



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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

NUMBER: BUL-095902

ISSUER: Anthony Aguilar, Chief of Special
Education, Equity and Access
Division of Special Education

DATE: August 6, 2020

ROUTING
Local District Superintendents
Instructional Directors
Special Education Administrators
Psychological Services
Administrative Staff
Division of Special Education Staff
Charter School Staff (Independent
and Affiliated)
School Psychologists
Special Education Teachers
General Education Teachers

POLICY: The purpose of this Bulletin is to raise awareness, increase understanding and provide guidelines to implement educational supports for students who demonstrate attentional challenges and/or characteristics of Attention Deficit Hyperactivity Disorder (ADHD). Additionally, it outlines a Multi-Tiered System of Support framework (MTSS) for addressing students with attentional challenges.

School communities should consider the following:

- Many students with attentional challenges and/or characteristics of ADHD can be supported in general education programs with targeted interventions and appropriate supports;
- MTSS should include evidence-based interventions targeted to students with attentional challenges;
- For students with attentional challenges for whom targeted interventions are not sufficient, school teams may consider a referral for special education evaluation.

MAJOR CHANGES: This Bulletin expands on BUL-6730.1: Multi-Tiered System of Supports and Progress, issued July 13, 2017, and clarifies the MTSS process unique to students with attentional challenges.

BACKGROUND: The United States Department of Education, Office for Civil Rights has established guidelines for identifying and educating students with characteristics of ADHD. 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.

GUIDELINES: The following guidelines apply:

1. According to the United States Department of Education, ADHD is a neurological condition that involves problems with inattention and



hyperactivity-impulsivity that are developmentally inconsistent with the age of the child and affect the child's ability to monitor inhibition and self-control. The loss of self-regulation impairs important brain functions crucial to maintaining attention, including the ability to defer immediate rewards for later gain as well as high energy levels. It can also include excessive motor activity. There are three different types of ADHD, which are categorized depending on which symptoms are strongest:

- predominantly inattentive type;
 - predominantly hyperactive-impulsive type; and
 - combined type (where symptoms of the first two types are equally present)
2. Students who exhibit characteristics of ADHD can typically be educated in general education classrooms. They may benefit from a wide variety of targeted interventions or supports.
 3. All schools are required to develop MTSS that includes three tiers of strategies and research-based interventions to support all students, including students with attentional challenges. 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. Schools should utilize the Student Support and Progress Team (SSPT) process for personalized goals, individualized supports and strategies, and on-going progress monitoring for increasing student success. SSPT should consider evidence-based strategies designed specifically for students with attentional challenges and/or characteristics of ADHD (see Related Resources).
 4. As appropriate, students with attentional challenges and/or characteristics of ADHD may be considered for accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 (504 Plan). Please refer to BUL-4692.7: Section 504 of the Rehabilitation Act of 1973, issued February 2, 2020.
 5. Students who experience a significant impact on their educational performance, which cannot be ameliorated through the aforementioned supports, can be referred for an evaluation to consider special education eligibility. A comprehensive evaluation to consider special education eligibility requires a multi-method approach, considering student performance across a variety of settings, a variety of sources of information, and the use of data-gathering tools by a multidisciplinary team. Assessments will address student strengths, areas of need, and provide the Individualized Education Program (IEP) team with data to determine if the student requires special education services in order to access the curriculum. A student with attentional challenges and/or characteristics of ADHD may be considered for special education eligibility under the category of Other Health Impairment (OHI) as well as other eligibility categories, as appropriate. A comprehensive, psycho-



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educational assessment determines a student's learning profile, strengths and educational impact and provides information to address special education eligibility criteria. A medical diagnosis of ADHD is not necessary nor sufficient as criteria for an IEP team to consider special education eligibility and educational needs.

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

RELATED RESOURCES: BUL-4692.7: Section 504 of the Rehabilitation Act of 1973, February 2, 2020

BUL-6730.1: A Multi-Tiered System of Support Framework for the Student Support and Progress Team, July 13, 2017

BUL-6769.1: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities, March 6, 2017

Centre for ADHD Awareness, Canada – Types of Classroom Accommodations
<https://caddac.ca/adhd/document/types-of-classroom-accommodations/>

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) For Educators <https://chadd.org/for-educators/overview/>

California Code of Regulations, Title 5, Division 1, Chapter 3. Individuals with Exceptional Needs. Subchapter 1. Special Education Article 3.1 Individuals with Exceptional Needs. §3030. Eligibility Criteria.

California Education Code section 56339: Attention Deficit and Attention Deficit Hyperactivity Disorders

Dear Colleague Letter and Students with ADHD and Section 504: A Resource Guide U.S Department of Education, Office for Civil Rights (July 2016)
<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf>

Definition of MTSS, California Department of Education. (July 23, 2015)
<http://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>

IDEA 2004 Individuals with Disabilities Education Act, U.S. Department of Education Office of Special Education Programs

Office for Civil Rights: Protecting Students with Disabilities
<http://www2.ed.gov/about/offices/list/ocr/504faq.html>

ASSISTANCE: For assistance or further information please contact: Mayra Santos, Director, Psychological Services, (213) 241-8303 mayra.santos@lausd.net

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