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READY FOR THE WORLD

CAC Meeting Date – October 16, 2024

The Pre-Referral and Special Education Process in LAUSD

The Pre-Referral and Special Education Process in LAUSD

Acronyms

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

Agenda

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

Background Pre-referral Intervention Process

- General Education interventions should be attempted, if appropriate

- A Special Education referral can be initiated at any time if disability is indicated

- The SSPT is not a required process to make a referral for a education evaluation

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SSPT and Special Education Referral

At any point in the SSPT process, if a disability is suspected, can initiate a referral for a formal special education evalua under the IDEA.
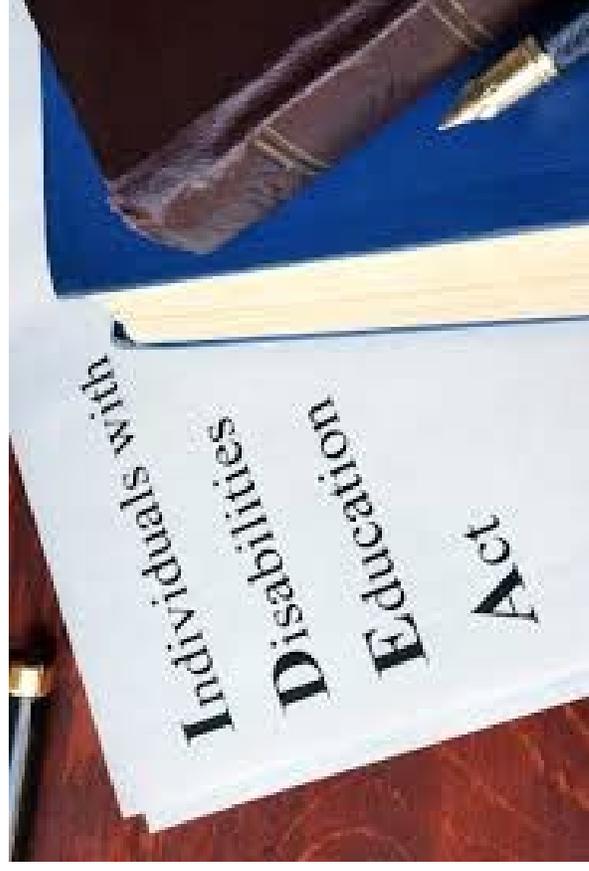
LAUSD Processes: Definition of Multi-Tiered System of Support (MTSS)

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

LAUSD Processes: Leveraging MTSS for Instruction and Behavior

The Multi Tiered System of Support (MTSS) is about meeting th[e]
needs of all students through a "whole child" approach

- Built on a foundation of **strong, effective Tier 1 instructio[n]
and supports**

- Academic, Social/Behavior, Attendance, Culturally and
Linguistically Responsive Pedagogy (CLRP), English Learn[ers]
Gifted, Homeless or Foster Youth

- Address Disproportionality particularly of African Americ[an]
students (Discipline Referrals and Special Education)

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LAUSD Processes: Layered Continuum of S

	Universal Academic Instruction	Universal Social-Emotional Learning/Behavior Instruction
FEW	•Intensive Target Intervention •Customized Intervention •Frequent Progress Monitoring	•Student Centered Planning •Function Based Interventions •Frequent Progress Monitoring
SOME	•Supplemental Targeted Intervention •Small Group •Frequent Progress Monitoring	•Supplemental Interventions •Small Group or Individual Support •Frequent Progress Monitoring
ALL	•Core Curriculum and Culturally and Linguistically Responsive Instruction •Assessment Systems and Data-based Decision-making	•Positive Behavioral Expectation Explicitly Taught and Reinforced •Consistent Approach to Discipline

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LAUSD Processes: MTSS Components

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

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Pre-referral Intervention Processes

- All LAUSD schools have the Student Support and Progress Te[am]

- The SSPT process emphasizes that early intervention for strug[gling] students is a function of the general education program and [not] special education

- The purpose of the SSPT is to function as a school-based pro[blem] solving team composed primarily of general educators who [provide] support to improve the quality of the general education prog[ram]

- SSPT is not a required step to a referral for special education

Pre-referral Intervention Processes

- Pre-referral interventions vary across schools by level, type needs

- The SSPT is a vehicle for accessing general education inter

- An SSPT referral can be made for students in the areas of behavior, health, social emotional functioning, or attendan

- For individual student monitoring, the SSPT reviews student develops intervention plans, as needed.

