



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Preschool for All Learners (PAL) Special Day Program

NUMBER: REF-6449.0

ISSUER: Sharyn Howell, Executive Director
Division of Special Education

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Office of Curriculum, Instruction, and
School Support

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ROUTING

- Elementary Schools
- Instructional Area Superintendents
- Instructional Directors
- Special Education Service Center Administrators
- Elementary School Site Administrators
- Early Childhood Special Education Teachers

PURPOSE: The purpose of this Reference Guide is to provide information to schools regarding the Preschool for All Learners (PAL) special day program.

MAJOR CHANGES: All Preschool Intensive (PSI) special day programs converted to Preschool for All Learners (PAL) programs as of the 2014-15 school year. All Preschool Autism special day programs will convert to PAL programs as of the 2015-16 school year. (See Attachment A) All Preschool Mixed (PSM) special day programs will convert to PAL programs by the 2018-2019 school year.

BACKGROUND: The conversion of Preschool Intensive, Preschool Mixed, and Preschool Autism classrooms to a five day, 4 hour and 30 minute universal design model will ensure that early childhood classroom environments are developmentally and individually appropriate for all children. The new design will allow teachers to provide more robust content and attention to learning progressions in curriculum and teaching. The intent is to maximize student achievement and increase the number of students exiting special education services prior to kindergarten.

GUIDELINES: LOCATION

Preschool for All Learners (PAL) is a special day program located at designated elementary sites. Full size classrooms must be located on the first floor with access to bathrooms in the classroom or nearby. Classrooms are provided with start- up instructional materials and furniture by the Division of Special Education, Early Childhood Special Education office. All programs include regularly scheduled interactions with typical peers served in preschool and kindergarten classes.



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GUIDELINES (Continued):

ORGANIZATION

Classrooms are staffed with one early childhood special education teacher and two special education assistants. PAL programs serve 10 children with a range of disabilities with both moderate and severe levels of need. The classroom “shall not exceed an instructional adult-to-child ratio of one to five” per California Education Code Part 30, Chapter 4.45, section 56441.5. PAL teachers and both special education assistants/trainees are expected to directly support the instructional program for students in the PAL class during the 4 hour 30 minute instructional day.

ELIGIBILITY

PAL programs serve children with a range of disabilities with both moderate and severe levels of need. Children with disabilities may enroll and attend a school program on their third birthday during the regular school year and, if eligible, during the extended school year. Children who will turn five between September 2 and December 2 are eligible for Transition Kindergarten and are no longer eligible for preschool services.

SCHEDULE

PAL classrooms meet Monday through Friday for 4 hours and 30 minutes. The class start time should correspond to the school start time. Teacher and assistants are to take their break during the students’ instructional day and their lunch after the instructional day. (See Attachment B – Sample Schedule)

CLASSROOM PLANNING

Afternoons are reserved for team planning, assessments, attending IEP meetings, parent conferences, professional development activities, and classroom clean-up. All tables and classroom surfaces should be disinfected at the end of each day. Instructional materials (e.g., table top toys, puzzles, manipulatives, etc.) should be disinfected at a minimum of one time per week.

ASSIGNMENT OF CERTIFICATED PERSONNEL

Each PAL classroom is staffed with a special education credentialed teacher. The teacher must hold an Early Childhood Special Education credential or an Added Authorization for Early Childhood Special Education. To hire a special education teacher, the administrator must call their Certificated Placement and Assignments technician for a current eligibility list. Credentialed teachers may be interviewed. If a class must open and a credentialed special education teacher cannot be assigned, the certificated substitute unit may be called.



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GUIDELINES (Continued):

ASSIGNMENT OF CLASSIFIED PERSONNEL

Each PAL classroom is staffed with two – 6 hour special education assistants/trainees to support the instructional program. Prior to opening the PAL classroom, the elementary school will receive two position control numbers (PCNs) establishing the special education assistant/trainee positions. On receipt of the position control numbers, the administrator must call the Classified Employment Services Branch, ask for the eligibility list and/or transfer list, and interview the personnel.

