

SELPA LAUSD

Fiscal Year 2024-25

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

The Los Angeles Unified School District (LAUSD) is a single district Special Education Local Plan Area (SELPA) that provides comprehensive special education programs and services for students with disabilities. LAUSD is the second largest school district in the country, serving over 450,000 students in kindergarten through twelfth grade at over 1,300 schools. Children birth to three years of age who have been identified with a hearing loss, visual impairment, or severe orthopedic impairment are provided early intervention services through the District's Early Start Low Incidence Programs. LAUSD supports 22,000 students in early education and 50,000 students in adult education.

The District also has over 200 independently operated public charter schools, authorized by the LAUSD Board of Education. LAUSD's boundaries stretch across 720 square miles and include the City of Los Angeles as well as all or parts of 31 cities and several unincorporated regions of Southern California. Cities entirely within Los Angeles Unified: Cudahy, Gardena, Huntington Park, Lomita, Maywood, Vernon, San Fernando, and West Hollywood. Cities partially within Los Angeles Unified: Bell, Bell Gardens, Beverly Hills, Carson, Commerce, Culver City, Hawthorne, Inglewood, Long Beach, Los Angeles, Lynwood, Montebello, Monterey Park, Rancho Palos Verde, South Gate, Torrance. These cities are grouped into four Regions: East, North, South and West.

LAUSD is comprised of 46 Community of Schools which include Pre-K-12 grade levels, including Career and Transition Centers and Special Education Centers. The geographic area of LA Unified supports a myriad of programs and a continuum of services for students with special education eligibilities who reside within LAUSD boundaries and may attend nonpublic schools, be parentally placed in private schools, or participate in home/hospital programs.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The LAUSD Board of Education is the District's governing body. Its seven (7) elected members appoint the Superintendent of Schools, who is the Chief Administrative Officer of the District.

Staff for the Superintendent of Schools includes a Chief Academic Officer, Chief Facilities Executive, Chief Financial Officer, General Counsel, Chief of Special Education, Equity and Specialized Programs, and Region Superintendents. Region Superintendents are responsible for the District's administrative areas (Regions).

The Division of Special Education is administered by the Chief of Special Education, Equity and Specialized Programs, and supported by the Executive Director of Special Education, in accordance with the District's organizational structure. Reporting to the Executive Director of Special Education are the Administrator of Operations and Administrator of Instruction.

Region Superintendents work with their staff to inform school principals in their respective Regions about requirements for the operation of special education programs. Special Education offices associated with each Region are led by a Special Education Administrator (SEA) who supports the administration of the special education program and services. Special Education Administrators are part of the Region Executive Team and work collaboratively with each Community of School Administrator. Each Community of School (COS) network is made up of Pre-K – 12th grade and includes Career and Transition Centers and Special Education Centers. The COS Administrator supervises all of the school-based administrators within each network.

Each Region Special Education office has Special Education Support Specialists which include Least Restrictive Environment (LRE) Specialists, Special Education Specialists (SES), Program Specialists, Behavior Specialists, Itinerant Instructional Support Specialists, Psychological Services Specialists, and Transition Specialists, all of whom have expertise in various aspects of special education to assist schools and staff in implementing special education programs and the monitoring of compliance mandates.

The LAUSD Board of Education establishes policies and District staff assumes responsibility for implementing Board of Education established policies on a District-wide basis. District administration develops policies as needed to ensure the proper communication and dissemination of the District's obligations to implement state and federal legal requirements as well as Board mandates, and also creates operationalized procedures to facilitate the awareness and understanding of standard operating procedures.

The Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA in the development of the Local Plan and to the Board of Education. The Board of Education is responsible for submission of an adopted Special Education Local Plan to the State

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Superintendent of Public Instruction and for establishing a governance structure for implementation of the plan.

The Local Plan provides a comprehensive description of how programming and services are structured and implemented for equitable access to Free Appropriate Public Education (FAPE) for all students with disabilities.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The LAUSD 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 [Ed Code §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 creates a Local Plan Advisory Committee to advise in the development of the Local Plan. The SELPA Director and/or their designee is responsible for coordination of the development of the Local Plan. The Local Plan Advisory Committee consists of members selected by their peers from the following groups:
 - a) Parent representatives from the CAC
 - b) Chairperson of the CAC
 - c) Teacher representatives
 - d) other school personnel
 - e) District personnel selected by the Chief of Special Education, Equity and Specialized Programs
2. Local Plan Advisory Committee meetings review, revise, and advise on the content of the Local Plan.
3. Suggested recommendations from the Local Plan Advisory Committee are shared with the CAC. The CAC will have 30 calendar days to review the proposed Local Plan and provide additional suggestions. The Division of Special Education (DSE) will then submit to the LAUSD Board of Education for approval prior to the submission the California Department of Education (CDE).
4. The DSE disseminates the local plan to the field and coordinates efforts with the various stakeholder groups and leadership. Implementation of the plan consists of, but is not limited to the following:

- a) District Validation Review (DVR), the District's internal monitoring of schools' special education programs, and implementation of policies and procedures.
- b) The monitoring of State Performance Plan Indicators (SPPI). The DSE closely monitors the 14 SPP Indicators and works with local district leadership on identifying strengths and developing plans of support to address gaps.
- c) Data chats, instructional rounds utilizing, Teaching and Learning Framework, Administrative Leadership Framework, and Special Education Paraprofessional Performance Framework are the frameworks utilized to set forth expectations for all staff: teachers, administrators and paraprofessionals who work closely with students with disabilities.

B. Regular Consultation Regarding Annual Service and Budget Plans.

The Annual Budget Plan will be developed as part of the District's annual budget development process. Revisions or amendments to the Special Education Local Plan will be considered annually during the services and budget planning process. The CAC acts in an advisory capacity to the development of the Annual Service and Budget Plan.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The Los Angeles County Office of Education (LACOE) offers professional development opportunities for all stakeholder groups, review the SELPA local plan as appropriate and provide technical assistance and guidance.

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

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

- Reviewing, adopting, and implementing the Special Education Local Plan to ensure access to special education programs and services for all eligible individuals with disabilities birth to 22 years of age residing within the geographic area served by the LAUSD, including parentally placed private school students who are found eligible for special education services, students enrolled in nonpublic schools and in home/hospital programs, residing

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- within LAUSD boundaries
- 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 exercising authority over the special education services operated by the SELPA
 - Holding public Board of Education meetings in compliance with state law, including hearings for the annual service and budget plans
 - Appointing voting members to the CAC
 - Contracting with nonpublic schools and agencies, when necessary, to provide appropriate special education services to students
 - Ensuring a welcoming and respectful environment for students with disabilities within the LAUSD
 - Ensuring systems are in place to address parents/guardians of students with disabilities concerns in a timely manner

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

Federal Law Compliance:
Charter schools shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990, and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

Special Education Program:
Charter schools shall ensure that no student who is eligible to enroll shall be denied, directly or indirectly, admission due to a disability or to the charter school's inability to provide necessary services. Charter schools acknowledge that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities.

Charter schools must serve the needs of students with disabilities as required by the student's individualized education program (IEP). This includes providing programs such as special day and resource specialist programs as well as all related services including, but not limited to, speech and language, counseling, occupational therapy, behavioral support, physical therapy, adapted physical education, and transportation.

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Prior to LAUSD Board approval of an initial charter petition, and if a renewing charter school intends to operate as a “school of the district” for special education services, the charter school must execute a Memorandum of Understanding (“MOU”) by and between LAUSD and the charter school regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education, and shall be considered a “public school of the District” for purposes of special education pursuant to [Education Code section 47641\(b\)](#). Charter schools may reserve the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to [Education Code section 47641\(a\)](#) either on its own or as a consortium of charter school LEAs following the requirements of [Education Code section 56195.3\(b\)](#). In this instance, the charter school will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

LAUSD SELPA:

LAUSD is approved to operate as a single-District SELPA under the provisions of [Education Code section 56195.1\(a\)](#). As a single-District SELPA, the District has created two charter school sections (District-Operated Programs and Charter-Operated Programs (i.e., independent charter schools)) under the administration of one single Administrative Unit. Independent Charter schools must elect one of the three options available under the LAUSD SELPA. The Charter-Operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports, as applicable and according to the MOU.

LA Unified authorized Independent Charter schools have the option to apply for membership in Option 1, Option 2 or Option 3. Below is a breakdown of supports for each Option:

Option 1: The Charter school remains a true “school of the District” with all responsibilities and privileges extended to any other school of the District. The Charter school is responsible for ensuring its special education programs and services are in compliance with federal and state education laws and regulations. However, the District will provide special education personnel, operate special education programs, implement the programs and services including providing related services which are required by the IEPs of the students enrolled at the Charter school, and handle due process matters.

Option 2: The Charter school remains a “school of the District”, while retaining autonomy and responsibility for service delivery. The Charter school is responsible for ensuring its special education programs and services are in compliance with federal and state education laws and regulations. The District will continue to provide special education and related supports to the charter in order to assist the school in developing the capacity to meet the needs of students requiring an increased level of supports and services.

Option 3: The Charter school operates independently for the purposes of special education. The

Charter school will not have complete LEA status but will function in a similar manner. The Charter will assume sole management and fiscal responsibility for all of its students' special education instruction, program and services, related services, placement, due process, and support. As increased autonomy comes with increased responsibility, there is an application process for membership into Option 3. While Option 3 charter schools do operate mostly independently, they continue to be housed within the LAUSD SELPA and have access to District-wide special education supports.

Use of District's Special Education Policies and Procedures and Data Systems:

All Charter schools approved by the LAUSD Board are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. LAUSD has developed a guide for schools regarding the implementation of compliant special education programs and services for students with disabilities. The Electronic Special Education Policies and Procedures Manual (e-PPM) may be accessed on the Division of Special Education's website. Charter schools authorized by LAUSD are required to comply with the policies and procedures as outlined in the e-PPM. All Charter schools are required to use Welligent, a web-based system for Individualized Education Programs (IEPs) and tracking of related services provided to students during the course of their education.

Additional Information:

All Charter schools approved by the LAUSD Board must annually review the following special education areas:

Special Education School Teams: The Charter school ensures staff receive training on special education topics and non-discriminatory enrollment practices. The school has informed staff of their responsibility to adhere to all instructional and service delivery requirements. In addition, the school informs the appropriate staff of the translation procedures for IEP team meeting and documents. The school adheres to the Resource Specialist Teacher (RST) caseload requirement and Welligent service tracking procedures to document special education services provided to students.

Compliance Procedures: The school plans and develops systems to meet the legal requirements of all IEPs. The school ensures students with disabilities are afforded a free appropriate public education (FAPE) and monitors the provision of all services by monitoring data using Welligent reports. Additionally, the school makes use of multiple resources, such as the District's electronic Policies and Procedures (e-PPM) manual and the eLibrary to ensure the school adheres procedurally to all special education legal requirements.

Compliant Timelines: The school prioritizes the scheduling of IEPs by ensuring that all initial evaluations are conducted within 60 days. Additionally, as a best practice, the school schedules all annual IEPs at least 60 days before the due date and Triennial IEPs 90 days before the due date. The school references and uses the electronic Policies and Procedures (e-PPM) manual and the Welligent monitoring reports as sources for ensuring IEP timelines are compliant.

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Special Education Supports and Resources: The school uses the District's Division of Special Education website and training courses available on MyPLN as resources and supports to ensure all IEP-related items are of high quality. Additionally, the school uses the District's electronic Policies and Procedures (e-PPM) manual available on the Division of Special Education website. The school also uses eLibrary to retrieve information and policy documents. Parents are notified that the school is open to enroll and provide services to all students. The school maintains records of all outreach materials, website information, community meetings, and open forums.

For questions related to enrollment in or implementation of special education services in Independent Charter schools, the Charter Operated Programs Department may be contacted at by phone at 213-241-5430 or via email at CharterOperatedPrograms@lausd.net. For District-Operated Charter schools, The Division of Special Education, School and Family Support Services (SFSS) call center may be contacted at 213-241-6701 or via email at spedsfss@lausd.net.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The purpose of the Community Advisory Committee is to advise the district regarding the development and amendment and review of the Local Plan along with other responsibilities listed in [Ed Code Section 56194](#). The CAC is responsible to the Superintendent of Schools, the Board of Education, and the Chief of Special Education, Equity and Specialized Programs. The committee shall serve in an advisory role during the development of the Local Plan and advises the Los Angeles Unified School District Board of Education. The Student, Family and Community Engagement Office (SFACE) works in conjunction with the Division of Special Education to support CAC operations. SFACE and DSE facilitate the recruitment, participation, selection, and election process and all other activities pertinent to the CAC membership appointment process.