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Pre-referral Intervention Processes

- For individual students referred, the SSPT reviews student

- Develops goals in the area(s) of need

- Aligns general education interventions

- The SSPT based on the available resources at the school t identifies general education interventions to support the g

- Progress monitoring is conducted every 6-8 weeks

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Pre-referral Intervention Processes

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

- Continue the intervention

- Modify the intervention

- Adjust the level of tiered support
  (i.e., modify the time/frequency)

- Identify next steps

Section 504 Evaluation

SECTION 504 of the Rehabilitation Act of 1973 is a Federal Civil Rights L

- Protects the rights not only of individuals with visible disabilities but a with disabilities that may not be apparent

- Prohibits discrimination/harassment against   individuals with menta disabilities in programs and activities that receive Federal financial a

- Requires that students with disabilities be provided a free appropriat education

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Section 504 Evaluation

- Under Section 504, a plan may be developed to assist those students disabilities who do not qualify for special education services but who accommodations that can be provided to them within the general ed program

- A school team will conduct a Section 504 Evaluation for a student wh because of a disability, may need accommodations in the general ed program

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Sample Section 504 Plan

LOS ANGELES UNIFIED SCHOOL DISTRICT

Educational Equity Compliance Office

SECTION 504 PLAN

Student ID		Date	07-JUN-23	3 Year Re-Evaluation Due	07-JUN-2026
Last Name	SAMPLE	First Name	SAMPLE	Grade	Pre-School
School	LAUSD CENTRAL OFFICE	Educational Service Center	los angeles		
Student's Primary Language		English Language Development Lev			

PHYSICAL/MENTAL IMPAIRMENT

Student has a mental and/or physical impairment that primarily impacts: Other

Mental/Physical Impairment

➤ ACCOMMODATIONS

○ State/District testing accommodation are not required.
◉ State/District testing accommodation are required and identified in the R lated Accommodat   ection below.

➤ Related A commo n		Responsible Individual(s)
➤ Identified Need		
Sample	Sample	ample
Sample	Sample	Sample
Sample	Sample	Sample

○ Behavioral accommodations are not required.
◉ Behavioral accommodations are required and i   d in the Related A   mm   ation section below.

➤ ated Accommodation		➤ Responsible Individual(s)
➤ Identified Ne		
Sample	Sa	Sample

Section 504 Examples of Assistance Pro...

- Changing the way assignments/tests are given

- Seating the student in the front of the class

- Developing a behavior support plan

- Using additional study aids

- Addressing path of travel/barrier removal

- Implementing health protocols

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Annual Child Find Notice

- The District sends out an Annual Child Find Notice to all LAUSD schools, community agencies, hospitals, and private schools located within LAU[SD] boundaries

- The Child Find Notice is also in the Annual Parent Student Handbook

- Child find refers to the process of locating, identifying, and evaluating c[hildren and] youth who may be eligible for special education services designed to m[eet] educational needs at no cost to families

