CALIFORNIA DEPARTMENT OF EDUCATION

LOCAL PLAN

2021-2024

SPECIAL EDUCATION LOCAL PLAN AREA, LOS ANGELES UNIFIED SCHOOL DISTRICT

Section A: Contacts and Certifications

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Services Plan

Appendix A: Assurances Statement

Appendix B: Governance and Administration

Appendix C: Interagency Agreements

Appendix D: Regionalized Services

Certification 3: County Superintendent

Certification 4: Community Advisory Committee

Certification 5: Local Education Agency

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

☐ *NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

☑ Local Plan Section B: Governance and Administration
- Local Plan Section B
- Certifications 1, 3, 4 and 5 are required
- Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan

☑ Local Plan Section D: Annual Budget Plan

☐ Select if this Local Plan Section D submission was revised after June 30th due date

- Local Plan Section D
- Certifications 2, 3, 4 and 5 are required
- Attachments I-V are required
- If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

☑ Local Plan Section E: Annual Service Plan

☐ Select if this Local Plan Section E submission was revised after June 30th due date

- Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I and VI are required
- If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with attachments II-V and VII.

☐ Local Educational Agency Membership Changes

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at http://www.cde.ca.gov/sp/se/as/caselpas.asp.

SELPA: 1914

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	Los Angeles Unified School District		
Street Address	333 S. Beaudry Ave	Zip Code	90017
City	Los Angels	County	Los Angeles
Mailing Address	333 S. Beaudry Ave 17th Floor		
City	Los Angeles	Zip Code	90017
Administrator First Name	Maribel	Administrator Last Name	Luna
Administrator Title	Senior Director, Special Education		
Administrator's Email	maribel.luna@lausd.net		
Telephone	(213) 241-6701	Extension	

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	Los Angeles Unified School District		
Street Address	333 S. Beaudry Ave	Zip Code	90017
City	Los Angeles	County	Los Angeles
Contact First Name	Austin	Last Name	Beutner
Contact Title	Superintendent		
Email	Austin.beutner@lausd.net		
Telephone	(213) 241-1700	Extension	

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code* (*EC*) sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☑ Yes ☐ No

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on: April 12, 2021

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users my select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

☑ COE responsible for approving the Local Plan: Debra Duardo

Local Plan section(s) was/were provided to the COE(s) listed for approval on: May 12, 2021

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date: April 27, 2021 SELPA Public Hearing Date: May 11, 2021

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date: April 27, 2021 SELPA Public Hearing Date: May 11, 2021

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

- [x] Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- [ ] Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- [ ] COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration: 2018-19

Section D: Annual Budget Plan: 2020-21

Section E: Annual Service Plan: 2020-21

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- ☑ Certification 1: SELPA Local Plan Section B: Governance and Administration
- ☑ Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- ☑ Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

  Number Submitted: 1
- ☑ Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- ☑ Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

  Number Submitted: 1

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code* (*USC*) 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC,* Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC,* 12101 et seq.; *Code of Federal Regulations,* Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations,* Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☑ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☑ Yes ☐ No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☑ Yes ☐ No (If the answer is "NO," please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

https://achieve.lausd.net/Page/16734 (Division of Special Education, About Us webpage)

Austin Beutner	June 15, 2021
Administrative Entity*	Date
Kelly Gonez	June 15, 2021
SELPA Governance Council or Responsible Individual	Date
Dr. Maribel Luna	June 4, 2021
SELPA Administrator	Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *I*ndividuals with Disabilities Education Act (IDEA), Title 20 of *United States Code* (*USC*) 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC,* Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC,* 12101 et seq.; *Code of Federal Regulations,* Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations,* Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

☑ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☑ Yes ☐ No (If the answer is "NO," please include comments.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☑ Yes ☐ No (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

https://achieve.lausd.net/Page/16734

Austin Beutner	June 15, 2021
Administrative Entity*	Date
Kelly Gonez	June 15, 2021
SELPA Governance Council or Responsible Individual	Date
Dr. Maribel Luna	June 4, 2021
SELPA Administrator	Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

SELPA Los Angeles Unified School District **Fiscal Year** 2020-21

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

January 2020

SELPA	Los Angeles Unified School District	Fiscal Year	2020-21

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:

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 exceptional needs. LAUSD is the second largest school district in the country, serving over 600,000 students in kindergarten through twelfth grade at over 1,000 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 municipalities 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 by region into six (6) local districts: Central, East, West, Northeast, Northwest and South. LAUSD is comprised of 44 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:

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 Access, and Local District Superintendents. Local District Superintendents are responsible for the District's administrative areas (Local Districts).