Appointment of CAC Members ([Ed Code §56191](#))

The CAC shall consist of members who are selected by their peers and then formally appointed annually by the LAUSD Board of Education. Prospective CAC member names / are submitted to the Board of Education based on the number and type of membership vacancies every year. Representatives serve a two-year term with one-half of the group being selected in alternating years.

Persons who were elected by their peers will be presented to the LAUSD Board of Education for appointment as CAC members.

The CAC membership term and election process are described in the CAC bylaws. CAC representatives are members who have been selected by their peers during the CAC election process according to the CAC bylaws. CAC alternates are also considered members who are unable to vote unless seated at the meeting. Alternates who are seated are considered official voting members for the duration of that meeting. The CAC election process takes place with

the support and consultation with SFACE to establish membership and fill vacancies throughout the year for future board appointments.

The Chairperson of the CAC is a member of the committee who reviews and advises on the Local Plan. The CAC Chairperson will ensure that students with disabilities remain at the center of planning, conversations and support.

Composition of the CAC ([Ed Code §56192-56193](#))

The CAC will have forty-two (42) members: thirty-two (32) representatives and ten (10) alternates representing. Of the 32, a minimum of 17, and maximum of 22 members must be parents/ guardians of children with disabilities enrolled in public or private schools within the LAUSD, including charter schools and non-public placements contracted with LAUSD, or enrolled in private schools participating in the Local Plan. Other representatives include special education teachers, general education teachers, other school personnel, students with disabilities, parents/guardians of nondisabled children, adults with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of individuals with disabilities.

For the definition of membership, members, categories, election and appointment process see article III of the CAC Bylaws.

Responsibilities of the CAC ([Ed Code §56194](#))

- a) Advising the Superintendent of Schools, the Board of Education and the Chief of Special Education, Equity and Specialized Programs regarding the development, amendment, modification, and review of the Local Plan.
- b) Recommending priorities such as the Annual Budget Plan and the Annual Services Plan to be addressed by the Local Plan.
- c) Assisting in parent/guardian education and in recruiting parents/guardians and other volunteers who may contribute to the implementation of the Local Plan.
- d) Encouraging community involvement in the development and review of the Local Plan.
- e) Supporting activities on behalf of individuals with; with disabilities and
- f) Assisting in parent/guardian awareness of the importance of regular school attendance.
- g) Supporting community involvement in the parent advisory committee to encourage the inclusion of parents of individuals with disabilities.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

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/

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guardians selected by their peers in an active role”.

1. The Los Angeles Unified School District SELPA creates a Local Plan Advisory Committee to advise in the development of the Local Plan. The SELPA Director and/or their designee is responsible for coordination of the development of the Local Plan. The Local Plan Advisory Committee consists of members selected by their peers from the following groups:

- a) Parent representatives from the CAC
- b) Chairperson of the CAC
- c) Teacher representatives
- d) other school personnel
- e) District personnel selected by the Chief of Special Education, Equity and Specialized Programs

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

3. Suggested recommendations from the Local Plan Advisory Committee are shared with the CAC. The CAC will have 30 calendar days to review the proposed Local Plan and provide additional suggestions. The Division of Special Education (DSE) will then submit to the LAUSD Board of Education for approval prior to the submission the California Department of Education (CDE).

B. Regular Consultation Regarding Annual Service and Budget Plans

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

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

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The Superintendent of Schools serves as the Responsible Local Agency (RLA) administrator.

The Superintendent of Schools is appointed by the LAUSD Board of Education.

The Superintendent of Schools, with staff assistance, is responsible for District- wide implementation of educational processes and for formulating major District policies. Under the direction of the Board of Education, the Superintendent of Schools delegates appropriate authority and responsibility to the Chief of Special Education, Equity and Specialized Programs. The responsibilities of the Superintendent of Schools and/or designee regarding special education include, but are not limited to:

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

The Chief of Special Education, Equity and Specialized Programs is responsible for administration of the Local Plan and fulfills the following responsibilities:

- Provides leadership and direction in the interpretation and implementation of federal and state mandates, District policies, and procedures for special education programs
- Develops a strategic plan for the development, implementation and monitoring of programs, services, and instruction that ensures the achievement of students with disabilities and prevention of misidentification for special education
- Monitors the District and schools for compliance with state, federal and local special education mandates including personnel development, procedural safeguards, and other assurances
- Administers procedures to assure fiscal management of all special education funds
- Acts as a liaison with and provides fiscal support to the CAC

The Executive Director of Special Education supports the Chief of Special Education, Equity and Specialized Programs in the administration of the Local Plan in addition to the following:

- Leads the development and monitors high quality professional development that is grounded in current research, and instructional strategies within Special Education
- Leads the effective implementation of the use of the Multi-Tiered Systems of Support

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Framework (MTSS) in the Student Success and Progress Team (SSPT)

- Oversees special education funds and leads the Budget Development process for all departments within Special Education
- Provides leadership and direction in federal and state mandates, and District policies and procedures for special education programs
- Formulates policies and develops goals, plans, and commitments for instruction that ensure achievement of students with disabilities

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

The LAUSD's Division of Special Education (DSE) has the authority to contract for nonpublic services under [Education Code 56366](#) and as further specified by [Title 5, California Code of Regulations Section 3065](#), for a student whose documented needs, as stated on the individualized education program (IEP), are of a nature and/or severity that require a special education instructional program or services which cannot be provided by a District program.

The District contracts with CDE certified nonpublic, nonsectarian schools (NPS) and nonpublic, nonsectarian agencies (NPA) to provide services consistent with the area of certification and licensure specified by CDE certification and as defined in [California Education Code sections 56366](#) et seq. and within the professional scope of practice of each provider's license, certification and/or credential.

The SELPA has the authority to visit, observe, monitor, and report on the educational program provided by any NPS/NPA under contract with the District or involved in a potential placement with the District. With the passage of [AB 1172](#), LEAs are responsible for:

1. ensuring that contracted nonpublic schools and agencies have adopted and implemented the use of mandatory staff behavior training within mandated timelines.
2. conducting at least one onsite monitoring visit during each school year to the nonpublic, nonsectarian school at which the local educational agency has a pupil attending and with which it maintains a master contract; and,
3. conducting an onsite visit to the nonpublic, nonsectarian school before placement of a pupil if the Local Educational Agency does not have any pupils enrolled at the school at the time of placement.

The SELPA shall consider the needs of the individual student and the recommendations of the

IEP team when entering into agreements with nonpublic, nonsectarian schools and agencies.

The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs, toward the goals identified in each student's IEP.

Each Master Contract is modeled after the State Master Contract and Individual Service Agreement which contain required provisions to allow the SELPA to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The District shall convene at least an annual IEP meeting for each student served by the NPS/NPA that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as required by the District. At each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian schools shall be authentic curriculum-based measurements, in accordance with state-adopted grade level standards.

The SELPA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

The SELPA reviews each NPS/NPA contract on an annual basis prior to contract reissuance/renewal.

Interagency agreements necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed with the following agencies:

California Children's Services

Head Start

Regional Center:

Interagency Agreements for children from birth to 36 months of age eligible for services under Part C of the Individuals with Disabilities Act (IDEA) - between the LAUSD and the six Regional Centers (Westside, Eastern Los Angeles, North Los Angeles County, Lanterman, Harbor, and South Central Los Angeles).

Other interagency agreements will be developed as needed.

Copies of these Interagency Agreement documents can be requested through the SELPA office and are outlined in Appendix C.

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10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

Not Applicable (LAUSD is a single district LEA)

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Not Applicable (LAUSD is a single district LEA)

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Not Applicable (LAUSD is a single district LEA)

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The Los Angeles School District is a single district SELPA governed by the Board of Education. Staff is hired, supervised, evaluated, and disciplined under the Board policies and contractual agreements.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)(12)(D)(ii)(II); EC 56195.7(i)]

As a single district SELPA, LAUSD directly collects federal and state funds based on enrollment and classification of students with disabilities. These funds support programs and services across LAUSD SELPA.

The **Chief of Special Education, Equity and Specialized Programs** ensures the operation of special education programs in accordance with federal and state guidelines and with the Local Plan and is responsible to:

- Administer procedures to ensure fiscal management of all special education funds
- Act as a liaison with and provides fiscal support to the CAC

The **Executive Director of Special Education** supports the Chief of Special Education, Equity and Specialized Programs in the administration of the Local Plan in addition to the following:

- Oversees special education funds and leads the Budget Development process for all departments within Special Education

The **Administrator of Operations** is responsible to:

- Provide leadership and direction for the planning and implementation of goals, improvement, and evaluation of various special education policies, procedures, and programs, including fiscal analysis and planning for the operations department to influence outcomes for students with disabilities.
- Provide leadership and support in the review and analysis of special education operations fiscal and programmatic data related to program audits

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The **Chief of Special Education, Equity and Specialized Programs** is responsible for the administration of the Local Plan and fulfills the following responsibilities:

- Provides leadership and direction in the interpretation and implementation of federal and state mandates, District policies, and procedures for special education programs
- Develops a strategic plan for the development, implementation and monitoring of programs, services, and instruction that ensures the achievement of students with disabilities and prevention of misidentification for special education
- Provides for the development and evaluation of curricula, instructional materials, and specialized equipment
- Serves as a resource person to community groups, outside agencies, professional groups, Region personnel, and parents
- Promotes collaboration between special and general education personnel and parents in determining appropriate instructional support for eligible students with disabilities
- Ensures appropriate assignment of students with disabilities

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- 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 Region 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 DVRs of nonpublic schools with whom it maintains contracts, and independent charter schools authorized by the Board of Education within the SELPA
- Administers procedures to ensure fiscal management of all special education funds
- Provides leadership and coordination in the development of a system of staff development and parent education
- Facilitates and monitors the development of interagency agreements
- Acts as a liaison with and provides fiscal support to the CAC
- Directs and supervises the implementation of compliant and due process safeguards and procedures

The Chief of Special Education, Equity and Specialized Programs is supported in ensuring that special education programs and services meet federal and state legal mandates by the following administrative departments: Administration and Support; Strategic Planning and Data Management; Nonpublic Services Support; Charter Operated Programs; Instruction; Compliance/Policies and Procedures; Psychological Services/Due Process; Related Services; Early Childhood Special Education; and Operations.

The **Executive Director of Special Education** supports the Chief of Special Education, Equity and Specialized Programs in the administration of the Local Plan in addition to the following:

- Leads the prevention of the over-identification of students into special education, especially the over-identification of English learners and African American students
- Leads the development and monitors high quality professional development that is grounded in current research, and instructional strategies within Special Education
- Leads the effective implementation of the use of Multi Tiered Systems of Support Framework (MTSS) in the Student Success and Progress Team (SSPT)
- Oversees special education funds and leads the Budget Development process of all

departments within Special Education

- Provides leadership and direction in federal and state mandates, and District policies and procedures for special education programs
- Formulates policies and develops goals, plans, and commitments for instruction that ensure achievement of students with disabilities

The **Administrator of Operations**, and the **Administrator of Instruction**, support the DSE in improving special education programs, services, and achievement for all students with disabilities. Their responsibilities include, but are not limited to:

- Providing leadership and direction for the planning and implementation of goals, improvement, and evaluation of various special education policies, procedures, and programs, including fiscal analysis and planning to influence outcomes for students with disabilities
- Leading administrators, personnel, and outside organizations to coordinate and supervise activities, programs, and events in alignment with the goals and initiatives of the Division of Special Education
- Using multiple sources of District data to direct the development and evaluation of programs and initiatives relating to the Division of Special Education (DSE)

The **Special Education Administrators (SEA)**, Regions:

- Support the Region with oversight of implementation of District policy related to special education supports and services
- Support the Region with the implementation of, and compliance with, the Individuals with Disabilities Education Act (IDEA) and all other special education legal mandates
- Provide coaching and support to Region leadership staff in the development of professional development regarding instructional, operational, and compliance support for students with disabilities
- Effectively analyzes data, such as the State Performance Plan Indicators (SPPI), in collaboration with Region leadership staff to appropriately address disproportionality factors related to special education, including high referral rates among particular student populations and disability categories {e.g. English Learners (ELs) with Specific Learning Disabilities (SLD), African American students as Emotionally Disturbed (ED), etc.} and high suspension rates of students with disabilities
- Serve as a resource for Community of School (COS) teams in developing plans of support for meeting the instructional needs of students with disabilities in the least restrictive environment (LRE)

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- Provide technical support regarding special education to Community of Schools (COS) leadership
- Provide coaching and advisement to Region leadership staff in monitoring and compliance with Special Education Substantial Compliance Indicators
- Collaborate with the Division of Special Education instructional teams to support the implementation of inclusion of students with disabilities at schools
- Supervise and coordinate the work of special education support specialists: Least Restrictive Environment specialists and program specialists, behavior support specialists, psychological services coordinators, and Assistant Principal Elementary Instructional Specialists (AP, EIS) within the Region

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The Division of Special Education (DSE) works collaboratively with fiscal services to ensure appropriate budget planning is conducted and resources are allocated accordingly. Fiscal services tracks individual school site expenditures on instructional materials for students with disabilities. The positions below describe the SELPA's fiscal oversight.

