

Special Education Local Plan Area (SELPA) Local Plan

SELPA LAUSD

Fiscal Year 2024-25

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA: LAUSD

Fiscal Year: 2024-25

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- 330–Specialized Academic Instruction/
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards.

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

210–Family Training, Counseling, Home Visits (Ages 0-2 only)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Provision of DHH/VI/OI services, instructional supports to family to assist the child

220–Medical (Ages 0-2 only)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

230–Nutrition (Ages 0-2 only)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Nursing education on nutrition and its benefits to brain and physical development for 0-2 years

240–Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Coordination of services between parents and teachers and regional center services.

250–Special Instruction (Ages 0-2 only)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Regional Centers

260–Special Education Aide (Ages 0-2 only)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Special education assistance provided to support families and teachers

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

270–Respite Care (Ages 0-2 only)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Contracted Respite Care provisions to provide support during parent education opportunities

340–Intensive Individual Instruction

Service is Not Currently Provided

350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

Service is Not Currently Provided

415–Speech and Language

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Language and Speech (LAS) services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from a speech sound disorder (excluding abnormal swallowing patterns, if that is the sole assessed disability); voice disorder; fluency disorder; hearing loss; or language disorder characterized by inappropriate or inadequate acquisition, comprehension, or expression of spoken and/or symbolic language. In addition, LAS services may include the incorporation of various Augmentative and Alternative Communication (AAC) systems to help the student communicate to support independent access to the curriculum and interaction with the environment, including but not limited to the following: gestures, objects, picture and symbols, communication boards, and speech-generating devices. Language deficits or speech patterns resulting from the following are not included: unfamiliarity with the English language; lack of instruction in English, dialectical factors, or limited language experience; and environmental, economic, or cultural factors. LAS specialized instruction (i.e., articulation, pragmatics, comprehension/expression, etc.) and services may be direct and may include the use of a speech-language pathology assistant, or indirect such as monitoring, reviewing, and consultation with the student, parent, teacher, or other school support and DIS personnel. Service providers collaborate with teachers, school support staff, and parents/guardians, and

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

may provide support, guidance and training as needed.

425–Adapted Physical Education *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Adapted Physical Education (APE) is an instructional program that adapts or modifies state mandated physical education curriculum. APE services are delivered by an APE teacher through a direct or indirect model for students 3 years to 22 years, who may not be able to safely and/or successfully access activities in general physical education programs, as indicated by assessment and evaluation of gross motor skills performance and other areas of need. APE services may include: individually designed developmental activities, fundamental motor skills and patterns, rhythm patterns, muscular strength development and fitness, and games and sports suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

435–Health and Nursing: Specialized Physical Health Care *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). “Specialized physical health care services,” as used in this section, includes catheterization, gastric tube feeding, suctioning, or other services that require medically related training.” California Education Code 49423.5

436–Health and Nursing: Other *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

445–Assistive Technology

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Assistive Technology (AT) supports and services, based on individual student needs and not dependent on educational placements, focus on student access to curriculum in an effort to bridge the gap between the demands of the curriculum and student's functioning level. The Multi-Tiered System of Support (MTSS) collaboration is frequently an initial step of intervention to address accommodations, with comprehensive assistive technology assessment available for more complex student access needs. The range of supports and services may include specialized training or technical support by the Assistive Technology Assessor for the incorporation of assistive devices, adapted computer technology, or digital resources within the educational programs to improve access for students. The assistive technology support cycle includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

450–Occupational Therapy

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) services are provided, pursuant to an IEP, by a licensed Occupational Therapist (OT) or licensed Occupational Therapy Assistant (OTA). OT works collaboratively with the IEP team to foster self-determination and participation in the educational setting. OT includes services to improve a student's educational performance, postural stability, balance, self-help abilities, sensory processing and organization, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. OT can support executive functioning skills such as attention, arousal regulation and organization with collaboration with the classroom teacher and accommodations. Both direct and indirect services may be provided within the classroom, other educational settings, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

460–Physical Therapy

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

Provide a detailed description of the services to be provided under this code.