The Division of Special Education is administered by the Chief of Special Education, Equity and Access, and supported by the Senior Director of Special Education, in accordance with the District's organizational structure. Reporting to the Senior Director of Special Education are the Administrator, Special Education Operations and Administrator, Special Education, Data and Planning.

Local District Superintendents work with their staff to inform school principals in their respective Local Districts about requirements for the operation of special education programs. Special Education offices associated with each Local District and led by a Special Education Administrator (SEA) support the administration of the special education program and services. Special Education Administrators are part of the Local District 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 include Career and Transition Centers and Special Education Centers. The COS Administrator supervises all of the school-based administrators within each network.

Each Local District Special Education office has Special Education Support Specialists which include Least Restrictive Environment (LRE) Specialists and 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 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 for all students with disabilities.

SELPA Los Angeles Unified School District Fiscal Year 2020-21

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:

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 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 selected by their peers in an active role”.

1. The Los Angeles Unified School District SELPA has 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) Administrator representatives
e) District personnel selected by the Chief of Special Education, Equity and Access

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

3. Recommendations from the Local Plan Advisory Committee are shared with the CAC for input. The CAC will have 30-days to review the proposed Local Plan. The Division of Special Education (DSE) will then submit to the LAUSD Board of Education for approval prior 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) Instructional rounds utilizing the Teaching and Learning Framework, Administrative Leadership Framework, Special Education Paraprofessional Performance Framework. These frameworks set forth expectations for all staff: teachers, administrators and paraprofessionals that work closely with students with disabilities.

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.

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:

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 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 assure access to special education programs and services for all eligible individuals with disabilities birth to 21 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 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 the 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. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

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 of 1990, and the Individuals with Disabilities Education Improvement Act 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) in the same manner as District-operated schools. This includes providing programs such as special day and resource specialist programs as well as all related services described in the law including, but not limited to, speech and language, counseling, occupational therapy, behavioral support, physical therapy, adapted physical education, and transportation

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) under the administration of one single Administrative Unit. 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.

LA Unified authorized 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 supports. As full 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 and 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.

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 in 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 meeting and open forums.

For questions related to enrollment in or implementation of special education services in charter schools, the Charter Operated Programs Department may be contacted at by phone at 213-241-5430 or via email at CharterOperatedPrograms@lausd.net. 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:

The purpose of the Community Advisory Community is to improve and promote communication between schools, parents, and public agencies to increase community awareness, facilitate parent education and support, and to coordinate activities on behalf of children with exceptional needs. The CAC is responsible to the Superintendent of Schools, the Board of Education, and the Chief of Special Education, Equity and Access. The committee shall serve only in an advisory capacity assisting in the recruitment process of prospective members to participate in the development of the Local Plan and advise Los Angeles Unified School District Board of Education. The Parent and Community Services (PCS) office works in conjunction with the Division of Special Education to support CAC operations. PCS facilitates the recruitment application process for CAC membership and participation and the facilitation of all CAC activities.

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. CAC applications are screened and submitted to the Board of Education based on the number and type of membership vacancies. Members serve a two-year term with one-half of the group being selected in alternating years. To the greatest extent possible, CAC membership will be representative of the ethnic, socioeconomic and geographic composition of the District as well as all age groups and disabilities it serves.

The application process consists of the following: When applications have been received and confirmed as meeting LAUSD SELPA eligibility, they are reviewed, scored, and submitted to the Board of Education. Application reviewers include: 6 parents CAC members (review parent applications only), 3 Local District Parent Educator Coaches, 3 Parent and Community Services (PCS) Staff members, 3 Special Education Division staff. After signing confidentiality forms, the reviewers participate in blind review and scoring of the applications individually. The scores are then added to garner an overall score. In the event of a tie, the Administrator, Special Education Data and Planning, and/or Director, Parent and Community Services will review the applications to break the tie. Upon final selection, names are submitted to the Board of Education for final approval.

The Chairperson of the CAC is a member of the committee to review and advise on the Local Plan. The CAC Chairperson will ensure that students with exceptional needs remain at the center of planning, conversations and support as CAC is responsible to students and families.

Composition of the CAC (Ed Code §56192-56193)
The CAC will have 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, administrators, 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 exceptional needs.