- Children and youth, ages birth to 22 living in LAUSD boundaries

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Public Notice: Annual Notice of Parent's
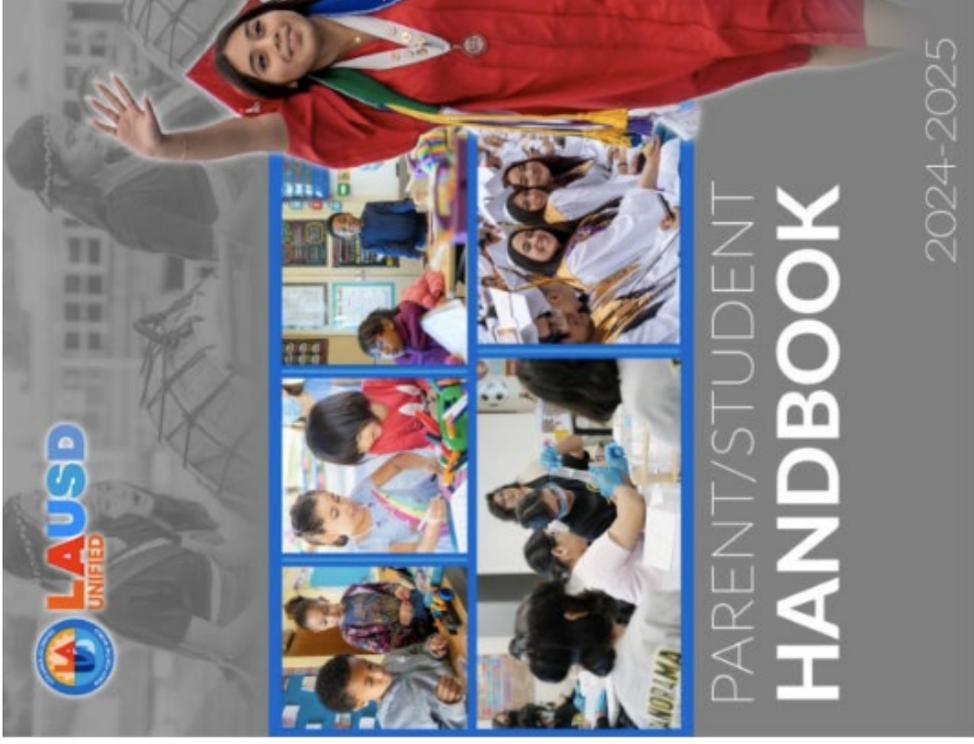
- Contains sections with information for students with disabilities and special education, Section ___ students with temporary disabilities

- Information on who to contact if parent/___ suspect that their child may have a disc___ may need special education services

- Provides link to Division of Special Educa___ Find website

- Provides link to *A parents Guide to Spec___ Services (Including Procedural Rights a___ Safeguards)*

PARENT/STUDENT
HANDBOOK

2024-2025

CHILD FIND
Locate | Identify | Evaluate

What is Child Find?

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

Who to Contact

Preschool Age Children

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

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

School Age Children & Youth in LAUSD Schools

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

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

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

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

School Age Children & Youth Enrolled in Charter Schools

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

Assistance

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

For more information, visit lausd.org/spedchildfind

Revised April 8, 2024

CHILD FIND
Localizar | Identificar | Evaluar

¿Qué es Child Find?

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

¿Con quién comunicarse?

Niños de Edad Preescolar

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

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

Niños y Jóvenes en Edad Escolar en Escuelas del LAUSD

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

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

Para los estudiantes cuya edad va de los cinco a los 22 años que residen dentro de los lí[mites del LAUSD] y que asisten a una escuela privada, que reciben educación en el hogar o que todavía n[o están] inscritos, comuníquese con la escuela del LAUSD en su comunidad. Los padres o tutores [pueden] encontrar la escuela que corresponde a su domicilio en: https://rsi.lausd.net/ResidentSc[hoolidentifier].

Para estudiantes de cinco a 22 años que no residen dentro de los límites del LAUSD y que as[isten a una] escuela privada ubicada dentro de los límites del LAUSD, comuníquese con la División de E[ducación] Especial del LAUSD, Oficina de Estudiantes en Escuelas Privadas por Decisión Parental (213[) 241-8101 o] pppso@lausd.net.