The **Chief of Special Education, Equity and Specialized Programs** administers procedures to assure fiscal management of all special education funds.

The **Executive Director, Special Education**, oversees special education funds and leads the Budget Development process of all department within Special Education.

The Administrator of Operations, and the Administrator of Instruction, support the division in improving special education programs, services, and achievement for all students with disabilities.

Their responsibilities include, but are not limited to:

- Providing leadership and support in the review and analysis of special education operations fiscal and programmatic data related to program audits

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

The Chief of Special Education, Equity and Specialized Programs provides for the development and evaluation of curricula, instructional materials, and specialized equipment. Low Incidence (LI) funds are state funds used to provide specialized books, materials, equipment, and services to access education as required by students between the ages of 3-22 with a LI disability (hearing disorders, visual impairments, and severe orthopedic impairments) indicated in their Individualized Education Program (IEP). Allocation of LI funding to school districts is determined by the total number of students with LI eligibilities as reported in the California Special Education Management Information System.

When students with LI equipment needs change school sites within LAUSD, specialized equipment that has been purchased through LI funds must follow the student to the new/receiving school. Similarly, when equipment is available within the District's inventory to meet newly identified student needs, the new school of attendance is responsible for making arrangements to transport that equipment from one school location to another. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance, and training as needed.

All of the following procedures are required in order to secure LI funding:

- IEP Team Determination of LI Disability Eligibility: A determination by the IEP team, including the school nurse or audiologist, that the student has a severe disabling condition in one or more of the following areas: hearing, vision, and/or severe orthopedic disabilities. Persons knowledgeable of these disabilities are the related services providers and/or appropriately certificated teachers who work in the disciplines of hearing, vision, and severe orthopedic disabilities
- An assessment of the need for the material and equipment conducted by a team of the appropriately credentialed/licensed personnel consisting of the classroom teacher, special education teacher(s), and, if necessary, the appropriate related services provider(s) for hearing, vision, occupational therapy, physical therapy, or speech
- A presentation of the written assessment report (or consultation report, when appropriate) to the school IEP team
- Documentation of the determination by the IEP team that specialized material and equipment are needed, including the assessed need for equipment and/or materials reflected in the Present Level of Performance (PLP) section of the IEP.
- Authorization of LI funding after the IEP team, including the parent, have approved the recommendations of the related services and/or other appropriately certificated personnel

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Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational

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programs, non-academic programs, and services available to non-disabled children.” The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"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, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool

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programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"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." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

"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." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"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 Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right

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of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

"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." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

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Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of

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children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

"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." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

"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." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"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." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:

Document Location:

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

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plan.

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

- Reviewing, adopting, and implementing the Special Education Local Plan to ensure access to special education programs and services for all eligible individuals with disabilities from birth up to 22 years of age residing within the geographic area served by the LAUSD

Responsibilities of the Superintendent of Schools

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

The Superintendent of Schools' responsibilities regarding special education include:

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

Responsibilities of the Chief of Special Education, Equity and Specialized Programs:

The Chief of Special Education, Equity and Specialized Programs is responsible for administration of the Local Plan and fulfills the following

Description:

responsibilities:

- 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

Responsibilities of Special Education Support Specialists:

Special Education Support Specialists including Least Restrictive Environment (LRE) Specialists, Special Education Specialists (SES), Program Specialists, Behavior Specialists, Psychological Services Coordinators and Assistant Principals Elementary Instructional Specialists (APEIS), are assigned to each Region Special Education office or school, under the direction of the Region Special Education Administrator (SEA), to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. Their roles are determined by the identified need within each Region.

Implementation of Local Plan

The Division of Special Education (DSE) disseminates the Local Plan to the field and coordinates efforts with the various stakeholder groups and leadership. Implementation of the plan consists of, but is not limited to the following:

- District Validation Review (DVR), the District's internal monitoring of schools' special education programs, and implementation of policies and procedures.
- The monitoring of State Performance Plan Indicators (SPPI). The DSE closely monitors the 14 SPPI and works with Region leadership on identifying strengths and developing plans of support to address gaps.
- Instructional rounds utilizing the Teaching and Learning Framework, Administrative Leadership Framework, Paraprofessional Performance Framework. These frameworks set forth expectations for all teachers, administrators, and paraprofessionals that work closely with students with disabilities.

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2. Coordinated system of identification and assessment:

Document Title: Child Find and Search and Serve; Review and Consideration of Request for Special Education Evaluation; Three-Year Review Individualized Education Program (IEP) Psycho- Educational Reassessment Requirements

Document Location: eLibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual

The **LAUSD Board of Education** establishes policies and District staff assumes responsibility for implementing Board of Education established policies on a District-wide basis. The Board of Education is responsible for submission of an adopted Special Education Local Plan to the State Superintendent of Public Instruction and for establishing a governance structure for implementation of the plan. The functions of the Board of Education in relation to special education include but are not limited to:

- Strengthening efficiency and effectiveness of general education to provide appropriate academic and behavioral interventions, in order to prevent inappropriate identification of students

The **Chief of Special Education, Equity and Specialized Programs** is responsible for the administration of the Local Plan and fulfills the following responsibilities:

- 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.
- 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

Responsibilities of Special Education Support Specialists
Special Education Support Specialists including Least Restrictive Environment (LRE) Specialists, Special Education Specialists (SES), and Program Specialists are assigned to each Region Special Education office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. Their roles are determined by the identified need within each

Region and their responsibilities include:

- Observing, consulting with, and assisting Resource Specialists, related service providers, special and general education teachers

School Responsibilities

1. The school's responsibilities for search and serve apply to the families and students attending and enrolling in the school. The District also has responsibilities for search and serve activities directed at the families of children below school age and students in private schools. There are three search and serve responsibilities that each school must implement:
2. All schools must distribute the "Are You Puzzled by Your Child's Special Needs?" brochure to every student to take home at the beginning of each school year.
3. Students with disabilities requiring special services who are enrolling in the school are identified and promptly provided the appropriate services and supports
4. There is a process in place, understood by all staff members, for referring students who may require special services and supports.

Identifying and Serving Students Enrolling in the School

All schools are responsible for having procedures in place to identify and promptly serve students, who require or may need special services, when they enroll in the school. The mechanism for implementing the procedures is the District's Student Enrollment Form that must be completed by parents at the time they are enrolling their child. Section 10 - Special Services asks the following five questions:

- Did the student receive special education services at his/her previous school?
- Did the student have an Individualized Education Program (IEP) at his/ her previous school?
- Did the student have a Section 504 Plan at his/her previous school?
- Does the student have difficulties that interfere with his/her ability to go to school or learn?
- Has this student been identified for Gifted and Talented Educational services (GATE)?

Office personnel have the responsibility to assist parents, if necessary, in answering the questions and ensure that all questions are answered. If all questions in Section 10 are answered NO, further follow-up is not required, other than checking NO on Question A (1) on the Special Services Follow-up Section of the form. If any question in Section 10 is

Description:

answered YES, the Special Services Follow-up Section of the form must be completed.

Requests for a Special Education Assessment

Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing and entered on the Request for a Special Education Assessment Form which can be located in the Documents section of Welligent. If a parent submits a letter making the request, the information is to be transferred on to a Request for Special Education Assessment Form. If the request is made verbally, the school shall assist the requestor in putting the request in writing. Once a written request for a special education assessment has been received, the administrator/ designee has 15 days to develop and provide the parents with a special education assessment plan.

Qualifying for special education services (having an Individualized Education Plan (IEP) or Section 504 plan) does not preclude a student from being identified as gifted or talented. Conversely, if a child is identified as gifted, they should be able to be assessed for special education services, as appropriate, and also access the services they qualify for.

Bulletin 4140.2: The Individuals with Disabilities Education Act (IDEA), at Title 34 CFR 300.503, permits local education agencies to review and consider the appropriateness of requests for special education evaluation. This Bulletin provides guidance and procedures to schools reviewing such requests for evaluation. The school may, within 15 days of receipt of a written referral for an initial special education evaluation, convene a Student Support and Progress Team (SSPT) meeting, to determine interventions (if applicable or appropriate) and discuss the request for a special education assessment. If at the conclusion of the SSPT meeting parents agree to forgo a special education evaluation in favor of attempting general education interventions, then the school shall ensure parent agreement is documented in writing and that parents are provided a copy of the District's "A Parent's Guide to Special Education Services, Including Procedural Rights and Safeguards."

Bulletin 6639: This Bulletin outlines District policies and procedures for Individualized Education Program (IEP) teams to follow when considering a comprehensive psycho-educational reassessment as part of a three-year review IEP. As per Los Angeles Unified School District policy, the IEP team must determine at the 2nd Annual IEP Review

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whether or not a three-year comprehensive psycho-educational reassessment will be required as part of the upcoming three-year review IEP. The decision to conduct or not conduct a three-year comprehensive psycho-educational reassessment must be determined by the IEP team, with parent/guardian input. The decision must be made based on a review of existing information from: existing evaluation data, including assessments and information provided by the parent/guardian; current classroom-based assessments and observations; teacher and related services providers' observations.

3. Coordinated system of procedural safeguards:

Document Title:

A Parent's Guide to Special Education Services, Including Procedural Rights and Safeguards. Distribution of Revised Guide: A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards), September 2018

Document Location:

eLibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual, DSE Website, LAUSD Parent-Student Handbook

Responsibilities of The LAUSD Board of Education

- Strengthening efficiency and effectiveness of general education to provide appropriate academic and behavioral interventions, in order to prevent inappropriate identification of students

Responsibilities of the Superintendent of Schools

- Recommending to the Board of Education the adoption of SELPA policies in accordance with federal and state laws and regulations

Responsibilities of the Chief of Special Education, Equity and Specialized Programs

- Monitors the District and schools for compliance with state, federal and local special education mandates including personnel development, procedural safeguards, and other assurances
- Directs and supervises the implementation of compliant and due process safeguards and procedures

Responsibilities of Special Education Support Specialist Services

- Ensuring that students with disabilities have full educational opportunity.

Reference Guide 6790.1: The purpose of this Reference Guide is to (a) notify schools of the revision of A Parent's Guide to Special

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Description:

Education Services (Including Procedural Rights and Safeguards), September 2018, (b) provide information on the delivery of the revised Guides to schools, and (c) provide instructions on how to obtain additional copies of the guide, as needed. This guide provides parents with the information needed to understand the special education process. It explains rights, the rights of the child, and how to exercise them under the Federal Individuals with Disabilities Education Act and the California Education Code. A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards) is distributed to parents of students with disabilities once a school year and at all of the following times:

- Upon initial referral for Special Education or initial request for an evaluation.
- Each time the parent is given an assessment plan to evaluate their child
- Upon initial filing of a State complaint, request for mediation only, or request for a due process hearing in a school year
- Whenever a decision is made to take disciplinary action that constitutes a change in placement
- Whenever a parent revokes consent for continued provision of Special Education and related services
- Whenever a parent requests a copy

A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards) is posted on the Division of Special Education website at <https://achieve.lausd.net/sped> and is available for download in multiple languages.

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Administrator Certification Online System 2020-2021 for School Sites and Offices; Mandatory Annual Online Training Modules for Special Education Paraprofessionals

Document Location:

eLibrary, SELPA Office

MyPLN is the District's state-of-the-art professional learning management system. MyPLN has been tested and designed to offer District and independent charter school employees within the LAUSD SELPA diverse learning opportunities, including in-person, virtual, and blended learning professional development. In addition, through MyPLN, employees can leverage online professional learning

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communities to collaborate and share best practices. The Division of Special Education (DSE) has offered/facilitated various professional topics through MyPLN including instructional strategies (Universal Design for Learning (UDL), Unique Learning Systems, etc.), special education supports and services, compliance monitoring, service tracking, oral interpretation at IEP team meetings, social-emotional learning, etc.