Special education assistants should, along with teachers, facilitate small groups of students during indoor and outdoor instructional rotations. Facilitating small groups increases the number of adult-child interactions each child receives during the school day which promotes student success.

GENERAL EDUCATION CURRICULUM

All preschool students with disabilities are entitled to specialized instruction and services that enable them to access the general education curriculum. The Creative Curriculum System for Preschool is to be used in all PAL programs. Creative Curriculum is a comprehensive curriculum addressing all areas of child development including literacy and mathematics. This child-centered curriculum model focuses on the goals as well as the process of how children learn and develop, reflecting a constructivist theoretical perspective. Creative Curriculum strongly emphasizes the learning environment, children's play, and child-initiated activity. Creative Curriculum is aligned to the Common Core Standards for kindergarten. The three box curriculum system is provided to each PAL classroom by the Division of Special Education, Early Childhood Special Education office.

PRESCHOOL LEARNING FOUNDATIONS (PLF)

The California Department of Education (CDE) has developed the Preschool Learning Foundations to describe competencies that all preschool children typically learn with appropriate support. Because the focus on preschool learning includes the full range of developmental domains, the term "foundations" is used rather than "standards." The foundations are designed to help teachers be intentional and focus their efforts on the knowledge and skills that all young children need to acquire at around 48 months of age and 60 months of age. These ages correspond to the end of the first and second years of preschool. The CDE placed a priority on aligning expectations for preschool learning with the kindergarten Common Core Standards.



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GUIDELINES (Continued):

MANDATED STATEWIDE ASSESSMENT

Under the Individuals with Disabilities Education Act (IDEA) all states are required to submit data to the federal government on the progress that young children with disabilities make in their early childhood special education programs. The Desired Results Developmental Profile (DRDP), for preschool aged students with IEPs, is the mandated assessment tool used by California for monitoring the progress of preschool students with disabilities. Teachers are required to complete the observational assessment tool twice a year, once in the fall and again in the spring.

Producing “functional” outcomes, outcomes that are meaningful to children in the context of everyday living, is the ultimate goal of using this monitoring system. The DRDP is aligned to the Preschool Learning Foundations. Data from the DRDP should be used for instructional planning for both small groups and individuals. A copy of the DRDP Rating Record should be kept in the student cumulative file (CUM).

WELLIGENT GOAL BANK

Preschool IEP goals are available in the Welligent Goal Bank. The IEP goals are aligned to the Preschool Learning Foundations.

TOILETING ASSISTANCE/DIAPERING

Preschool students with disabilities are at a critical stage in the development of life skills such as toileting and dressing. All special education teachers and assistants are required to provide toileting assistance or diapering as part of the instructional program. Site administrators may request technical assistance from Early Childhood Special Education to develop procedures for their school site. See REF-5959.1, *Ordering Universal Precautions Materials*, for additional information.

FEDERAL BREAKFAST AND LUNCH PROGRAM

Children with IEPs may participate in Federal Breakfast and Lunch Programs. The Federal Breakfast and Lunch Program period is part of the instructional day for children in the PAL program. Teachers and assistants should work in small groups to increase each student’s ability to eat and drink independently and to communicate wants and needs.



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GUIDELINES (Continued):

PARENT PARTICIPATION

Partnership with parents is an integral part of the PAL program. Parents of children with IEPs are to be invited to participate in all parent activities conducted for general education students including: Back To School Night, Open House, and Parent Progress Reporting week. Parents should be invited to volunteer in the classroom.

EXTENDED SCHOOL YEAR

An Extended School Year (ESY) program is available for eligible students receiving special education services whose Individualized Education Program indicates the need for ESY. IEP data should indicate evidence that the student is at a critical stage in the development of life skills (i.e. eating, mobility, toileting, communicating, etc.). See REF-5276.1, *Guidelines for the Individualized Education Program (IEP) Team When Students with Disabilities are Being Considered for Extended School Year (ESY) Programs and Services*, for additional information.