Physical Therapy (PT) services are provided, pursuant to an IEP, by qualified physical therapists (PT) licensed in the state of California. School-based PTs work collaboratively with the IEP team to recommend services as appropriate that are individualized to each student that address physical access, functional mobility, and gross motor skill development. School-based PT focuses on independence within the student's current educational environment as well as meeting postsecondary outcomes. Physical therapy services are provided in the student's actual physical environment whenever possible to address individual needs. Based on the student's goals, services are provided in an individual or group setting, and may focus on skill acquisition, removal of physical barriers, accommodations, and/or consultation to the IEP team, which can include the student's classroom teacher, support staff, and family. Underlying areas addressed include, but are not limited to, motor control and coordination, posture and balance, motor planning, strength and endurance as they relate to a student's ability to access and participate in the daily curriculum. School based physical therapists also collaborate with the student's team to develop Multi-Tiered Systems of Support (MTSS) Tier 1, 2, and 3 strategies as well as educate school staff regarding wellness, prevention, and health. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

Counseling is delivered by a credentialed provider, pursuant to a student's IEP goals, and may be provided in an individual setting. Counseling is provided when deemed necessary for the student with an IEP to benefit educationally from their instructional program. Counseling may focus on one or more areas of social-emotional learning competencies to include self-awareness, self-management, social awareness, and social management, in alignment with the California Department of Education. Counseling may include Educationally Related Intensive Counseling Services (ERICS) for a student whose social-emotional and behavioral needs are documented to be more significant in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at school, at home, and in the community. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal, learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in a group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9). Counseling may include Educationally Related Intensive Counseling Services (ERICS) for a student whose social-emotional and behavioral needs are documented to be more significant in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at school, at home, and in the community. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

520–Parent Counseling

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Parent workshops are provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

525–Social Worker

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

530–Psychological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Psychological services are provided by credentialed school psychologists. Students are generally referred for assessment through their school of residence following a prescribed, mandated, pre-referral intervention process. Services include individual psychological and educational testing, and interpretation of assessment results for parents and staff to support IEP development. Eligibility recommendations are made by school psychologists after gathering data through assessment and applying eligibility criteria as defined by law; eligibility determination and service recommendations are made by IEP teams. School psychologists apply expertise in mental health, learning and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. They also provide individual and group counseling for children, and consultation with staff and parents. School psychologists work with school administrators to improve school-wide practices and policies and collaborate with community providers to coordinate needed services. Additionally, school psychologists provide crisis prevention and intervention services within their assigned school communities. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

535–Behavior Intervention

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

540–Day Treatment

Service is Not Currently Provided

545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

Services are provided by contracted nonpublic, nonsectarian schools with an affiliated residential treatment center ("NPS/RTC") and are available to students pursuant to their IEPs as part of the continuum of placement options.

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

Service is Not Currently Provided

610—Specialized Service for Low Incidence Disabilities *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low Incidence services are defined as those provided to the student population with a documented Low Incidence disability such as orthopedic impairment (OI), visual impairment (VI), deafness (DEA), hard of hearing (HOH), or deaf-blind (DB). Typically, services are provided in educational settings by an itinerant teacher or specialist in the designated area. The need for Low Incidence Support is individualized to each student. Collaboration and/or consultation is provided to the teacher, staff, and parents as needed. These services are prescribed as part of the student’s Individualized Education Program (IEP). All service provision is based upon the student’s assessed need and is provided in accordance with the mandates of the IEP and state and federal guidelines. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

710—Specialized Deaf and Hard of Hearing *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This program serves eligible students with a documented hearing loss that negatively impacts communication skills and/or access to their curriculum (core or alternate). These services include auditory training/auditory learning, self-advocacy skill development, receptive and expressive language development and/or instruction in the student’s mode of communication. Services may include Listening and Spoken Language Intervention/Auditory Verbal Therapy to students who qualify. Services may include collaboration and/or consultation with teachers, other school personnel, students, and parents, adaptation of curricula, teaching methods, and the learning environment. DHH Special Day Programs are also offered to promote academic progress by developing language and literacy skills, utilizing either listening and spoken language or ASL with the goal of students acquiring language skills on par with typical peers. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

715—Interpreter *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

Provide a detailed description of the services to be provided under this code.

An "educational interpreter" provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school-related activities, including extracurricular activities, as designated in a student's IEP.