Niños y Jóvenes en Edad Escolar Inscritos en Escuelas Chárter

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

Ayuda

Si necesita ayuda para llevar a cabo o con quién dirigirse para una remisión de evaluac[ión, comuníquese al] (213) 241-6701.

Para obtener más información visite: lausd.org/sped

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https://www.lausd.org/sped

The Special Education Process in LAUSD

There are four basic steps in the special education process:

1. Referral for Assessment

2. Assessment

3. Development and Implementation of an Individualized Education Program (IEP)

4. IEP Review

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A Parent'
To
Special Ed
Servi

(Including Procedural Ri

Los Angeles Unified

Revise
September

Referral for Assessment

- A parent, guardian, teacher, other school personnel, and community members who believe that a child may need spe[cial] education services may request a special education assess[ment] of the child

- The request should be made in writing and provided to the s[chool] principal

Referral for Assessment

- A Request for a Special Education Assessment Form

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

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Referral for Assessment

- The Special Education Assessment Plan describes the types purposes of the assessments which may be used to determ the child's eligibility for special education services

- Before the child can be assessed, parent/guardian must co to the assessment plan in writing

Referral for Assessment

- Assessment will be in all areas of suspected disability

- Areas of suspected disability are determined based on ref[...] and parent/guardian input

- Parents/guardians can request additional areas of assess[...]

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Assessment Process

- Parents/Guardians have at least fifteen (15) days from the re[...] the Special Education Assessment Plan to consent to the plan [...] writing

- The school has sixty (60) days, not counting school vacations [...] greater than five (5) days, from the receipt of the signed Assessment Plan to complete the assessment and hold an IE[...] meeting

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Assessment Process

- An assessment involves gathering information about the chi[...] determine whether the child has a disability, and the nature extent of special education services needed

- Assessments may include individual testing, observations of child at school, interviews, review of school records, reports o[...] work samples

- Parent and private provider information will also be consider[...]

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Assessment Process

- The child will be assessed in all areas related to his or her sus[...] disability

- A multidisciplinary team, including at least one teacher or ot[...] specialist with knowledge in the area of the child's suspected disability, will conduct the assessment

- The assessment will be conducted in the language and form[...] likely to yield accurate information on what the child knows [...] do

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Development and Implementation of an

- The Individualized Education Program (IEP) team meeting will
  after the child has been assessed

- The IEP team meeting will be held at a time and place reason
  convenient for both the parent/guardian and the District's
  representatives

- At the meeting, the IEP team will discuss the assessment resu
  determine eligibility for special education services

Development and Implementation of a...

- An IEP team meeting is a collaborative process

- The IEP team has the authority and responsibility to design a... in which the child can derive meaningful benefit

- The draft IEP might change as a result of the IEP team's delib...

- The decision on related services and placement will occur a... IEP team meeting

- The District considers the family equal partners in the educo... decision-making process

IEP Team Members

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

IEP Meeting Notification

- The school will provide the parent/guardian with written notice of the IEP meeting, Notification to Participate in an Individualized Education Program Meeting, within a reasonable time prior to the meeting

- This notice will include: the date, time, and place of the meeting; the reason for the meeting; and who will be at the meeting

- Parents/Guardians are important members of the IEP team

What is an IEP?

The IEP is a written document developed and agreed to by an IEP team t[...] determines:

- A child's present levels of educational and functional performance a[...] educational and functional needs

- The annual goals and objectives the child is to achieve

- The special education and related services, accommodations and m[...] the child will receive

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Conclusion

- Background Pre-Referral Processes
- Multi-tiered System of Support as a foundation fo SSPT
- Pre-Referral Processes of the SSPT and Section 50
- Annual Child Find
- Special Education Processes in LAUSD, including:
  - Referral for Assessment
  - Assessment Process
  - Development and Implementation of the IEP
  - IEP Review

Resources

California Department of Education

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

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

https://www.lausd.org/sped

LAUSD Parent Student Handbook

https://www.lausd.org/Page/1713

Office of Student Civil Rights (Section 504)

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

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