The Personalized Learning System (PLS) department is a diverse group of teachers, classified staff, programmers, engineers, and administrators working together to provide a functioning Learning Management System (LMS) to support all stakeholders. A LMS is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs. The PLS department is committed to innovative teaching and learning, facilitating professional growth and personalized learning that enriches communication and collaboration amongst all stakeholders with emphasis on career and college readiness for student success. PLS, in partnership with Division of Instruction (DOI) and Information Technology Services (ITS), is taking charge of implementing the learning management system (LMS) for LAUSD. One of the important features of the LMS/MyPLN is to maintain records of personnel attendance, participation and completion of training modules and courses.

The LMS, such as Schoology, is key to preparing all students to be digital learners who use technology tools to graduate ready for success in college and careers. Schoology supports the District's commitment to 21st century learning by equipping teachers with a robust digital tool that supports distance and blended learning opportunities. Parents are able to access Schoology thereby being able to view real time student progress monitoring, communicate and collaborate with teachers, access submitted assignments and grades. The Community of Schools networks, Region parent resource centers, the Division of Special Education, and Office of Student, Family and Community Engagement, offer parent workshops and virtual town halls throughout the year on a variety of topics including academic support, disability awareness, positive behavior support and social-emotional learning, and how to access Schoology and the Parent Portal, LAUSD's Parent Access Support System portal. It is a one-stop online system that connects parents and guardians to important information about their child's education. The Division of Special Education parent newsletter also highlights items such as upcoming training opportunities and community events and disseminates to parents quarterly.

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Description:

Responsibilities of the Chief of Special Education, Equity and Specialized Programs:

- Provides leadership and coordination in the development of a system of staff development and parent education.

Responsibilities of the Region Special Education Administrator and Special Education Support Specialists:

- Provides coaching and support to Region leadership staff in the development of professional development regarding instructional, operational, and compliance support for students with disabilities.
- Participating in staff development, program development, and innovation of special methods and approaches.

Memorandum 6128.9 (updated annually): The “Administrator Certification Online System” is designed to assist administrators in electronically certifying that the required actions have been completed in accordance with District nondiscrimination and safety mandates, policies, and procedures. Administrators can electronically review, track, and monitor required actions and activities. The administrator is to certify that required actions per specified District policies/procedures have been reviewed with all staff. Special education policies/procedures requiring certification include review of the following:

- Reference Guide - Oral Interpretation at an Individualized Education Program (IEP) Team Meeting
- Reference Guide - Submitting Requests for Written Translation of Individualized Education Program (IEP) and Related Documents
- Reference Guide - Clerical Support for Special Education and Section 504 Responsibilities
- Bulletin - My Integrated Student Information System (MiSiS) Student Support Module Required Usage
- Bulletin - Guidelines for Student Suspension
- Reference Guide - Procedures for Completing the Annual Early Childhood Special Education Health and Safety Review
- Bulletin - A Multi-Tiered System of Support Framework for the Student Support and Progress Team

Reference Guide-6889.1: Professional development activities are an integral part of the District's strategy for providing educators, including paraprofessionals, with the knowledge and skills necessary for students to be college, career, and life ready. Based on the results of a needs assessment, the Division of Special Education and Classified Growth

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and Development designed a series of online training modules to provide Special Education Paraprofessionals with information regarding best practices and strategies on how to support the learning environment for students with disabilities.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title: High School "a-g" Graduation Requirements and Students with Disabilities; Development and Implementation of a Learning Center at the Secondary Level

Document Location: eLibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual

Responsibilities of The LAUSD Board of Education
Providing meaningful access to the District's core or alternate curriculum as measured by achievement of standards-based IEP goals, increase in graduation/completion rates, and increase in the percentage special education instructional personnel will be included in the curriculum materials selection process, in order to support alignment with California State Standards.

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

Special education instructional personnel will be included in the curriculum materials selection process in order to support alignment with California State Standards.

Special education personnel will be included in staff development activities related to literacy and reading, as well as any state or regional training based on new legislation and implementation of the revised state frameworks, content standards, and District mandated instructional programs.

Responsibilities of the Chief of Special Education, Equity and Specialized Programs:
Special education personnel will be included in staff development activities related to literacy and reading, as well as any state or regional training based on new legislation and implementation of the revised state frameworks, content standards, and District mandated

Description:

instructional programs.

Responsibilities of Special Education Support Specialists:
Participating in staff development, program development, and innovation of special methods and approaches.

The Division of Special Education (DSE) works collaboratively with the Division of Instruction on ensuring general education teachers and special education teachers are aligned in their understanding of the core curriculum and supporting students with disabilities.

Bulletin 6257.1: This Policy Bulletin outlines the course options for high school students with disabilities (SWDs) who will earn a diploma from the Los Angeles Unified School District.

This bulletin provides guidelines for an IEP team to authorize a student who meets designated criteria to waive or be exempted from certain "a-g" requirements. Waiver options outlined in this bulletin include the Algebra 2 course (or its equivalent) and year 2 of the Languages Other Than English (LOTE) requirement. This bulletin also outlines the required teaching credentials for special education teachers assigned to carry rosters for "a-g" courses. On June 14, 2005, the Board of Education approved the resolution to "Create Educational Equity in Los Angeles Through the Implementation of the 'a-g' Course Sequences as Part of the High School Graduation Requirements." Part of that resolution stated, "a waiver from the 'a-g' requirements will be available to students with disabilities receiving special education services only if it is specified in the student's Individualized Education Program (IEP)." The resolution's intent is to ensure all students have access to the full array of college preparatory courses available at the school of attendance.

Reference Guide 2025.3: This Reference Guide provides guidelines for the development and implementation of a Learning Center in secondary schools. The purpose of the Learning Center is to provide a range of multi-tiered supports for students with disabilities. All secondary schools are required to develop a Learning Center to support students in meeting grade-level standards through a partnership between general and special education teachers. It also provides course descriptions that are aligned to California Common Core State Standards for the elective courses that can be offered in the Learning Center in middle and high school. The Division of Special Education is committed to providing a continuum of supports/services for students with disabilities and envisions service delivery models and multi-tiered special education service components at all middle and high schools. One of the service delivery options within the Resource Specialist Program is Direct Instruction Services for assisting students in acquiring the content and strategies needed to succeed in the general education curriculum. At the secondary level, these services are often provided outside of

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general education to allow time for the special education team to provide the strategic and/or intensive instruction needed for students to make progress toward IEP goals and grade-level standards. Therefore, every middle and high school must establish and maintain a Learning Center. The secondary Learning Center is a data-driven, evidence-based approach for providing the level of strategic or intensive Direct Instruction Services some students with disabilities will need in order to access the general education curriculum. As they are supplemental or intervention in nature, courses taught in the Learning Center do not earn “a-g” credit but do earn elective credit toward culmination (middle school) or graduation (high school).

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title: Governance and Administration of the Local Plan

Document Location: Governance and Administration of the Local Plan

Responsibilities of The LAUSD Board of Education:

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

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

- Reviewing, adopting, and implementing the Special Education Local Plan to ensure access to special education programs and services for all eligible individuals with disabilities birth to 22 years of age residing within the geographic area served by the LAUSD.
- Adopting policies and administrative regulations related to the governance and operation of the SELPA.
- Assuming fiscal accountability for the special education programs and services operated by the SELPA.
- Assuming responsibility for the exercising authority over the special education services operated by the SELPA.

Responsibilities of the Superintendent of Schools:

- Recommending to the Board of Education the adoption of SELPA policies in accordance with federal and state laws

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and regulations.

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

Responsibilities of the Chief of Special Education, Equity and Specialized Programs:

- Provides leadership and direction in the interpretation and implementation of federal and state mandates, District policies, and procedures for special education programs.
- Monitors programs and services for compliance.
- The Chief of Special Education, Equity and Specialized Programs is supported in ensuring that special education programs and services meet federal and state legal mandates by the following administrative departments: Administration and Support; Strategic Planning, Data Management & Nonpublic Services Support; Charter Operated Programs; Instruction; Substantial Compliance and Monitoring/Policies and Procedures; Psychological Services/Due Process; Related Services; Early Childhood Special Education; and Operations.

The SELPA Director and/or Designee is responsible for coordination of the development of the Local Plan.

Description:

1. The Los Angeles Unified School District SELPA creates a Local Plan Advisory Committee to advise in the development of the Local Plan. The SELPA Director and/or their designee is responsible for coordination of the development of the Local Plan. The Local Plan Advisory Committee consists of members selected by their peers from the following groups:
 - a) Parent representatives from the CAC
 - b) Chairperson of the CAC

- c) Teacher representatives
- d) other school personnel
- e) District personnel selected by the Chief of Special Education, Equity and Specialized Programs

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

3. Suggested recommendations from the Local Plan Advisory Committee are shared with the CAC. The CAC will have 30 calendar days to review the proposed Local Plan and provide additional suggestions. The Division of Special Education (DSE) will then submit to the LAUSD Board of Education for approval prior to the submission the California Department of Education (CDE).

4. Implementation/Internal monitoring of the Local Plan:

The DSE monitors the implementation of the local plan with the main purpose of ensuring that all stakeholders are aware of the Local Plan to ensure that students with disabilities are receiving their services as stated in their IEPs. The implementation of the Local Plan consists of, but is not limited to the following:

- a. The monitoring of State Performance Plan Indicators (SPPI). The DSE closely monitors the 14 SPPI Indicators and works with Region leadership on identifying strengths and developing plans of support to address gaps.
- b. Instructional rounds utilizing the Teaching and Learning Framework, Administrative Leadership Framework, and Paraprofessional Performance Framework. These frameworks set forth expectations for teachers, administrators and paraprofessionals that work closely with students with disabilities.
- c. District Validation Review (DVR), the District's internal monitoring of schools' special education programs, and implementation of policies and procedures.

The internal monitoring process consists of dissemination of data to the Regions in a consistent and timely manner. As a result of monitoring processes, the DSE issues communication to parents on a quarterly basis regarding service provision status. The Community of Schools is

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also provided access to key performance indicator data (timelines, service tracking) on a daily basis via the dashboard platforms (Whole Child, Focus, Welligent). In addition, centrally, the DSE monitors and analyzes the performance of all schools/Regions/Community of Schools and identifies clusters of need in order to dispense targeted support.

7. Coordinated system of data collection and management:

Document Title: Governance and Administration of the Local Plan

Document Location: SELPA Office

Responsibilities of The LAUSD Board of Education:

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

- Effectively using an administrative monitoring system, a data management system, providing technical support to schools and Regions to assist and guide them in meeting compliance mandates, and increasing the effectiveness of special education programs and services.

Responsibilities of the Superintendent of Schools:

- Coordinated system of data collection and management including a web-based IEP data and service tracking system

Responsibilities of the Chief of Special Education, Equity and Specialized Programs:

- Coordinated system of data collection and management including a web-based IEP data and service tracking system
- Maintains data and prepares local, state and federal special education reports as required

Responsibilities of Administrator of Operations:

- Leads the creation of a plan, based on multiple sources of District data, to improve the equity of educating students with disabilities.
- Leads the use of District data to guide the support, development, and evaluation of programs and initiatives relating to the Division of Special Education.

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Description:

- Manages departments' performance on metrics aligned to the Division's defined goals.
- Leads review and analysis of special education fiscal and programmatic data related to program audits.
- Provides leadership, support, and oversight of all special education related Information Technology Services (ITS) platforms, including Welligent, MISIS, and Schoology.
- Uses multiple sources of District data to direct the development and evaluation of programs and initiatives relating to the Division of Special Education.
- Manages department performance on metrics aligned to the Division's defined goals.
- Provides leadership and support in the review and analysis of special education operations fiscal and programmatic data related to program audits.

Responsibilities of Special Education Administrators- Regions:

- Effectively analyzes data in collaboration with Region leadership staff to appropriately address disproportionality factors related to special education, including high referral rates among particular student populations and disability categories (e.g. English Learners (ELs) with Specific Learning Disabilities (SLD), African American students as Emotionally Disturbed (ED), etc.) and high suspension rates of students with disabilities.
- Provides technical support regarding special education to Community of Schools' leadership.
- Provides coaching and advisement to Region leadership staff in monitoring and compliance with Special Education Substantial Compliance Indicators.