TRANSPORTATION

Children enrolled in special education programs are provided transportation if such need is indicated on the IEP. Parents of children with IEPs may be able to accompany their child on the bus. See BUL-6398.0, *Procedures to Permit Parents/Guardians to Ride in School Buses*, for additional information.

PROFESSIONAL DEVELOPMENT

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.

RELATED RESOURCES:

Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment (LRE), BUL-5901.2, dated November 26, 2012, issued by Division of Special Education.

Guidelines for the Individualized Education Program (IEP) Team When Students with Disabilities are Being Considered for Extended School Year (ESY) Programs and Services, REF-5276.1, dated November 1, 2010, issued by Division of Special Education.



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RELATED RESOURCES (Continued):

Multi-Tiered System of Behavior Support for Students with Disabilities, BUL-6269.0, dated April 7, 2014, issued by Division of Special Education.

Ordering Universal Precautions Materials, REF-5959.1, dated July 1, 2014, issued by Division of Special Education.

Oxygen Use in Schools, BUL-2356.0, dated March 1, 2006, issued by Student Health and Human Services.

Procedures to Permit Parents/Guardians to Ride in School Buses, BUL-6398.0, dated October 20, 2014, issued by Transportation Services Division.

Professional Development for Early Childhood Special Education Teachers 2014-15, MEM-6345.1, dated November 10, 2014, issued by Division of Special Education.

Support for Students with Assessed Health Needs in Special Education Programs, REF-2481.4, dated May 24, 2010, issued by Division of Special Education.

Timeline For Completion of Individualized Education Programs (IEPs), BUL-5630.3, dated October 6, 2014, issued by Division of Special Education.

Visitors To School Campuses and Locked Campuses During Class Hours at All Schools, BUL-1325.1, dated December 7, 2009, issued by Office of the Chief Operating Officer.

ASSISTANCE:

For assistance or further information please contact Theresa Martin, Director, Early Childhood Special Education at theresa.martin@lausd.net or Karen Krische, Specialist, Early Childhood Special Education at karen.krische@lausd.net, or by phone at (213) 241-4713.

Preschool For All Learners (PAL)
 Preschool Autism conversion to PAL
 Beginning in School Year 2015-2016

ESC	LOC CODE	School Site
N	2877	BERTRAND
N	2470	BLYTHE
N	2781	CANTERBURY
N	3438	DIXIE CANYON
N	3541	EL DORADO
N	4295	GRIDLEY
N	4781	LANKERSHIM
N	4887	LOCKHURST
N	5342	MONLUX
N	5726	O'MELVENY
N	5604	PANORAMA CITY
N	6954	STONEHURST
N	7201	TOPEKA
S	3890	FLORENCE
S	4642	PACIFIC BOULEVARD
W	2123	ANGELES MESA
W	2877	CASTLE HEIGHTS
W	7808	WILTON PLACE

**PRESCHOOL FOR ALL LEARNERS (PAL)
SAMPLE SCHEDULE**

HOURS M - F	DAILY SCHEDULE	BREAK SCHEDULE
7:30 - 8:00	Teacher Preparation	
8:00 – 8:15	ARRIVAL Children arrive on bus or with parents Toilet Training & Hand Washing	
8:15 – 8:35	BREAKFAST Each adult has a small group of children	
8:35 – 8:45	Group Meeting Morning Greetings Attendance	
8:45 – 9:45	INDOOR LEARNING CENTERS 3 Centers (20 min/each)	
9:45 – 10:30	OUTDOOR LEARNING CENTERS Sand/Water Table Tricycles Bean Bag Toss/ Ball Play Paint Easels	9:45 – 10:05 Baseline 1 10:05 – 10:25 Teacher
10:30 – 10:40	Toilet Training & Hand Washing	10:30 – 10:50 Baseline 2
10:40 – 11:35	INDOOR LEARNING CENTERS 3 Centers (15 min/each)	
11:35 – 11:55	LUNCH Each Adult has a small group of children	
11:55 – 12:05	Music and Movement	
12:05 – 12:20	Read Aloud Each adult has a small group of children	
12:20 – 12:30	Group Meeting and Departure	