720–Audiological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include measurements of hearing acuity, and monitoring hearing technology provided by Low Incidence and personal hearing devices for students identified with hearing loss. Members of the school multidisciplinary team facilitate listening, learning and communication access, counsel students with hearing loss and their families regarding hearing loss, and act as a liaison between outside agencies and schools. Services may include collaboration and/or consultation with teachers, other school personnel, and parents. Additionally, the educational audiologists are part of the team that assesses students with suspected Central Auditory Processing Disorder (CAPD). Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

725–Specialized Vision

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision, learning medium, and access technology needs; curriculum modifications necessary to meet the student's educational needs including Braille/tactual, large print, and aural media (both traditional paper and digital media); instruction in the nine areas of the Expanded Core Curriculum (ECC): compensatory skills, independent living skills, self-determination, assistive technology, career education, sensory efficiency, orientation and mobility, recreation and leisure, and social interaction skills. It may include coordination of other personnel providing services to the students such as orientation and mobility specialists, transcribers, readers, counselors, career/vocational staff, Instructional Aide Braille staff, and others, in collaboration with the student's classroom teacher. Teachers of students with visual impairments (TVI) may provide instruction in the use of specialized materials and equipment necessary to access the core or alternative curriculum in educational settings such as a VI Special Day Program (resource room), or the Low Incidence Learning Center (LILC) on a general education campus. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

730–Orientation and Mobility

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Students who have a VI (visual impairment) eligibility are trained in body awareness, spatial concepts, and mobility (travel) skills. Students are instructed in the skills needed to travel safely and independently around their school and community. Instruction is systematic and intended to promote equal access as well as integration opportunities within a student’s classroom, school, and community environments. Service delivery models include direct, collaboration and consultation. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

735–Braille Transcription

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to tactile media including Braille and raised-line images. It may include textbooks, tests, worksheets, diagrams, maps, image descriptions or anything necessary for instruction. The transcriber should be qualified in Unified English Braille as well as the Nemeth Code (mathematics) and certified by an accredited agency. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

740–Specialized Orthopedic

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This program serves eligible students with orthopedic disabilities whose educational performance is significantly impacted. The supports/ and or services for learning are focused on accommodations and adaptations necessary to access the curriculum and the educational setting. Service providers consult and collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed. Supports and services may also include specialized materials and equipment.

745–Reading

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Support provided to students with low incidence eligibilities in obtaining the skills to read through a structured literacy approach.

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

750–Note Taking

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Note-taking service is any specialized assistance given to a student with a low incidence eligibility for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes.

755–Transcription

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Recreation Therapy (RT) services are provided in accordance with a student’s IEP, by a qualified recreation therapist with a certification of Recreation Therapist Certified (RTC) from the California Board of Recreation Therapy Certification; or Certified Therapeutic Recreation Specialist (CTRS) from National Council of Therapeutic Recreation Certification. RT services address fostering independence and improving a student’s ability to develop and utilize the necessary social and activity skills required for participation in the educational setting, including school based cooperative learning, cooperative play, social recreation and leisure, lesson and activities, across school environments. RT services includes improvement of reciprocal interactions, perspective taking, social and group interactions, peer relationships, social and play skills, leisure education, including functional leisure routines, exploration and development of interests and awareness of personal, school and community resources. RT services range from direct and indirect services for individuals or groups, intense intervention targeting functional skill development, facilitation of activities and lessons where skills are applied in a practical manner and generalized. This continuum of support utilizes collaboration and consultation with other staff and parents. RT services support the transition from school to community programs and the lifelong pursuit of independent and healthy leisure and recreation engagement. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

820–College Awareness *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

830–Vocational Assessment, Counseling, Guidance, and Career Assessment *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing their aptitudes, abilities, and interests in order to make realistic career decisions.

840–Career Awareness *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

850–Work Experience Education *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

Provide a detailed description of the services to be provided under this code.

Provision of work-based job coaching and job task orientation, management, and workflow.

860–Mentoring *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

865–Agency Linkages (referral and placement) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of Individualized Education Programs under this part and Individualized Family Service Plans under part C with Individualized Service Plans under multiple federal and state programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income).

870–Travel and Mobility Training *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students are supported in learning the independent use of public transportation and access services.

890–Other Transition Services *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies such as Department of Rehabilitation and Regional Center.

Section E: Annual Service Plan

SELPA: LAUSD

Fiscal Year: 2024-25

900–Other Related Service

Service is Not Currently Provided

+ - Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”