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 Access regarding the development, amendment, modification, and review of the Local Plan;
b) Recommending descriptions 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 exceptional needs; and
f) Assisting in parent/guardian awareness of the importance of regular school attendance.

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:

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/ guardians selected by their peers in an active role”.

1. The Los Angeles Unified School District SELPA has 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/guardian representatives from the CAC
b) Chairperson of the CAC
c) Teacher representatives
d) Administrator representatives
e) District personnel selected by the Chief of Special Education, Equity and Access

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

3. Recommendations from the Local Plan Advisory Committee are shared with the CAC for

input. The CAC will have 30-days to review the proposed Local Plan. The DSE will then submit to the LAUSD Board of Education for approval prior 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.

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:

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 Access. 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 Access** 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 S**enior Director, Division of Special Education** supports the Chief of Special Education, Equity and Access 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 System of Supports Framework (MTSS) in the Student Success and Progress Team (SSPT).
• Oversees Special Education Funds and leads the Budget Development process of all department 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:

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/A 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) for 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) for 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.

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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 provided by the SELPA 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 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 the 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:

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:

Not Applicable (LAUSD is a single district LEA)

    c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

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:

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:

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 Officer of Special Education, Equity, and Access** ensures the operation of special education programs in accordance with federal and state guidelines and with the Local Plan.
• Administers procedures to assure fiscal management of all special education funds;
• Acts as a liaison with and provides fiscal support to the CAC;

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The **Senior Director, Division of Special Education** supports the Chief of Special Education, Equity and Access in the administration of the local plan in addition to the following:
• Oversees Special Education Funds and leads the Budget Development process of all department within Special Education

The **Administrator, Special Education, Operations** and the A**dministrator, Special Education, Data & Planning**:
• 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:

The **Chief of Special Education, Equity and Access** 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;
• 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, Local District 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;
• 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 Local District 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 DVR's of nonpublic schools with whom it maintains contracts, and independent charter schools authorized by the Board of Education within the SELPA;
• Administers procedures to assure 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; and
• Directs and supervises the implementation of compliant and due process safeguards and procedures.

The Chief of Special Education, Equity and Access 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 **Senior Director, Division of Special Education** supports the Chief of Special Education, Equity and Access 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 the Multi-Tiered System of Supports 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, Special Education Operations**, and the **Administrator, Special Education, Data and Planning**, support the DSE in improving special education programs, services, and achievement for all students with disabilities. Responsibilities include and 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;
• Lead 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;
• Use 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), Local Districts:**
• Supports the local district with oversight of implementation of District policy related to special education supports and services;
• Supports the local district with the implementation of, and compliance with, the Individuals with Disabilities Education Act (IDEA) and all other special education legal mandates;
• Provides coaching and support to local district 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 local district leadership staff to appropriately address disproportionality factors related to special education, including high referral rates among particular student populations and disability categories (e.g. ELs with SLD, African American students as ED, etc.) and high suspension rates of 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 local district 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;
• Supervises and coordinates 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 local district.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

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 Officer of Special Education, Equity, and Access** administers procedures to assure fiscal management of all special education funds.

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

The **Administrator, Special Education Operations**, and the **Administrator, Special Education, Data and Planning**, support the division in improving special education programs, services, and achievement for all students with disabilities. Responsibilities include and 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.

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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:

The Chief of Special Education, Equity and Access 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 section of the IEP.
• Authorization of LI funding after the IEP team, including the parent, have approved the

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recommendations of the related services and/or other appropriately certificated personnel.

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; the document title; and the physical location where the policy can be found.

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1. Free Appropriate Public Education: 20 *USC* Section 1412(a)(1)

Policy/Procedure Number:	BUL-5901.4
Document Title:	Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment (LRE)
Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Determining Placement in the LRE

"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

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2. Full Educational Opportunity: 20 *USC* Section 1412(a)(2)

Policy/Procedure Number:	BUL-5901.4
Document Title:	Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment (LRE)
Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Determining Placement in the LRE

“It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.” The policy is adopted by the SELPA as stated:

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(●) Yes ( ) No

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3. Child Find: 20 *USC* Section 1412(a)(3)

Policy/Procedure Number:	e-PPM (Special Education Electronic Policies and Procedures Manual)
Document Title:	Child Find and Search and Serve
Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Child Find and Search and Serve, DSE Website

"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

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

Policy/Procedure Number:	e-PPM
Document Title:	Conducting an IEP Team Meeting; Early Childhood Education Programs
Document Location:	SELPA Office, Special Education Electronic Policies and Procedures Manual

“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)

Policy/Procedure Number:	BUL- 5901.4
Document Title:	Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment (LRE)

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Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Determining Placement in the LRE

"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

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6. Procedural Safeguards: 20 *USC* Section 1412(a)(6)

Policy/Procedure Number:	BUL-4140.2; REF-6790.1
Document Title:	Review and Consideration of Request for Special Education Evaluation; Distribution of Revised Guide: A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)
Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards), LAUSD Parent-Student Handbook

"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

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7. Evaluation: 20 *USC* Section 1412(a)(7)

Policy/Procedure Number:	BUL-6639
Document Title:	Three-Year Review Individualized Education Program (IEP) Psycho-Educational Reassessment Requirements
Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Initial Assessment, Reassessment, Independent Educational Evaluation

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"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)

Policy/Procedure Number:	BUL-2469
Document Title:	Pupil Records: Access, Confidentiality, and Notice of Educational Rights
Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual

"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)

Policy/Procedure Number:	e-PPM
Document Title:	Early Childhood Education Programs
Document Location:	SELPA Office, Special Education Electronic Policies and Procedures Manual:Early Childhood Education Programs

"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 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)

Policy/Procedure Number:	REF-6846

SELPA	Los Angeles Unified School District	Fiscal Year	2020-21

Document Title:	Serving Parentally-Placed Private School Students with Disabilities (Ages 5 through 21) including School of Residence (SOR) Responsibilities
Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Private School Students

"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)

Policy/Procedure Number:	SELPA Assurances Statement - Appendix A
Document Title:	SELPA Assurances Statement
Document Location:	SELPA Office

"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

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:	Interagency Agreements - Appendix C
Document Title:	Interagency Agreement- Individuals with Disabilities Education Act
Document Location:	SELPA Office

"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."

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The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

13. Governance: 20 *USC* Section 1412(a)(13)

Policy/Procedure Number:	Governance and Administration of the Local Plan - Appendix B
Document Title:	Governance and Administration of the Local Plan
Document Location:	SELPA Office

"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

Policy/Procedure Number:	SELPA Assurances Statement - Appendix A
Document Title:	SELPA Assurance Statement, Human Resources
Document Location:	SELPA Office

"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 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)

Policy/Procedure Number:	REF-2624.16; State Performance Indicator (SPPI) Guide - Appendix A
Document Title:	School Self Review Checklist, Students with Disabilities; State Performance Indicator Guide

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Document Location: SELPA Office

"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

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16. Participation in Assessments: 20 *USC* Section 1412(a)(16)

Policy/Procedure Number: REF-105701; BUL-048496; BUL-6049.2;

Document Title:

LAUSD Accessibility and Accommodations Guidelines for English Language Proficiency Assessments for California (ELPAC) and California Assessment of Student Performance and Progress (CAASPP)

Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternate Curriculum, Conducting An Individualized Education Program (IEP) Meeting: Participation In State and District-Wide Assessments;

Required Curriculum and Assessment for Students Participating on the Alternate Curriculum

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

"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:

(●) Yes ( ) No

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17. Supplementation of State, Local, and Federal Funds: 20 *USC* Section 1412(a)(17)

Policy/Procedure Number: SELPA Assurances Statement - Appendix A

Document Title: SELPA Assurances Statement

Document Location: SELPA Office

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA

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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)

Policy/Procedure Number:	SELPA Assurances Statement - Appendix A
Document Title:	SELPA Assurances Statement
Document Location:	SELPA Office

"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)

Policy/Procedure Number:	SELPA Assurances Statement - Appendix A
Policy/Procedure Title:	SELPA Assurances Statement
Document Location:	SELPA Office

"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 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)

Policy/Procedure Number:	BUL-5655.3; BUL-6050.2
Document Title:	Guidelines for Student Suspension; Expulsion of Students - Policy and Procedures
	Elibrary, SELPA Office, Special Education Electronic Policies and

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Document Location:	Procedures Manual: Disciplinary Procedures

"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

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21. Access to Instructional Materials: 20 *USC* Section 1412(a)(23)

Policy/Procedure Number:	BUL-3666.4
Document Title:	Policies and Procedures for the Use of Low Incidence (LI) Funds
Document Location:	Elibrary, SELPA Office; Special Education Policies and Procedures Manual: Assistive Technology and Low Incidence Programs

"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

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22. Over-identification and Disproportionality: 20 *USC* Section 1412(a)(24)

Policy/Procedure Number:	SELPA Assurances Statement - Appendix A; Comprehensive Coordinated Early Intervening Services (CCEIS) Plan 2021-2024
Document Title:	SELPA Assurances Statement, CCEIS Plan
Document Location:	SELPA Office

"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

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23. Prohibition on Mandatory Medicine: 20 *USC* Section 1412(a)(25)

Policy/Procedure Number:	SELPA Assurances Statement - Appendix A
Document Title:	SELPA Assurances Statement

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Document Location: SELPA Office

"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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number: SELPA Regionalized Services - Appendix D

Document Title: SELPA Regionalized Services

Document Location: SELPA Office

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 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 assure access to special education programs and services for all eligible individuals with disabilities birth to 21 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

Description:

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 Access. The Superintendent of Schools is responsible for the supervision, evaluation, and discipline of the Chief of Special Education, Equity and Access, who is appointed by the Board of Education, as are the Local District 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 Access

The Chief of Special Education, Equity and Access is responsible for 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.

Responsibilities of Special Education Support Specialists

Special Education Support Specialists including Least Restrictive Environment (LRE) Specialists, Program Specialists, Behavior Specialists, Psychological Services Coordinators and Assistant Principals Elementary Instructional Specialists, are assigned to each Local District Special Education office or school, under the direction of the Local District 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 Local District.

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Implementation of Local Plan
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: Instructional rounds utilizing the Teaching and Learning Framework, Administrative Leadership Framework, Paraprofessional Performance Framework. These frameworks set forth expectations for each teachers, administrators and paraprofessionals that work closely with students with disabilities.

2. Coordinated system of identification and assessment:

Reference Number:	e-PPM; BUL-4140.2; BUL-6639
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 Access**, is responsible for the administration of the Local Plan and fulfills the following responsibilities: 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.
• 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 and Program Specialists are assigned to each Local District Special Education office, under the direction of the Local District 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 Local District and their responsibilities include:
• Observing, consulting with, and assisting Resource Specialists, related service providers, special and general education teachers.

School Responsibilities
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:
1. 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.
2. Students with disabilities, requiring special services, enrolling in the school are identified and promptly provided the appropriate services.
3. There is a process in place, understood by all staff members, for referring students who may require special services.

Identifying and Serving Students Enrolling in the School
All schools are responsible for having procedures in place to identify

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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, answer 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 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),

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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 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:

Reference Number:	REF-6790.1; A Parent's Guide to Special Education Services, Including Procedural Rights and Safeguards
Document Title:	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

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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 Access,
• 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
• Assuring 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 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) are 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.

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

Reference Number:	MEM-6128.9; REF-6889.1
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 employees diverse learning opportunities, including in-person, virtual, and blended learning professional development. In addition, through MyPLN, employees can leverage online professional learning communities to collaborate and share best practices. The DSE has offered/facilitated various professional topics through MyPLN including instructional strategies (Universal Design for Learning, Uniqure 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 Division (ITD), is taking charge of implementing the learning management system (LMS) for LAUSD. One of the important features of the LMS/MyPLN is to maintain record 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

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21st centry 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, local district parent resource centers, the Division of Special Education, and Parent and Community Services office, 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 also disseminates to parents a bi-monthly parent newsletter which highlights items such as upcoming training opportunities and community events

Responsibilities of the Chief of Special Education, Equity and Access
• Provides leadership and coordination in the development of a system of staff development and parent education.

Responsibilities of the Special Education Administrator-Local Districts and Special Education Support Specialists
• Provides coaching and support to local district 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 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:

Reference Number:	BUL-6257.1; REF-2025.3
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) assures that all students who are eligible for

Description:

special education programs and services will receive literacy instruction and services aligned to the California English Language Arts/English Language Development 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 Access
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 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 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 secondary 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:

Reference Number:	Governance and Administration of the Local Plan - Appendix B
Document Title:	Governance and Administration of the Local Plan
Document Location:	SELPA Office

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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 assure access to special education programs and services for all eligible individuals with disabilities birth to 21 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 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 Access
• 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 Access 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;

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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.

1. 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) Administrator representatives
e) District personnel selected by the Chief of Special Education, Equity and Access

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

3. Recommendations from the Local Plan Advisory Committee are shared with the CAC for input. The CAC will have 30-days to review the proposed Local Plan. The DSE will then submit to the LAUSD Board of Education for approval prior 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 SPP Indicators and works with local district leadership on identifying strengths and developing plans of support to address gaps.

B: Instructional rounds utilizing the Teaching and Learning Framework, Administrative Leadership Framework, Paraprofessional Performance Framework. These frameworks set forth expectations for each 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 local districts 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 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/local districts/community of schools and identifies clusters of need in order to dispense targeted support.

7. Coordinated system of data collection and management:

Reference Number:	Governance and Administration of the Local Plan- Appendix B
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 Local Districts 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 Access
• 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, Special Education, Data & Planning
• Leads the creation of a plan, based on a multiple sources of District

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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.
• 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 Division (ITD) platforms, including Welligent, MISIS, and Schoology.

Responsibilities of Administrator, Special Education, Operations
• 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- Local Districts
• Effectively analyzes data in collaboration with local district leadership staff to appropriately address disproportionality factors related to special education, including high referral rates among particular student populations and disability categories (e.g. ELs with SLD, African American students as 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 local district 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

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Pupil Achievement Data System (CALPADS), Welligent, California Dashboard, Certify and Principal's Portal, and Parent Portal.

All the above platforms are utilized in monitoring the achievement, performance, 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 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/local districts/ community of schools and identifies clusters of need in order to dispense targeted supports.

8. Coordination of interagency agreements:

Reference Number:	Interagency Agreement – Appendix C
Document Title:	Interagency Agreement
Document Location:	SELPA Office
Description:	See Appendix C

9. Coordination of services to medical facilities:

Reference Number:	BUL-1229.3
Document Title:	Carlson Home, Hospital & Home Online Academy
Document Location:	Elibrary, SELPA Office

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, when this option is appropriate.

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Description:

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 Access:
• 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, Special Education Operations:
• Works with special education local district 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 Local District Special Education office, under the direction of the Local District 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; and
• Assuring that students with disabilities have full educational opportunity.

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

Reference Number:	BUL-6718.0
Document Title:	Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice 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.

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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 Access: 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 Senior Director, Special Education: Collaborates with the office of Health and Human services to ensure all services are available to our foster youth.

Responsibilities of the Special Education Support Specialists: Least Restrictive Environment (LRE) Specialists, Program Specialists, Behavior Support Specialists, and Psychological Services Coordinators are assigned to each Local District Special Education office, under the direction of the Local District 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;
• Assuring that students with disabilities have full educational opportunity.

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

Reference Number:	Governance and Administration of the Local Plan – Appendix B
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

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Description:

teachers selected by their peers and parents selected by their peers in an active role".

1. The LAUSD SELPA has a Local Plan Advisory Committee to advise in the development of the Local Plan. The SELPA Director 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 group:
a) Parent representatives from the CAC
b) Chairperson of the CAC
c) Teacher representatives
d) Administrator representatives
e) District personnel selected by the Chief of Special Education, Equity and Access

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

3. Recommendations from the Local Plan Advisory Committee are shared with the CAC for input. The CAC will have 30-days to review the proposed Local Plan. The DSE will then submit to the LAUSD Board of Education for approval prior 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 Parent and Community Services website for public review.

Responsibilities of the Board of Education: Reviewing, adopting, and implementing the Special Education Local Plan to assure access to special education programs and services for all eligible individuals with disabilities birth to 21 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.

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Responsibilities of the Superintendent of Schools: Recommending adoption of the Special Education Local Plan to the Board of Education.

Responsibilities of the Chief of Special Education, Equity, and Access: Maintains data and prepares local, state and federal special education reports as required.

12. Fiscal and logistical support of the CAC:

Reference Number:	Governance and Administration of the Local Plan – Appendix B
Document Title:	Governance and Administration of the Local Plan
Document Location:	SELPA Office
Description:	The Community Advisory Committee (CAC) is responsible to the Superintendent of Schools, the Board of Education and the Chief of Special Education, Equity and Access **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 Access:** • Acts as a liaison with and provides fiscal support to the CAC. • Works with Parent and Community Services Office 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 Access 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:

Reference Number:	BUL-5003.3
Document Title:	Transportation Guidelines for Individualized Education Program (IEP) Teams
Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Transportation
Description:	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 focus 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 Access**: 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, Special Education, Operations**: • Collaborates with the Transportation Branch to meet the needs of students with disabilities and special education programs. • 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.

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• Leads the Division of Special Education, School and Family Support Services call center to address staff or parent concerns regarding transportation.

Responsibilities of the Special Education Support Specialists: Special Education Support Specialists are assigned to each Local District Special Education office, under the direction of the Local District 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 assuring 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:

Reference Number:	REF-3620.2
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 on 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 age 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 student age 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 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

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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 Trad-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 center, 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.

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 Access: 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, Special Education 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 support adult students ages 18-22 on the alternate curriculum.

Responsibilities of the Special Education Transition Coordinator:
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 Local Districts 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 monitoring 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 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 Local District Special Education office, under the direction of the Local District 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 Local

District. 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; and
• Assuring that students with disabilities have full educational opportunity.

15. Assurance of full educational opportunity:

Reference Number:	BUL-5901.4
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 education program (IEP) team, in the least restrictive environment. 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 Access:
• Provides leadership and direction in the interpretation and implementation of federal and state mandates, District policies, and

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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)-Local Districts:
• Provides coaching and support to local district 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 local district 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 Local District Special Education office, under the direction of the Local District 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 Local District. 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; and
• Assuring that students with disabilities, including 2e students, have full educational opportunity.

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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.

Reference Number:	Governance and Administration of the Local Plan- Appendix B
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 Access**: Administers procedures to assure fiscal management of all special education funds.

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

Reference Number:	LAUSD SELPA Regionalized Services – Appendix D
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

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Description:	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), Local Districts**: • Provides coaching and support to local district 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. **Responsibilities of the Special Education Support Specialists**: Special Education Support Specialists are assigned to each Local District Special Education office, under the direction of the Local District 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 Local District 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; • Assuring 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

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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.

Special Education Local Plan Area Services

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

Reference Number:	e-PPM; REF-6449
Document Title:	Early Childhood Education Programs; Preschool for All Learners (PAL) Special Day Program
Document Location:	Elibrary, SELPA Office, Special Education Electronic Policies and Procedures Manual: Early Childhood Education Programs

The District is mandated to serve infants and toddlers with the low incidence (LI) eligibilities of visual, hearing or solely severe orthopedic impairment, or any combination thereof. Regional Center is mandated to service eligible infants and toddlers with other disabilities, and dually serve LI eligible infants and toddlers. Under IDEA Part C Early Start guideline, 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 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 the LAUSD and the 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 Infant Support Services service coordinators and special education teachers. Specific services include the following: (1) service coordination, (2) direct services in the home or other natural

environment for the child and family, (3) parent/guardian support/ education, and (4) assistance to families in accessing other appropriate resources within each of their communities.

Infant Support Services is staffed by credentialed teachers including appropriate support staff for infants and toddlers with visual and hearing impairments. 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.

Referral and Identification Procedures for Preschool Children

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 child age three to five 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.

***For a child enrolled in a District elementary school-based preschool program or Early Education Center-staff referral*:** If a staff member believes that a child age three to five may have a disability and require special education and related services and wishes to request a special education assessment,

they must follow the regular District procedures for Referring Students for a Special Education Assessment. 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. A meeting of the Student Success Team can be utilized to design the accommodations or modifications.
- If the decision is made to proceed with the Request of Special Education Assessment the prior modifications and accommodations must be listed on Part C of the 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 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 to discuss their concerns and review the Developmental Profile, teacher observations and assessments. They will discuss any accommodations or modifications that can be implemented to meet the student's needs. If after the above is completed and the parent 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 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 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 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 for the assessments at locations throughout the community. If an assessment is to occur at a neighborhood school or Early Education Center, arrangements are made with the neighborhood school administrator for appropriate assessment space.

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, 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 an individual with exceptional needs 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. This determination is based on the transdisciplinary team's review of the District's Classroom Team Assessment Report (CTAR).

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 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 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 his/her 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.

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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 meets with children and their caregivers twice a week for 90 minutes each session. The program targets speech and language development as well as social emotional development while enhancing overall development through the implementation of structured preschool curricula. Instruction is delivered by two special education teachers, a special education assistant, and a speech and language pathologist. 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 designated Head Start classrooms. 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.

Preschool Collaborative Classrooms (PCC) with Expanded Transitional Kindergarten (ETK)

The PCC / ETK class is an educationally based inclusive program 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. Related services are provided at the school site or designated District location.

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

The half day PCC/CSPP class is an educationally based inclusive program that operates 3 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 Classes (PCC) at Early Education Center (EEC) Sites

The PCC/EEC class is an educationally based inclusive program that operates 4.5 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.

PCC with Head Start

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.

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 California State Preschool Program (CSPP) (PAL/CC & CSPP)

The Preschool for All Learners Collaborative Classroom (PAL/CC) is an educationally based inclusive program that operates 4 hours and 30 minutes, 5 days a week. The preschool curriculum is delivered through evidence-based practices. For 3 hours a day, the PAL/CC students and the students from the California State Preschool Program (CSPP) will be taught by a collaborative team in an inclusive learning environment. The remaining 1.5 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 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, 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, 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.

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 School or Nonpublic Agency.

Transition from Preschool to Kindergarten

An IEP meeting must be held before a student, currently receiving special education and services, transitions to kindergarten. At the meeting, the IEP team must consider whether the child is still in need of special education and services.

To prepare for the IEP meeting the following should be implemented:

- Classroom staff reviews the current classroom assessments, portfolios and anecdotal records and completes pages one through eight of the Classroom Team Assessment Report (CTAR).
- School based team comprised of the site administrator/designee, special and general education teacher, psychologist and related services providers meets and reviews the CTAR to make a recommendation for the IEP team as to whether the student

continues to need special education and services. The team recommendations are recorded on page 8 of the CTAR.

- 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, completes additional assessment, if needed, and documents health report in Welligent. 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, afterschool programs or community preschools, Health Questionnaire is reviewed by Early Childhood Special Education nurses.
- Based on the recommendations, the team determines if additional assessments of the student are needed. If the team determines that additional assessments are needed, an assessment plan must be developed and provided to the parent.

Note: If the team recommends that the student may no longer be eligible for special education, an assessment plan must be developed. District procedures for developing a Special Education Assessment Plan will be followed. If the team does not believe that further assessment are needed, the parent/guardian must be informed, with an accompanying copy of “A Parents Guide to Special Education (Including Procedural Rights and Safeguards)” and be advised that if they disagree they may request assessments.

- All staff responsible for the student's IEP goals must determine the student's present levels of performance, at a minimum, in all six preschool curricular domains. Suggested goals for the coming year should be developed from discussions at the IEP meeting. Goals should be based on Kindergarten standards for Math, Reading, and Writing. Goals for functional skill areas (e.g. communication, social) should also be developed.
- Representatives from the student's school of residence are invited to the IEP meeting.
- At the IEP meeting, the IEP team identifies and documents a means of monitoring continued success of the student if the team recommends less intensive programs or services.
- If the IEP team determines that the student will exit from special education, the team completes the present levels of performance and documents the student's learning style. This information is to be provided to the student's kindergarten teacher.

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 Access: 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, Special Education, Data & Planning, 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 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 Local District Special Education office, under the direction of the Local District 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 Local District. 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

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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:

Reference Number: SELPA Assurance Statement – Appendix A

Document Title: SELPA Assurance Statement

Document Location: SELPA Office

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

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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 8:00 am to 5:00 PM. Interpreter Services are available.

Under the oversight of the Chief of Special Education, Equity and Access, 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:
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

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, Local District Special Education Offices, Community of Schools Offices, the Federal and State Education Programs Office, and/or the Educational Equity Compliance Office, 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 Access: Serves as a resource person to community groups, outside agencies, professional groups, Local District personnel and parents.

Responsibilities of the Administrator, Special Education 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

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provision, and the other governance activities specified within the local plan:

Reference Number:	REF-1410.9
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.

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 8:00 am to 5:00 PM. Interpreter Services are available.

Under the oversight of the Chief of Special Education, Equity and Access, 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:
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 – In Schools (ADR-S)
Alternative Dispute Resolution-In Schools (ADR-S) 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-S process is currently available in selected areas of the LAUSD and will be available throughout the LAUSD in the 2021-2022 school year. The ADR-S 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-S process is provided at no cost to

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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
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 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) days of the expiration of the 30-day resolution period, unless the ALJ grants and 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) days of the final decision.

Except for certain alternative educational placements permitted by law, during the due process proceedings the student will remain in his or her

current placement and will receive the services in his or her 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.

Responsibilities of the Chief of Special Education, Equity, and Access: Directs and supervises the implementation of compliant and due process safeguards and procedures.

Responsibility of the Administrator, Special Education, