 1 instruction and supports**
- Academic, Social/Behavior, Attendance, Culturally and Linguistically Responsive Pedagogy (CLRP), English Learners, Gifted, Homeless or Foster Youth
- Address Disproportionality particularly of African American students (Discipline Referrals and Special Education)





# LAUSD Processes: Layered Continuum of Supports

Universal Academic Instruction		Universal Social-Emotional Learning/Behavior Instruction
<ul style="list-style-type: none"> <li>•Intensive Target Intervention</li> <li>•Customized Intervention</li> <li>•Frequent Progress Monitoring</li> </ul>	<b>FEW</b>	<ul style="list-style-type: none"> <li>•Student Centered Planning</li> <li>•Function Based Interventions</li> <li>•Frequent Progress Monitoring</li> </ul>
<ul style="list-style-type: none"> <li>•Supplemental Targeted Intervention</li> <li>•Small Group</li> <li>•Frequent Progress Monitoring</li> </ul>	<b>SOME</b>	<ul style="list-style-type: none"> <li>•Supplemental Interventions</li> <li>•Small Group or Individual Support</li> <li>•Frequent Progress Monitoring</li> </ul>
<ul style="list-style-type: none"> <li>•Core Curriculum and Culturally and Linguistically Responsive Instruction</li> <li>•Assessment Systems and Data-based Decision-making</li> </ul>	<b>ALL</b>	<ul style="list-style-type: none"> <li>•Positive Behavioral Expectations Explicitly Taught and Reinforced</li> <li>•Consistent Approach to Discipline</li> </ul>



# LAUSD Processes: MTSS Components

MTSS Component	Description
<b><i>Varying Levels of Support (Tiers):</i></b>	Students receive varying levels of support in three tiers
<b><i>Universal Screening:</i></b>	Informal assessments are used to determine students' levels of need
<b><i>Progress Monitoring:</i></b>	Student achievement is regularly reviewed by measuring progress
<b><i>Data-driven Decisions:</i></b>	Data is collected and analyzed throughout the instruction and intervention period





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# Pre-referral Intervention Processes

- All LAUSD schools have the Student Support and Progress Team (SSPT)
- The SSPT process emphasizes that early intervention for struggling students is a function of the general education program and not of special education
- The purpose of the SSPT is to function as a school-based problem-solving team composed primarily of general educators who provide support to improve the quality of the general education program
- SSPT is not a required step to a referral for special education services



# Pre-referral Intervention Processes

- Pre-referral interventions vary across schools by level, type, student needs
- The SSPT is a vehicle for accessing general education interventions
- An SSPT referral can be made for students in the areas of academics, behavior, health, social emotional functioning, or attendance
- For individual student monitoring, the SSPT reviews student data and develops intervention plans, as needed.



# Pre-referral Intervention Processes

- For individual students referred, the SSPT reviews student data
- Develops goals in the area(s) of need
- Aligns general education interventions
- The SSPT based on the available resources at the school to identifies general education interventions to support the goals
- Progress monitoring is conducted every 6–8 weeks



# Pre-referral Intervention Processes

At the conclusion of the 6–8-week monitoring period, the SSPT team will make data-based decisions regarding next steps:

- Continue the intervention
- Modify the intervention
- Adjust the level of tiered support (i.e., modify the time/frequency)
- Identify next steps



# Section 504 Evaluation

SECTION 504 of the Rehabilitation Act of 1973 is a Federal Civil Rights Law that:

- Protects the rights not only of individuals with visible disabilities but also those with disabilities that may not be apparent
- Prohibits discrimination/harassment against individuals with mental or physical disabilities in programs and activities that receive Federal financial assistance
- Requires that students with disabilities be provided a free appropriate public education





# Section 504 Evaluation

- Under Section 504, a plan may be developed to assist those students with disabilities who do not qualify for special education services but who may need accommodations that can be provided to them within the general education program
- A school team will conduct a Section 504 Evaluation for a student who, because of a disability, may need accommodations in the general education program



# Sample Section 504 Plan

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Educational Equity Compliance Office

SECTION 504 PLAN					
Student ID	██████████	Date	07-JUN-23	3 Year Re-Evaluation Due	07-JUN-2026
Last Name	SAMPLE	First Name	SAMPLE	Grade	Pre-School
School	LAUSD CENTRAL OFFICE	Educational Service Center		los angeles	
Student's Primary Language		English Language Development Lev			
<b>PHYSICAL/MENTAL IMPAIRMENT</b>					
Student has a mental and/or physical impairment that primarily impacts: Other					
Mental/Physical Impairment					
<b>➤ ACCOMMODATIONS</b>					
<input type="radio"/> State/District testing accommodation are not required. <input checked="" type="radio"/> State/District testing accommodation are required and identified in the Related Accommodation section below.					
➤ Identified Need		➤ Related Accommodation		Responsible Individual(s)	
Sample		Sample		Sample	
Sample		Sample		Sample	
Sample		Sample		Sample	
<input type="radio"/> Behavioral accommodations are not required. <input checked="" type="radio"/> Behavioral accommodations are required and identified in the Related Accommodation section below.					
➤ Identified Need		➤ Related Accommodation		➤ Responsible Individual(s)	
Sample		Sample		Sample	



# Section 504 Examples of Assistance Provided

- Changing the way assignments/tests are given
- Seating the student in the front of the class
- Developing a behavior support plan
- Using additional study aids
- Addressing path of travel/barrier removal
- Implementing health protocols





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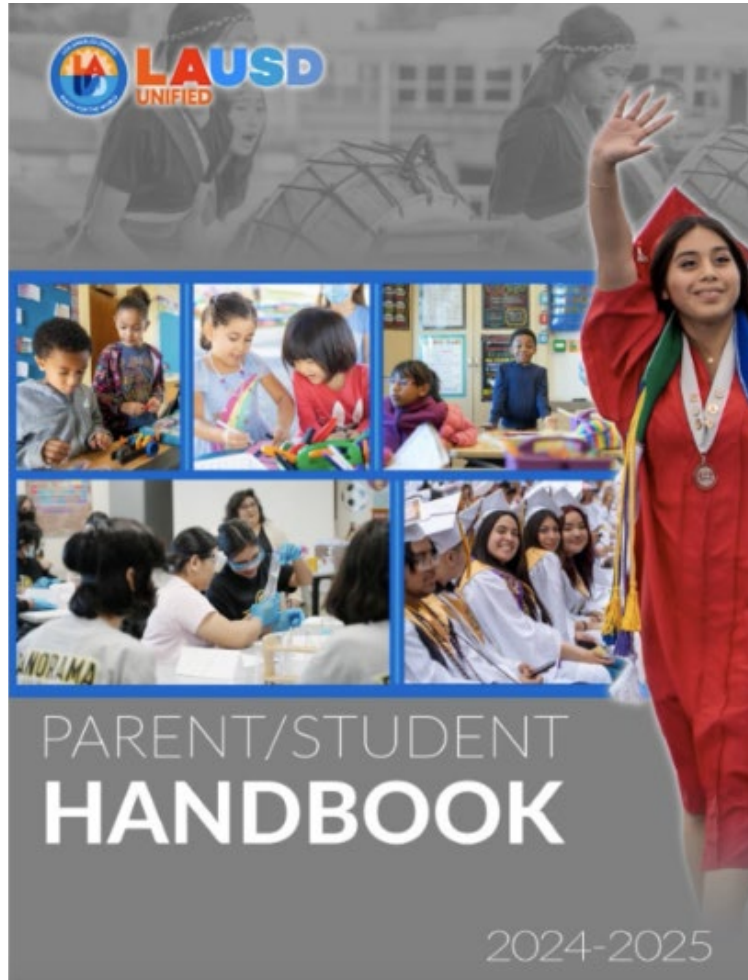
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# Annual Child Find Notice

- The District sends out an Annual Child Find Notice to all LAUSD schools, community agencies, hospitals, and private schools located within LAUSD boundaries
- The Child Find Notice is also in the Annual Parent Student Handbook
- Child find refers to the process of locating, identifying, and evaluating children and youth who may be eligible for special education services designed to meet their educational needs at no cost to families
- Children and youth, ages birth to 22 living in LAUSD boundaries



# Public Notice: Annual Notice of Parent's Rights



- Contains sections with information for student with disabilities and special education, Section 504, and students with temporary disabilities
- Information on who to contact if parent/guardian suspect that their child may have a disability and may need special education services
- Provides link to Division of Special Education Child Find website
- Provides link to *A parents Guide to Special Education Services (Including Procedural Rights and Safeguards)*







# CHILD FIND

Locate | Identify | Evaluate

## What is Child Find?

Child Find refers to the process of locating, identifying, and evaluating children and youth who may be eligible for special education services designed to meet their educational needs at no cost to families. Children and youth, ages birth to 22, living in the Los Angeles Unified School District (LAUSD), who are suspected of having a disability may be referred for a possible evaluation to determine if they are eligible for special education services. This includes children and youth who are experiencing homelessness, highly mobile, migrant, wards of the state or enrolled in homeschools. Additionally, children who live outside of LAUSD but attend a private school within LAUSD boundaries may also be referred.

## Who to Contact

### Preschool Age Children

For children ages birth to 3 years and for preschool age children not enrolled in an LAUSD program, contact the LAUSD Early Childhood Special Education at (213) 241-4713.

For preschool age children enrolled in an LAUSD program (whether at an early education center program or a preschool classroom), contact the program or school where your child is enrolled.

### School Age Children & Youth in LAUSD Schools

For school age children and youth enrolled in an LAUSD classroom or Virtual Academy, contact the child's LAUSD school of attendance.

### School Age Children & Youth in Private Schools, Homeschools, or Students Who are not yet Enrolled

For school age children and youth ages 5-22 years who reside in LAUSD and are also attending private schools, homeschools, or who are not yet enrolled in school, contact the neighborhood LAUSD school. Parents/guardians may identify their school of residence at <https://rsi.lausd.net/ResidentSchoolIdentifier/>.

For school age children and youth ages 5-22 years who do not reside in LAUSD but are attending private schools located within LAUSD boundaries, contact the LAUSD Division of Special Education, Parentally Placed Private School Office at (213) 241-8101 or [ppps@lausd.net](mailto:ppps@lausd.net).

### School Age Children & Youth Enrolled in Charter Schools

For school age children and youth enrolled in a charter school, contact the child's charter school of attendance.

### Assistance

If you need assistance making or directing a referral for an evaluation, please contact (213) 241-6701.

For more information, visit [lausd.org/spedchildfind](https://lausd.org/spedchildfind)

Revised April 8, 2024



# CHILD FIND

Localizar | Identificar | Evaluar

## ¿Qué es Child Find?

Child Find se refiere al proceso de localizar, identificar y evaluar a los niños y jóvenes que puede ser elegibles para recibir servicios de educación especial diseñados para satisfacer las necesidades educativas de los mismos y sin costo a las familias. Los niños y jóvenes, cuya edad va del nacimiento a los 22 años, que viven en el Distrito Escolar Unificado de Los Ángeles (LAUSD, siglas en inglés) que se sospecha tienen una discapacidad, pueden ser remitidos para una posible evaluación para determinar si son elegibles para recibir servicios de educación especial. Esto incluye a los niños y jóvenes que sufren de falta de hogar, que se tiene que mudar con frecuencia, migrantes, bajo la tutela del estado o que reciben educación en el hogar. Además, los niños que viven fuera de los límites del LAUSD, pero que asisten a una escuela privada que se ubica dentro de los límites del LAUSD, también puede ser remitidos.

## ¿Con quién comunicarse?

### Niños de Edad Preescolar

Para los niños cuya edad va desde el nacimiento a los tres años y para los niños de edad preescolar que no participan en un programa del LAUSD, comuníquese con Educación Especial Preescolar del LAUSD al (213) 241-4713.

Para los niños de edad preescolar que participan en un programa del LAUSD (ya sea en un programa de centro preescolar o en un salón de educación preescolar) comuníquese con la persona encargada del programa o el personal de la escuela en la cual está inscrito su hijo(a).

### Niños y Jóvenes en Edad Escolar en Escuelas del LAUSD

Para niños y jóvenes en edad escolar inscritos en un salón o Academia Virtual del LAUSD, comuníquese con el personal de la escuela a la cual asiste su hijo(a).

### Niños y Jóvenes en Edad Escolar en Escuelas Privadas, que reciben educación en casa o que todavía no están inscritos

Para los estudiantes cuya edad va de los cinco a los 22 años que residen dentro de los límites del LAUSD y que asisten a una escuela privada, que reciben educación en el hogar o que todavía no están inscritos, comuníquese con la escuela del LAUSD en su comunidad. Los padres o tutores pueden encontrar la escuela que corresponde a su domicilio en: <https://rsi.lausd.net/ResidentSchoolIdentifier/>.

Para estudiantes de cinco a 22 años que no residen dentro de los límites del LAUSD y que asisten a una escuela privada ubicada dentro de los límites del LAUSD, comuníquese con la División de Educación Especial del LAUSD, Oficina de Estudiantes en Escuelas Privadas por Decisión Parental al (213) 241-8101 o [ppps@lausd.net](mailto:ppps@lausd.net) of Special Education, Parentally Placed Private School Office at (213) 241-8101 or [ppps@lausd.net](mailto:ppps@lausd.net).

### Niños y Jóvenes en Edad Escolar Inscritos en Escuelas Chárter

Para los niños y jóvenes en edad escolar inscritos en una escuela chárter, comuníquese con el personal de la escuela a la cual asiste su hijo(a).

### Ayuda

Si necesita ayuda para llevar a cabo o con quién dirigirse para una remisión de evaluación, llame al (213) 241-6701.

Para obtener más información visite: [lausd.org/spedchildfind](https://lausd.org/spedchildfind)

Revisado el 8 de abril de 2024



# The Special Education Process in LAUSD

There are four basic steps in the special education process:

1. Referral for Assessment
2. Assessment
3. Development and Implementation of an Individualized Education Program (IEP)
4. IEP Review

## A Parent's Guide To Special Education Services

(Including Procedural Rights and Safeguards)



Los Angeles Unified School District

Revised  
September 2018



# Referral for Assessment

- A parent, guardian, teacher, other school personnel, and community members who believe that a child may need special education services may request a special education assessment of the child
- The request should be made in writing and provided to the school principal



# Referral for Assessment

- A Request for a Special Education Assessment Form
- Once a request for assessment is received at the school, parent/guardian will be provided an assessment plan within fifteen (15) days, not counting school vacations in excess of five (5) days.



# Referral for Assessment

- The Special Education Assessment Plan describes the types and purposes of the assessments which may be used to determine the child's eligibility for special education services
- Before the child can be assessed, parent/guardian must consent to the assessment plan in writing



# Referral for Assessment

- Assessment will be in all areas of suspected disability
- Areas of suspected disability are determined based on referral and parent/guardian input
- Parents/guardians can request additional areas of assessment



# Assessment Process

- Parents/Guardians have at least fifteen (15) days from the receipt of the Special Education Assessment Plan to consent to the plan in writing
- The school has sixty (60) days, not counting school vacations greater than five (5) days, from the receipt of the signed Assessment Plan to complete the assessment and hold an IEP meeting



# Assessment Process

- An assessment involves gathering information about the child to determine whether the child has a disability, and the nature and extent of special education services needed
- Assessments may include individual testing, observations of the child at school, interviews, review of school records, reports and work samples
- Parent and private provider information will also be considered



# Assessment Process

- The child will be assessed in all areas related to his or her suspected disability
- A multidisciplinary team, including at least one teacher or other specialist with knowledge in the area of the child's suspected disability, will conduct the assessment
- The assessment will be conducted in the language and form most likely to yield accurate information on what the child knows and can do





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# Development and Implementation of an IEP

- The Individualized Education Program (IEP) team meeting will be held after the child has been assessed
- The IEP team meeting will be held at a time and place reasonably convenient for both the parent/guardian and the District's representatives
- At the meeting, the IEP team will discuss the assessment results and determine eligibility for special education services



# Development and Implementation of an IEP

- An IEP team meeting is a collaborative process
- The IEP team has the authority and responsibility to design a program in which the child can derive meaningful benefit
- The draft IEP might change as a result of the IEP team's deliberations
- The decision on related services and placement will occur during the IEP team meeting
- The District considers the family equal partners in the educational decision-making process



# IEP Team Members

- The child's parent or guardian, and/or their representative
- A school administrator
- A special education teacher
- A special education support provider, when appropriate
- A general education teacher if the child is or may be participating in general education
- Other persons, such as the child
- A person knowledgeable about the assessment procedures



# IEP Meeting Notification

- The school will provide the parent/guardian with written notice of the IEP team meeting, Notification to Participate in an Individualized Education Program Meeting, within a reasonable time prior to the meeting
- This notice will include: the date, time, and place of the meeting; the reason for the meeting; and who will be at the meeting
- Parents/Guardians are important members of the IEP team



# What is an IEP?

The IEP is a written document developed and agreed to by an IEP team that determines:

- A child's present levels of educational and functional performance and educational and functional needs
- The annual goals and objectives the child is to achieve
- The special education and related services, accommodations and modifications the child will receive



# Conclusion

- Background Pre-Referral Processes
- Multi-tiered System of Support as a foundation for the SSPT
- Pre-Referral Processes of the SSPT and Section 504
- Annual Child Find
- Special Education Processes in LAUSD, including:
  - Referral for Assessment
  - Assessment Process
  - Development and Implementation of the IEP
  - IEP Review



# Resources

California Department of Education

<https://www.cde.ca.gov/sp/se/as/caselpas.asp>

LAUSD Special Education Website, A Parent's Guide to Special Education

<https://www.lausd.org/sped>

LAUSD Parent Student Handbook

<https://www.lausd.org/Page/17131>

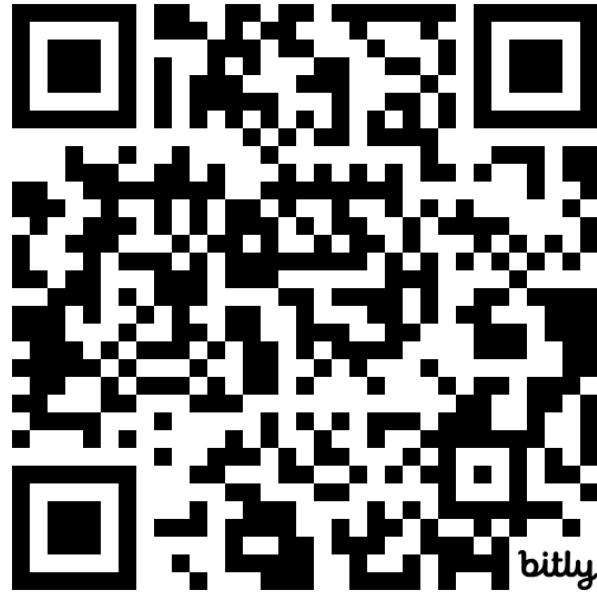
Office of Student Civil Rights (Section 504)

<https://www.lausd.org/Page/3581>





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