Responsibilities of Special Education Support Specialists:

- Observing, consulting with, and assisting Resource Specialists, related service providers, special and general education teachers.
- Providing coordination, consultation, and program development in areas of expertise.

Data Platforms Utilized in LAUSD SELPA: My Integrated Student Information System (MiSiS), Whole Child, Focus, California Longitudinal Pupil Achievement Data System (CALPADS), Welligent, California Dashboard, Certify and Principal's Portal, and Parent Portal.

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All of the above platforms are utilized in monitoring the achievement, performance, and compliance data for all students, with and without disabilities. Each platform provides various key performance indicator data that informs the effectiveness of our practice and drives professional development. Through the Principal's Portal and Certify platform, principals receive automated data notifications addressing their compliance status.

Parents, via the Parent Portal are able to view their child's real-time data, including assessment scores, language classification level, IEP, and grades.

All of the platforms communicate internally on a nightly basis, which ensures visibility and data consistency. The DSE centrally monitors and analyzes the data and the performance of all schools/Regions/Community of Schools and identifies clusters of need in order to dispense targeted supports.

8. Coordination of interagency agreements:

Document Title: Interagency Agreement

Document Location: SELPA Office

Description: See Appendix C

9. Coordination of services to medical facilities:

Document Title: Carlson Home, Hospital & Home Online Academy

Document Location: eLibrary, SELPA Office

Description:
It is the District's policy, in accordance with state law, that TK-12 students whose medical, psychiatric needs or other circumstances prevent them from attending their current school of attendance shall continue to receive educational services through the Carlson Home Hospital School or Virtual Academy, when this option is appropriate.

Responsibilities of the Board of Education:

- Assuming responsibility for the exercising authority over the special education services operated by the SELPA.

Responsibilities of the Superintendent of Schools:

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Description:

- Providing leadership in support of special education programs and services.

Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- Develops a strategic plan for the development, implementation and monitoring of programs, services, and instruction that ensures the achievement of students with disabilities.

Responsibilities of Administrator, Operations:

- Works with special education Region administrators to ensure services are being rendered to students with disabilities in medical facilities and who receive service through the Carlson Home Hospital program.
- Facilitates professional development to Carlson Home Hospital administrators, teachers and providers.
- Collaborates with related services director to ensure all designated instructional services are being provided and tracked.

Responsibilities of Special Education Support Specialists:

Special Education Support Specialists are assigned to each Region's Special Education Office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. The responsibilities of Special Education Support Specialists in accordance with EC §56368 may include:

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

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice

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System

Document Location:

eLibrary, SELPA Office

Description:

The Los Angeles Unified School District (LAUSD) is responsible for ensuring the identification, enrollment, attendance, and removal of barriers to academic success for students. This policy bulletin outlines the rights of children and youth in foster care, experiencing homelessness, and/or involved in the juvenile justice system. In addition, this policy aligns with recent legislation by clarifying that educational rights afforded to foster youth also apply to youth involved in the juvenile justice system and/or those who are experiencing homelessness.

The legal requirements and procedures outlined in this policy are applicable to all schools, centers and offices within the District, including, but not limited to early education centers, preschools, elementary, middle and high schools, magnet schools and centers, educational options schools, adult schools, continuation schools, special education schools, and charter schools.

Specialized Student Services (SSS) Program is dedicated to enhancing the educational outcomes of students residing in foster care (e.g., with parent, relative caregivers or foster parents). We provide comprehensive services to improve attendance as well as maximize the educational achievement and the social-emotional well-being of all foster youth. Specialized Student Services (SSS) Counselors, Pupil Services and Attendance Counselors (PSA) and Psychiatric Social Workers (PSW), advocate for the educational rights of students in foster care, as well as provide consultation and training to District and school staff, community agencies, and caregivers on issues and legislation specific to students in foster care.

Responsibilities of the Board of Education:

- Assuming responsibility for the exercising authority over the special education services operated by the SELPA.

Responsibilities of the Superintendent of Schools:

- Providing leadership in support of special education programs and services.

Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- Develops a strategic plan for the development, implementation and monitoring of programs, services, and instruction that ensures the achievement of students with disabilities.

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Responsibilities of the Special Education Support Specialists: Least Restrictive Environment (LRE) Specialists, Special Education Specialists (SES), Program Specialists, Behavior Support Specialists, and Psychological Services Coordinators are assigned to each Region Special Education office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. The responsibilities of a Specialist in accordance with [EC §56368](#) may include:

- Observing, consulting with, and assisting Resource Specialists, related service providers, special and general education teachers.
- Planning programs, coordinating curricular resources, and supporting the development of effective programs for students with disabilities.
- Ensuring that students with disabilities have full educational opportunity.

11. Preparation and transmission of required special education local plan area reports:

Document Title: Governance and Administration of the Local Plan

Document Location: SELPA Office

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.

In accordance with [EC §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 creates a Local Plan Advisory Committee to advise in the development of the Local Plan. The SELPA Director and/or their designee is responsible for coordination of the development of the Local Plan. The Local Plan Advisory Committee consists of members selected by their peers from the following groups:
 - a) Parent representatives from the CAC
 - b) Chairperson of the CAC

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Description:

c) Teacher representatives
d) other school personnel
e) District personnel selected by the Chief of Special Education, Equity and Specialized Programs

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

3. Suggested recommendations from the Local Plan Advisory Committee are shared with the CAC. The CAC will have 30 calendar days to review the proposed Local Plan and provide additional suggestions. The Division of Special Education (DSE) will then submit to the LAUSD Board of Education for approval prior to the submission the California Department of Education (CDE).

4. The DSE submits and presents a monthly Division of Special Education report to the CAC. The report includes, but is not limited to, updates on any pertinent key performance indicators, parent resources and message from the California Department of Education (CDE). The Division of Special Education is present at every CAC planning meeting to contribute to the agenda items for upcoming CAC meetings. Questions that are posed to the DSE during CAC meetings are responded to in writing and reviewed at the following meeting and posted on the Family and Community Engagement website for public review.

Responsibilities of the Board of Education:

- Reviewing, adopting, and implementing the Special Education Local Plan to ensure access to special education programs and services for all eligible individuals with disabilities birth to 22 years of age residing within the geographic area served by the LAUSD.
- 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.

Responsibilities of the Superintendent of Schools:

- Recommending adoption of the Special Education Local Plan to the Board of Education.

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Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- Maintains data and prepares local, state and federal special education reports as required

12. Fiscal and logistical support of the CAC:

Document Title: Governance and Administration of the Local Plan

Document Location: SELPA Office

The Community Advisory Committee (CAC) is responsible to the Superintendent of Schools, the Board of Education and the Chief of Special Education, Access and Specialized Programs.

Responsibilities of the Superintendent of Schools:

- 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.

Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- Acts as a liaison with and provides fiscal support to the CAC.
- Works with Office of Student, Family and Community Engagement to ensure that CAC activities such as school visits, transportation, child-care (as applicable to guidelines) are planned accordingly and covered fiscally.

Responsibilities of the Board of Education:

- Appoints voting members to the CAC.

Responsibilities of the CAC: ([Ed Code §56194](#))

- a) Advising the Superintendent of Schools, the Board of Education and the Chief of Special Education, Equity and Specialized Programs regarding the development, amendment, modification, and review of the Local Plan.
- b) Recommending annual priorities such as the Annual Budget Plan and the Annual Services Plan to be addressed by the Local Plan.
- c) Assisting in parent/guardian education and in recruiting parents/guardians and other volunteers who may contribute to the implementation of the Local Plan.

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- d) Encouraging community involvement in the development and review of the Local Plan.
- e) Supporting activities on behalf of individuals with exceptional needs.
- f) Assisting in parent/guardian awareness of the importance of regular school attendance

13. Coordination of transportation services for individuals with exceptional needs:

Document Title: Transportation Guidelines for Individualized Education Program (IEP) Teams

Document Location: eLibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Transportation

Pursuant to [California Education Code \(EC\) 41851.2](#) it is the District's responsibility to develop special education transportation guidelines for use by IEP teams that clarify when special education services are required. The District is committed to focusing on the individual needs of students with disabilities in making transportation recommendations ensuring these recommendations support the provision of FAPE for students with disabilities.

Responsibilities of the Board of Education:

- Assuming responsibility for the exercising authority over the special education services operated by the SELPA.

Responsibilities of the Superintendent of Schools:

- Providing leadership in support of special education programs and services.

Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- Develops a strategic plan for the development, implementation and monitoring of programs, services, and instruction that ensures the achievement of students with disabilities.

Responsibilities of Administrator of Operations:

- Collaborates with the Transportation Branch to meet the needs of students with disabilities and special education programs.

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- Creates and monitors transportation communication through Welligent, which includes routing, scheduling, pick-up/drop-off, and supervision as applicable, during regular and extended school year.
 - Develops transportation budget.
 - Leads the Division of Special Education, School and Family Support Services call center to address staff or parent concerns regarding transportation.
 - Training on ESY transportation procedures
- Responsibilities of the Special Education Support Specialists:**
Special Education Support Specialists are assigned to each Region Special Education office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services, and ensuring that students with disabilities have full educational opportunity in their school of residence or as close to their school of residence as possible.

14. Coordination of career and vocational education and transition services:

Document Title: Transition Services and Activities for Students with Disabilities

Document Location: eLibrary, SELPA Office, Special Education Policies and Procedures Manual: Determining Transition Services for Students 14 and Older

The District provides a full continuum of programs and services including special education Career and Transition Centers for 18-22 year olds, specially designed vocational education and career development, and transition services for students with disabilities ages 14-21 coordinated through the District Office of Transition Services (DOTS), Division of Special Education. LAUSD policy requires that transition services (designed with a results- oriented process focused on improving the academic functional achievement of the child) must be addressed in the IEP of the student no later than the year in which they turn 14 years of age. Beginning at age 14, a statement of needed transition services [Individual Transition Plan (ITP)] for the student must be included in the IEP, including a statement of interagency responsibilities for the provision of assistive technology devices and services. When an ITP is being developed for a student aged 14 or

younger, at the discretion of the IEP team, representatives of the agencies, other than the District, that are likely to provide or pay for the provision of transition services are to be invited. Transition teachers serve District high schools and middle schools and provide the following services:

At the middle school level, teachers:

- Collaborate with middle school teachers to facilitate assessments and instruction for students who will turn 14 within their next IEP year.

At the high school level, transition teachers:

- Support Individualized Transition Plan (ITP) compliance.
- Provide transition instruction and assessment.
- Make connections or referrals to outside agencies.
- Assist students with post-secondary planning.
- Assist with work-based learning programs

The following programs are available to eligible students with disabilities in LAUSD to assist them in achieving a productive transition from school to adult living.

For students aged 16 or older:

- Work Based Learning (WBL) Programs
- Transition Partnership Program (TPP)
- We Can Work
- WorkAbility1

Adult Transition Program Overviews

The following programs are for students aged 18-22 with moderate to severe disabilities:

Career and Transition Centers (CTCs):

LAUSD Career and Transition Centers provide employment preparation, independent living skills, and social skills instruction to students ages 18-22, who are identified by Individual Education Program (IEP) teams as needing an alternate curriculum. Employment preparation is provided through a variety of vocational training programs offered at the CTC. These programs provide opportunities for students to develop skills that will prepare them to be work-ready and prepare them for competitive or supported employment opportunities after they exit the public school system. Independent living skills instruction, which

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includes community integration and independent travel, provides opportunities for students to learn how to navigate the community to become as independent as possible. The social skills instruction that is incorporated in each of the vocational training programs at CTCs allow students to learn and practice appropriate workplace and social behaviors in the context of real-world situations and environments.

Center for Advanced Transition Skills (CATS):

The Center for Advanced Transition Skills (CATS) is a work experience program established through a partnership between LAUSD and the Los Angeles Community College District. Students that are enrolled in the CATS program receive independent living skills instruction, employment preparation, and work experience in the community. Students also participate in college courses with support from LAUSD staff to assist with integration into the community college environment. There are currently six community college programs that serve LAUSD students: East Los Angeles College, Harbor College, Los Angeles Mission College, Los Angeles Trade-Tech College, Pierce College, and West Los Angeles College. Collaboration with students, families, community business partners, and other agencies (regional center, Department of Rehabilitation), provide the support to empower students to become as independent as possible and obtain competitive integrated employment.

Project SEARCH:

Project SEARCH is a work training program established through a partnership between LAUSD, a host business, and a regional center. Students are recruited at age 20 to participate in a one-year internship at a host business site. Students receive rigorous independent living and social skills instruction and employability training while participating in internship rotations within multiple departments of the host business.

In collaboration with regional centers, students also receive mentorship, employment planning and job development support. LAUSD and regional centers have partnered with five host business sites to provide this opportunity to students throughout the District: Children's Hospital Los Angeles, Kaiser Permanente Los Angeles Medical Center, Kaiser Permanente South Bay, Kaiser Permanente Woodland Hills, and Kaiser Permanente West Los Angeles.

Responsibilities of the Board of Education:

- Assuming responsibility for the exercising authority over the special education services operated by the SELPA.

Description:

Responsibilities of the Superintendent of Schools:

- Providing leadership in support of special education programs and services.

Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- Develops a strategic plan for the development, implementation and monitoring of programs, services, and instruction that ensures the achievement of students with disabilities.

Responsibilities of the Administrator of Operations

- Oversees all instructional programs and program coordinators, including the District Office of Transition Services (DOTS).
- Supports the oversight of the Career and Transition Centers, the Centers for Advanced Transition Skills, and Project Search which supports adult students ages 18-22 on the alternate curriculum.

Responsibilities of the Coordinator, Transition Services:

- Oversees the District Office of Transition Services (DOTS) including in accordance with [EC §54642](#), including oversight of the following staff and programs:

Responsibilities of the Special Education Transition Specialists:

Special Education Transition Specialists support two Regions each, under the direction of the Transition Coordinator. The responsibilities of the Transition Specialists may include:

- Development and delivery of effective professional development District-wide in the areas of secondary instruction and transition.
- Ensuring provision of transition services through classroom instruction, related services, and community experiences.
- Negotiating linkages with community agencies to meet transition goals for students with disabilities with a variety of developmental strengths and needs.
- Using data to analyze trends and develops, implements, and monitors transition programs that result in higher levels of post-secondary independence and employability for students with disabilities.
- Assisting in developing and maintaining effective collaborative interagency partnerships.

Responsibilities of the Special Education Transition Teacher

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Coordinators:
 Under the direction of the Transition Specialist and Coordinator, provides technical direction, professional development and support in the coordination of transition assessment, instruction, work-based learning, and services to transition teams, including development of ITPs for students.

Responsibilities of the Special Education Support Specialists:
 Special Education Support Specialists are assigned to each Region Special Education office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. Special Education Support Specialists' assignments are determined by the identified need within each Region.

The responsibilities of a Special Education Support Specialist in accordance with [EC §56368](#) may include:

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

15. Assurance of full educational opportunity:

Document Title: Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment

Document Location: eLibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Determining Placement in the Least Restrictive Environment

It is the policy of the District that students with disabilities, including students who are twice- exceptional (2E), receive all supplementary aids, services and placements, as determined by an individualized

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education program (IEP) team, in the least restrictive environment (LRE). The general education classroom with all appropriate supplementary aids and services is the first educational setting that the IEP team must consider. Only the IEP team during the IEP meeting, which includes participation by the parent, can make decisions regarding special education supplementary aids and services and placements.

Responsibilities of the Superintendent of Schools:

- Providing leadership in support of special education programs and services.

Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- 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
- Ensures appropriate assignment of students with disabilities.

Responsibilities of the Special Education Administrator (SEA)-Regions:

- Provides coaching and support to Region leadership staff in the development of professional development regarding instructional, operational, and compliance support for students with disabilities.
- Serves as a resource for Community of Schools teams in developing plans of support for meeting the instructional needs of students with disabilities in the least restrictive environment.
- Provides technical support regarding special education to Community of Schools leadership.
- Provides coaching and advisement to Region leadership staff in monitoring and compliance with Special Education Substantial Compliance Indicators.
- Collaborates with the Division of Special Education instructional teams to support the implementation of inclusion of students with disabilities at schools.

Responsibilities of the Special Education Support Specialists:
Special Education Support Specialists are assigned to each Region

Description:

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Special Education office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. Special Education Support Specialists' assignments are determined by the identified need within each Region. The responsibilities of a Special Education Support Specialist in accordance with [EC §56368](#) may include:

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

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: Governance and Administration of the Local Plan

Document Location: SELPA

Description:

Responsibilities of the Board of Education:

- Assuming fiscal accountability for the special education programs and services operated by the SELPA.

Responsibilities of the Superintendent of Schools:

- 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.

Responsibilities of the Chief of Special Education, Equity, and

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Specialized Programs:

- Administers procedures to ensure fiscal management of all special education funds.

17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

Document Title: LAUSD SELPA Regionalized Services

Document Location: SELPA Office

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

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

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

Responsibilities of the Superintendent of Schools:

- Providing leadership in support of special education programs and services.

Responsibilities of the Special Education Administrator (SEA), Regions:

- Provides coaching and support to Region leadership staff in the development of professional development regarding instructional, operational, and compliance support for students with disabilities.
- Serves as a resource for Community of Schools teams in developing plans of support for meeting the instructional needs

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Description:

of students with disabilities in the least restrictive environment.

Responsibilities of the Special Education Support Specialists:

Special Education Support Specialists are assigned to each Region Special Education office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. Special Education Support Personnel assignments are determined by the identified need within each Region and include: Least Restrictive Environment (LRE) Specialists, Program Specialists, Related Services Providers, Behavior Support Specialists and Psychological Services Coordinators. The responsibilities of Special Education Support Personnel in accordance with [EC §56368](#)

may include:

- Observing, consulting with, and assisting Resource Specialists, related service providers, special and general education teachers.
- Planning programs, coordinating curricular resources, and supporting the development of effective programs for students with disabilities.
- Participating in staff development, program development, and innovation of special methods and approaches.
- Providing coordination, consultation and program development in areas of expertise.
- Ensuring that students with disabilities have full educational opportunity.
- Developing and providing staff training focusing on effective research-based practices to ensure student success in both classroom instruction and school-wide behavior for LAUSD SELPA, including LAUSD SELPA District-operated charter schools and LAUSD SELPA Charter-operated schools.
- Providing coaching and using other support strategies to assist classroom personnel in effectively working with students with disabilities including appropriate use of academic and social supports. This may include working over days and/or weeks in support of a single classroom either as an individual or part of a support team in any part of the District.

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Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Early Childhood Special Education Programs (ECSE); Preschool for All Learners (PAL) Special Day Program

Document Location:

e-Library, SELPA Office, Special Education Electronic Policies and Procedures Manual: Early Childhood Education Programs

The District is mandated to serve children ages birth to 3 years with Low Incidence (LI) eligibilities of Visual Impairment (VI), Deaf and Hard of Hearing (DHH) and/or solely (non-Regional Center Clients) severe Orthopedic Impairment (OI). Regional Center (RC) is mandated to serve eligible children ages birth to 3 years with other qualifying non-LI disabilities. Under IDEA Part C Early Start guidelines, the District serves all presently enrolled infants and toddlers until transition, at age thirty-six months, to preschool programs and IDEA Part B as applicable.

The District serves dually eligible children through an Individualized Family Service Plan (IFSP) developed with their local Regional Center as long as the District's state funded unit capacity of infants and toddlers has not been reached. Dually eligible children are those who meet the eligibility criteria for services under both LAUSD and Regional Center.

Specific procedures for serving dually eligible infants and toddlers are delineated in an interagency agreement with each of the six Regional Centers geographically located within the District's boundaries.

The District serves dually eligible children through an Individualized Family Service Plan (IFSP) developed with their local Regional Center as long as the District's state funded unit capacity of infants and toddlers has not been reached. Dually eligible children are those who meet the eligibility criteria for services under both LAUSD and Regional Center.

Specific procedures for serving dually eligible infants and toddlers are delineated in an interagency agreement with each of the six Regional Centers geographically located within the District's boundaries.

Program Services and Options:

Services to eligible infants and toddlers and their families are coordinated through Early Start Low Incidence (ES LI) service coordinators and special education teachers. Specific services include the following: (1) service coordination, (2) direct services in the home or other natural environments for the child and family, (3) parent/guardian support/ education, and (4) assistance to families in accessing other appropriate resources within each of their community.

ES LI is staffed by credentialed teachers including appropriate support staff for infants and toddlers with VI, DHH and solely severe OI eligibilities. For solely served families, District Service coordinators work closely with departments within the District as well as outside agencies to ensure that the requirements of the law are met. Regional Center Service coordinators serve as a single point of contact for dually served families and assist them in developing the IFSP and accessing those services.

In the development of the IFSP, the team discusses appropriate services to meet the child's needs and that of his/her family. Services offered include identification, evaluation and assessment of infants and toddlers with visual, hearing, or solely severe orthopedic impairment. The IFSP service coordinator works closely with the family in establishing a plan for this process to ensure its timely implementation. Early Start objectives include:

- Develop on-going educational plans designed to equip parents to serve as children's first teachers.
- Provide an atmosphere for parent interaction and support.
- Provide an opportunity for transdisciplinary staff interaction. Increase awareness and, when appropriate, use of specialized resources by children and families/caregivers.
- Provide parent education and resources as appropriate, as they relate to children's low incidence disabilities.
- Develop parent awareness of typical milestones in all areas of development.
- Provide educationally based respite care services to parents of eligible infants and toddlers with low incidence needs.

CHILD FIND:

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

Referral and Identification Procedures for Preschool Children**For a child in Early Intervention (Part C) services:**

The Part C Service Coordinator facilitates a transition meeting with the District. After the meeting, the Part C Service Coordinator sends the Local Education Agency (LEA) referral to the District no later than 90 days from the child's third birthdate. The referral is reviewed for current services and the parent/guardian is sent an assessment plan packet within 15 days.

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 preschool-aged child who is not currently enrolled in a District preschool program, there is a single point of contact for the entire District, the Early Childhood Special Education (ECSE) office at **(213) 241-4713**. Following this initial contact, the Referral Form and Parent Interview are completed with parents to help determine assessment needs and the parent/guardian is sent an assessment plan packet within 15 days.

For a child enrolled in a District elementary school-based preschool program or Early Education Center-staff referral:

Staff that suspect a child may have need an assessment for special education shall follow the regular District procedures for referring students for a special education assessment. If appropriate, pre-referral interventions may be attempted prior to referral for a special education assessment.

Unless inappropriate due to the student's unique needs and circumstances, prereferral interventions may be attempted. In this event, the staff In addition, they must:

- Observe and document the progress of the child using the California Desired Results Developmental Profile (DRDP).
- Discuss concerns and review the DRDP with the administrator.

- 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. If appropriate, a meeting of the Student Success Team can be utilized to design the accommodations or modifications. Regular review of the effectiveness of accommodations or modifications is required, and no later than 3 months after initial implementation, to ensure that the pre-referral interventions are effective and/or whether special education assessment is necessary.

In the event of a referral for a special education assessment, staff must also:

- List If the decision is made to proceed with the Request for Special Education Assessment the prior modifications and accommodations must be listed on Part C of the Request Form.
- Enter the date that the Request Form was received on the Referral Details section on the Welligent screen.
- Inform the parent/guardian that a request for special education assessment has been made, including the reasons for the referral, and that they will receive a special education assessment plan for their review and approval.
- 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/guardian 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/guardian to discuss their concerns and review the Developmental Profile, teacher observations and assessments. Staff shall follow the procedures of LAUSD Bulletin 4140.2 *entitled Review and Consideration of Request for Special Education Evaluation*. As appropriate and no later than 15 days after the parent/guardian request, school staff shall either (1) provide the assessment plan to parent/guardian for their review and approval; or (2) school staff and the parent/guardian will meet to They will discuss any accommodations or modifications that can be implemented to meet the student's needs. If within 15 days after the above is completed and the parent/guardian agrees to proceed with pre-referral interventions, staff

shall document the parent/guardian's agreement to waive the special education assessment request in writing and upload that documentation to Welligent. If the parent/guardian does not agree to proceed with pre-referral interventions and/or does not agree to waive the request for a special education assessment, within 15 days of the request, staff shall provide the assessment plan to parent/guardian review and approval. In no event shall response to a parent/guardian's request for special education assessment be delayed beyond 15 days (not including intervening school breaks in excess of 5 days). 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:

Responsibility for Assessments:

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

Children not enrolled in an elementary school-based general education program: Initial assessments of four- and five-year-old children (Transitional Kindergarten age) not enrolled in an elementary school-based general education program are the responsibility of the School of Residence (SOR). Once a child is receiving special education services any reassessments are the responsibility of the school of attendance or program in which the child is enrolled.

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.
- 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).

Preparing for the Assessment:

When the Assessment Plan is provided to the parent, the ECSE 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 the school's or ECSE's receipt of the signed Assessment Plan, the sixty calendar- day period for completion of the IEP begins.

Assessors:

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

Assessment team members may include the following: speech and language specialists, psychologists, adapted physical education teachers, audiometrists, audiologists, teachers of the visually impaired, teachers of the hearing impaired, occupational therapists, physical therapists, early childhood special education teachers, nurses, doctors, and/or social workers.

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 Special Education office is responsible for scheduling.

Children and their families are assessed at District Early Childhood Special Education - Intake and Assessment locations throughout the District. If a family is unable to access the District Early Childhood Special Education Intake and Assessment location an assessment can occur at a neighborhood school or Early Education Center.

Arrangements are made with the neighborhood school administrator for appropriate assessment space. If the student is immunocompromised and cannot access any District school site, the Intake assessment team will determine with the family if the team can assess in the student's home.

Assessments of Head Start children are conducted at the child's program site, if possible.

Assessment Procedures:

Assessors use a variety of approved assessment instruments for young children including standardized tests and developmental scales. The assessment instruments use a combination of observation and elicited test behaviors. If the child is receiving PART C services (birth - 3 years), existing records and reports are also reviewed and summarized. Parents are an integral part of the assessment process.

Once a 3, 4, or 5 year old enrolls in an elementary school for Kindergarten, the District approved process for identifying children as Limited or Fluent English Proficient must include 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 that may assess children are certified by the state and use approved assessment instruments.

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

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 preschool-age children not enrolled in preschool programs at elementary schools and Early Education Centers are coordinated by the District's Early Childhood Special Education office.

Initial IEP team meetings for transitional kindergarten age children not enrolled in transitional kindergarten programs at elementary schools and Early Education Centers are coordinated by the school of residence.

Description:

Initial IEP team 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:

- Present levels of performance and annual goals and objectives are to be aligned to the preschool curriculum.
- Services are to be designed to meet the unique needs of the child and his/her family.
- Services may be provided to individuals or small groups.
- Services must include, when appropriate:
 - Observing and monitoring the child's behavior and development in their environment.
 - 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.
 - Interacting and consulting with family members, general education preschool teachers, and other service providers, as needed, to demonstrate appropriate activities.
 - Assisting parents to seek and coordinate other services in their community that may be provided to the child by various agencies.
 - Providing opportunities for the child to participate in play and exploration activities, to develop self-esteem and pre-academic skills.
 - Providing access to developmentally appropriate equipment and specialized materials.
 - Providing related services, including parent counseling and training, to help parents understand the special needs of their child and their child's development.

Related Services: The full range of related services is available to eligible preschool children. These services may be combined with special education preschool programs depending on the child's needs, as determined by the IEP team.

Pre-Kindergarten Itinerant Teacher (PKIT) Services at Home and Community Sites:

Itinerant early childhood special education teachers serve preschool students in District general education preschool classrooms, early education centers, community preschools, and in student homes.

Itinerant duties are to:

- Facilitate goal achievement for individual children through collaborative support with general and special education teachers.
- Provide consultative and direct instructional support in the areas of behavior and overall development including progress monitoring and assessments.
- Work collaboratively with multiple departments to provide smooth transitions into Transition Kindergarten (TK)/ Kindergarten (K) programs.
- Provide temporary Home Instruction when preschool students are not medically cleared to attend school.
- Support to families as the District liaison for a variety of related services personnel and TK-12 partners.

Early Childhood Special Education Programs

Afterschool Early Childhood Program (AECP):

The AECP is a special education program that supports students with Individualized Education Programs (IEP's). The Program meets with children and their caregivers twice a week, Wednesdays and Thursdays, for 90 minutes sessions during the early afternoon. The program consists of intensive language education, phonological education, social emotional education and parent education through the implementation of structured preschool curricula. Format and activities designed for maximum collaboration between the special

education teacher, the special education assistant, and the speech and language pathologist. Components of the Program include opening group meetings, small groups, music and movement, and language development activities. Family involvement and professional partnership is an important component of the Program's model.

Head Start Integrated Program (HSI):

Head Start Integrated is an LAUSD special education program that supports children with IEPs enrolled in Head Start classrooms throughout the District. Special education staff are assigned according to the goals of the child's IEP. The program operates within the District's traditional calendar in alignment with each Head Start agency's instructional program. Eligible children enrolled in Head Start are provided Early Childhood Itinerant Teacher Services (ECIT) and/or Language and Speech services 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. All other related services (OT, PT, APE, DHH, VI) are provided by District Staff at the Head Start site.

Universal Transitional Kindergarten (UTC) Collaborative Classrooms (UTK/CC):

The UTK/CC class is an educationally based inclusive program for four year olds that operates 6 hours a day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. The classroom collaborative team is comprised of a credentialed teacher, an early childhood special education teacher, 1 general education classroom assistant and 1 special education assistant. Related services are provided at the school site or designated District location.

Full Day Preschool Collaborative Classrooms PCC with California State Preschool Program (CSPP):

The full day PCC/CSPP class is an educationally based inclusive program that operates 6 hours per day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. The classroom collaborative team is comprised of an early childhood teacher, an early childhood special education teacher, 1 general education classroom assistant and 1 special education assistant. The classroom consists of both students with IEPs and students that do not have IEPs. Related services are provided at the school site or designated District location.

Preschool Collaborative Classes (PCC) at Early Education Center

(EEC) Sites:

The PCC/EEC class is an educationally based inclusive program that operates 6.5 hours per day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. The classroom collaborative team is comprised of an early childhood teacher, an early childhood special education teacher, 1 general education classroom assistant and 1 special education assistant. Related services are provided at the school site or designated District location.

Preschool Collaborative Class (PCC) with Head Start Agencies:

The PCC/Head Start model is a team-teaching program in District classrooms. The staff includes one Head Start teacher and assistant, and an early childhood special education teacher and assistant. This is a Monday through Friday program serving 17 children in each classroom, 10 children from Head Start and 7 children eligible for special education. The program services children Monday through Friday for 5.5 hours each day. Children eligible for special education also receive the full Head Start services benefit without having to qualify under the Head Start enrollment criteria. 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 District's speech and language specialist, adapted physical education teacher, school psychologist and nurse assigned to the school, as well as mental health, dietitian and family advocacy supports from the Head Start agency.

Preschool for All Learners Collaborative Classroom with Elementary (ES) and Early Education Center (EEC) sites (PAL/CC & ES and EEC):

The Preschool for All Learners Collaborative Classroom (PAL/CC) is an educationally based inclusive program that operates 4 hours and 30 minutes per day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. For 2.5 hours a day, the PAL/CC students and the students from the adjoining Early Education Center (EEC) will be taught by a collaborative team in an inclusive learning environment. The remaining 2 hours a day, the PAL/CC students, as an individual class, will receive targeted individualized instruction using the preschool curriculum.

The multidisciplinary classroom collaborative team is comprised of an early childhood special education teacher, District special education assistants, and a speech-language pathologist. The speech language pathologist provides 2 hours of support in the classroom each week.

Preschool for All Learners (PAL):

The Preschool for All Learners is an educationally based specialized program that operates 4 hours and 30 minutes per day, 5 days a week. The preschool curriculum is delivered through evidence-based practices.

The multidisciplinary classroom collaborative team is comprised of an early childhood special education teacher, District special education assistants, and a speech-language pathologist. The Speech Language Pathologist provides 2 hours of support in the classroom each week. Per Ed code section Part 30, Chapter 4.45 Section 56441.5, the classroom shall not exceed an instructional adult to child ratio of one to five.

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

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

Preschool Comprehensive (PSC):

The PSC is a highly specialized therapeutic program that operates 6 hours a day Monday through Thursday. The program operates for 3 hours and 20 minutes on Friday to provide time for classroom progress monitoring and student data analysis. The preschool curriculum is delivered through evidence-based practices including applied behavior analysis. Individualized instruction targets "learning to learn" skills such as joint attention, imitation, and turn taking.

The multidisciplinary classroom collaborative team is comprised of an early childhood special education teacher, special education assistant, a speech/language pathology assistant (SLP-A), and a non-public agency or District behavior intervention provider. A speech language pathologist provides weekly support to the SLP-A.

Nonpublic School or Nonpublic Agency:

When determined appropriate by an IEP team, the District provides for preschool service/s through a State-certified Nonpublic/Nonsectarian School or Nonpublic/Nonsectarian Agency.

Transition from Preschool to Kindergarten:

Prior to kindergarten enrollment, a reevaluation is conducted for all

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children who previously received Special Education preschool services, assessing whether they require ongoing Special Education support as a child with a disability. If continued services are deemed necessary, an Individualized Education Program (IEP) is created, effective from the first day of the new school year and includes strategies for facilitating the child's transition to the new program. Parents/guardians complete the Preschool Health Questionnaire for school enrollment available in the Document section of the Welligent IEP system. School nurse reviews the questionnaire to determine whether additional assessment is warranted, in which case an assessment plan will be provided to the parent/guardian. If additional assessment is not needed, then the school nurse documents the health report in Welligent and updates the health present levels of performance. For children enrolled in District elementary schools, Health Questionnaire is reviewed by the nurse assigned to the school site. For children enrolled in Early Education Centers, Head Start, after school programs or community preschools, the Health Questionnaire is reviewed by Early Childhood Special Education nurses.

Responsibilities of the Superintendent of Schools:

Providing leadership in support of special education programs and services.

Responsibilities of the Chief of Special Education, Equity and Specialized 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.

Responsibilities of the Director, Special Education Infant and Pre-School Support Services: Under the direction of the Administrator of Operations, duties include but are not limited to:

- Directs the functions and services of infant/preschool special education programs in cooperation with other District offices and outside agencies involved in the educational needs of eligible infants and preschool children.
- Directs Child Find and related activities for determining eligibility and service provision for eligible infants and preschool children in compliance with state and federal mandates.
- Collaborates in the preparation of District and specially funded budgets for infant and preschool programs and activities.
- Coordinates the preparation of interagency agreements with

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Head Start, Department of Developmental Services, Regional Centers, and other programs providing services to infant and preschool students with disabilities.

- Promotes understanding of infant and preschool special education services through participation in and presentation to community-based organizations.

Responsibilities of the Special Education Support Specialists:
Special Education Support Specialists are assigned to each Region's Special Education office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. Specialists' assignments are determined by the identified need within each Region. Their responsibilities, in accordance with [EC §56368](#) may include: Observing, consulting with, and assisting Resource Specialists, related service providers, special and general education teachers; planning programs, coordinating curricular resources, and supporting the development of effective programs for students with disabilities; participating in staff development, program development, and innovation of special methods and approaches; providing coordination, consultation and program development in areas of expertise; and ensuring that students with disabilities have full educational opportunity.

The Early Childhood Special Education office provides professional development opportunities. First and second year early childhood special education teachers, University Interns, and Long-Term Substitute teachers are required to attend all professional development meetings. All other teachers are required to attend the professional development meetings as designated in the annual Professional Development for Early Childhood Special Education Teachers Memorandum.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title: SELPA Assurance Statement

Document Location: SELPA Office

In accordance with [EC §56205](#)(a)(20), the Los Angeles Unified

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

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

School and Family Support Services (SFSS):

The Division of Special Education's School and Family Support Services (SFSS) unit is committed to working collaboratively with our LAUSD families, students, colleagues, and other partners in education to promote each student's success and well-being as they prepare for future endeavors by providing all partners with the ongoing delivery of the most accurate information, resources, assistance, and guidance regarding Special Education. LAUSD families, students, colleagues, and other partners in education who have inquiries and/or concerns related to special education or specifically about a child's IEP can call (213) 241-6701, or email spedsfss@lausd.net. This call center is available Monday through Friday from 7:30a.m. to 5:00p.m. Interpreter services are available.

Under the oversight of the Chief of Special Education, Equity and Specialized Programs, SFSS manages the work of the Division of Special Education Call Center to ensure that inquiries, concerns, and complaints are addressed in a timely manner. SFSS responsibilities include:

- Responding to inquiries and resolving concerns related to special education.
- Providing the District an opportunity to resolve parent complaints without the need for parents to resort to external sources and due process mechanisms.
- Increasing parent understanding and awareness of special education legal requirements to inform decisions and enhance parent participation in their child's education.

Description:

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- Offering information about parent engagement opportunities; and
- Facilitating collaboration between District staff and parents.

Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may also address questions and concerns to the local school site Region Special Education Offices, Community of Schools Offices, the Federal and State Education Programs Office, and/or the Office of Student Civil Rights, for investigation and, when necessary, corrective action.

Responsibilities of the Board of Education:

- Holding public Board of Education meetings in compliance with state law, including hearings for the annual service and budget plans.

Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- Serves as a resource person to community groups, outside agencies, professional groups, Region personnel and parents.

Responsibilities of the Administrator of Operations:

- Oversees the Division of Special Education, School and Family Support Services call center.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Special Education Dispute Resolution-The Three Options for Parents Wishing to Initiate a Form of Dispute Resolution Regarding the Proposed Components of an IEP:(1) Informal Dispute Resolution, (2) State Mediation Only, and (3) Formal Due Process Hearing

Document Location:

eLibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Resolving Disagreements

Schools are encouraged to resolve disagreements regarding a student's offer of a Free and Appropriate Public Education (FAPE) during IEP team meetings and at the school site level whenever possible. Without parental consent, the District may not initiate the provision of special education services or make changes to a student's special educational program. The parent may consent to some elements of the proposed IEP yet not consent to others. Only the elements to which the parent has provided consent shall be implemented immediately so as not to delay the provision of instruction and services to the student. With regard to the disputed elements of the proposed IEP, the school will continue to provide those elements (e.g. placement, services, and supports) previously agreed upon and implemented per the student's most recently consented to IEP, until the disagreement is resolved. Parents can contact the school site Principal, Assistant Principal, Assistant Principal- Elementary Instructional Specialist, and/or their child's special education teacher to initiate any of the District's dispute resolution processes.

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1. Responding to inquiries and resolving concerns related to special education.
2. Providing the District an opportunity to resolve parent complaints without the need for parents to resort to external sources and due

process mechanisms.

3. Increasing parent understanding and awareness of special education legal requirements to inform decisions and enhance parent participation in their child's education.
4. Offering information about parent engagement opportunities; and
5. Facilitating collaboration between District staff and parents

Informal Dispute Resolution (IDR)

The District's Informal Dispute Resolution (IDR) process is an optional and voluntary process in which parents identify their issues and concerns related to their child's IEP and the District attempts to work with the parent to resolve the issues and concerns quickly and informally. It is the parent's decision whether or not to initiate the IDR process. A parent is not required to utilize the IDR process before initiating any other dispute resolution option, including formal due process proceedings. Further, a parent may utilize the IDR process and subsequently initiate formal due process proceedings if the IDR process is unsuccessful.

The purpose of the IDR process is to facilitate the early resolution of concerns and issues regarding disputed components of the IEP rapidly and informally within 20 school days. The IDR process is often a better process for resolving disputes because it is faster and less contentious than formal dispute resolution options.

Alternate Dispute Resolution - (ADR)

Alternate Dispute Resolution- (ADR) is an optional, informal process adapted by the Los Angeles Unified School District (LAUSD) and supported by the California Department of Education (CDE) for resolving special education conflicts early. The ADR process uses communication, collaboration, and consultation to resolve Individualized Education Program (IEP) disagreement(s) in an expedient manner that meets the needs of the student at the earliest opportunity possible. The ADR process is provided at no cost to parents, focuses on student needs while encouraging parties to think creatively and constructively, and is a much faster process as concerns are addressed quickly and resolution can be reached within days or weeks.

Alternative Dispute Resolution (ADR)- for California Department of Education Compliance Complaints

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Description:

The District takes formal written complaints filed with the California Department of Education (CDE) alleging noncompliance with special education law seriously. The District's Alternative Dispute Resolution (ADR) process seeks to expedite resolutions to special education compliance complaints in a manner that meets the needs of students at the earliest opportunity. In ADR, the District will offer to resolve a complaint in ten days and/or facilitate assistance with resolution by a neutral mediator in 20 days. If satisfactorily resolved, the District and parent working together will document a withdrawal of the formal complaint.

State Mediation Only

State Mediation Only is an optional state-administered process that parents may choose where a mediator assigned by the California Office of Administrative Hearings (OAH) assists a parent and the school district in discussing possible resolutions to their disagreement. The State assigned mediators are trained in the mediation process, are not employees of the school district, and do not have a personal or professional interest in the dispute. At a mediation conference, the mediator facilitates communication between the parent and the school district so that all perspectives are clarified. The mediator may also suggest options for resolving the dispute. No attorneys or advocates may participate in the Mediation Only. In addition, communications exchanged in a mediation conference are confidential and may not be used in any subsequent due process hearing or civil proceeding. The goal of the mediation is to reach an agreement on how to resolve the dispute. If an agreement is reached, it will be documented in a written agreement and signed by both the parent and a District administrator, and the terms of the agreement will be immediately implemented. Once a written agreement is executed, the mediation agreement is enforceable under State and Federal law. If an agreement cannot be reached through the State Mediation Only process either party may request a due process hearing to resolve the disagreement. If resolution is not reached, parents may choose to initiate due process proceedings.

Due Process Proceedings

Due Process Proceedings are the most formal option for resolving a disagreement regarding a student's offer of a FAPE. Due Process Proceedings include among other things, a resolution period, an optional pre-hearing mediation, and a formal hearing with documentary evidence, witness testimony and arguments presented by each side.

Special education laws and regulations set forth specific procedures and

timelines that apply to due process proceedings.

Prior to the formal hearing, the parent and the District may participate in a pre-hearing mediation or settlement conference. At a pre-hearing mediation or settlement conference, OAH provides an administrative law judge (ALJ) or mediator to assist the parties in reaching an agreement to resolve the case. A parent may be represented by an attorney throughout all due process proceedings. A District representative from the Due Process Department and/or an attorney will represent the District during due process proceedings. Data to inform decision-making is obtained through a variety of sources during the proceedings. If a resolution is reached at mediation or at any stage of the proceedings, a written agreement signed by both the Parent and a Due Process administrator will be sent to the school site for implementation and follow-up. If resolution is not reached, the matter will proceed to a due process hearing.

Due process hearings are conducted by administrative law judges (ALJ) from OAH. Procedurally, the hearing is very much like a trial. Each side presents arguments, documents/evidence and witnesses testify and are cross-examined. In addition, the ALJ may question witnesses, have experts discuss issues with each other, visit placement sites, call witnesses and/or order independent educational evaluations. The role of an ALJ is to rule on the issues/claims presented at hearing from a legal lens that is consistent with State and Federal law.

The due process hearing must be held, and a written decision provided to all parties within forty-five (45) calendar days of the expiration of the 30-day resolution period, unless the ALJ grants an extension at the request of one or all of the parties.

After a hearing is concluded the ALJ will render a written decision that is binding on all parties. The Decision however maybe appealed by the parties to a state or federal court within ninety (90) calendar days of the final decision.

Except for certain alternative educational placements permitted by law, during the due process proceedings the student will remain in their current placement and will receive the services their last agreed upon and implemented IEP unless the parent and the District agree to an alternate arrangement. If the disagreement involves an application for initial admission to public school, the student, with the parent's consent, will be placed in the public school program until the completion of all proceedings.

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Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

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

Responsibility of the Director of Due Process:

- Provides direction and oversight for the Due Process Unit for the Division of Special Education.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

Implementing a Multi-Tiered System of Support Framework.

A Multi-Tiered System of Support Framework for the Student Support and Progress Team.

Multi-Tiered System of Support (MTSS): Identification and Educational Supports for Students with Attentional Challenges

Document Location:

eLibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual

Multi-Tiered System of Support [\(MTSS\)](#)

The LAUSD embraces the MTSS framework as part of the strategic effort to meet the needs of the District's diverse student population. The District is focused on a process to support all students through access to a coherent system of supports using a "whole child" approach.

All schools, including Early Education Centers, are required to use Multi-Tiered System of Support (MTSS) framework for the early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally in the general education setting and to address disproportionate misidentification of African American students for special education and for disciplinary referrals. All schools are required to develop MTSS that includes three tiers of strategies and research-based interventions to support all

students. Tier 1 is what all students receive, Tier 2 is what some students receive, and Tier 3 is reserved for a few students who may require the highest level of support. The District's MTSS framework is designed to address the needs of students through a continuum of supports including high quality instruction, classroom accommodations, Section 504 Plans, and consideration for special education eligibility.

Student Support and Progress Team (SSPT)

The purpose of the Student Support and Progress Team (SSPT) is to ensure students' cultural, cognitive, and social emotional needs are addressed and provide a method to evaluate the effectiveness of school-wide Tier I systems and practices, including instruction and Positive Behavior Intervention Supports (PBIS). This approach involves a problem-solving process, data-driven decision making, implementation of targeted interventions that include Culturally and Linguistically Responsive (CLR) instructional practices, and ongoing progress monitoring. The SSPT process emphasizes that early intervention for underachieving and struggling students is a function of the general education program.

The SSPT offers a systematic approach to close opportunity and achievement disparities among student subgroups by building on existing services that respond effectively to unique academic and cultural student needs using a whole child approach. The SSPT seeks to achieve the following goals:

1. Support students in acquiring linguistic, academic, behavioral, and social competencies
2. Assist schools in developing MTSS and enhancing culturally and linguistically responsive, collaborative and supportive cultures for all stakeholders.
3. Schools are encouraged to hold at least 3 SSPT meetings to thoroughly discuss and document the student's needs, accommodations, intervention and progress monitoring.
4. The SSPT should meet every 6 weeks to evaluate the effectiveness of the interventions and decide on whether or not an assessment is necessary.

Description:

The SSPT process is designed to ensure that all students maximize their potential. It should be viewed neither as an obstacle to the special education identification process nor as a path for special education

identification.

Responsibilities of the Superintendent of Schools:

- Providing leadership in support of special education programs and services.

Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- 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.
- Ensures appropriate assignment of students with disabilities.

Responsibilities of the Special Education Support Specialists:

Special Education Support Specialists are assigned to Region's Special Education office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services. Special Education Support Specialists' assignments are determined by the identified need within each Region.

The responsibilities of a Special Education Support Specialist in accordance with [EC §56368](#) may include:

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

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- Supports the identification, development, and provisions of systemic and systematic intervention to address behaviors of students with disabilities that impede learning and supports the implementation of these interventions.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title: Nonpublic School (NPS) Placement Policies and Procedures for IEP Teams

Document Location: eLibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Determining Placement in the Least Restrictive Environment

Description: In determining the appropriate setting, the IEP team must consider placement options on a continuum. Students must be provided educational opportunities in the most integrated, least restrictive placements before progressing to placements that are more segregated and restrictive.

As part of any preparatory activity and as part of the IEP team discussion, the IEP team must consider whether all appropriate supplementary aids and services have been considered in the public school setting prior to recommending alternate placements.

A nonpublic school may only be recommended if no appropriate public education program with all necessary supports and services is available [{Education Code§ 56365\(a\)}](#).

If a nonpublic school placement is to be considered at an IEP team meeting because a student's assessed identified needs cannot be met by a District placement and/or service option, this determination must be supported by recent observations, data (Grades, State and District Assessment Results, IEP Goal Achievement, etc.) and norm-referenced standardized evaluations. Responsible personnel who may comprise the IEP team include but are not limited to: Principal, Assistant Principal, Assistant Principal- Elementary Instructional Specialist, Special Education Teacher, General Education teacher, School

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Psychologist, School nurse, and Related Service Providers.

Responsibilities of the Board of Education:

- Contracting with nonpublic schools and agencies, when necessary, to provide appropriate special education services to students.

Responsibilities of the Superintendent of Schools:

- Providing leadership in support of special education programs and services.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Document Title: SELPA Assurances Statement

Document Location: SELPA Office

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:

- Asking the inmate when and where they were last enrolled in school.
- Asking the inmate if they have ever received services as a student with a disability.
- Asking the inmate if they currently wish to have education services including special education services.
- 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 ("COE"). The Los Angeles Unified School District will request that this notification be sent to the Division of Special Education, 333 South Beaudry Avenue, 17th Floor, Los Angeles, CA. 90017.

Upon Notification:

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

1. Verify that the inmate is between the ages of 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.

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Description:

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 the ages of 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.

Responsibilities of the Superintendent of Schools:

- Providing leadership in support of special education programs and services.

Responsibilities of the Chief of Special Education, Equity, and Specialized Programs:

- Provides leadership and direction in the interpretation and implementation of federal and state mandates, District policies, and procedures for special education programs

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- 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.

Responsibilities of the Special Education Support Specialists:

Special Education Support Specialists are assigned to each Region's Special Education office, under the direction of the Region Special Education Administrator, to provide technical support to special education programs and students with disabilities and to ensure appropriate identification of students in need of special education support and services.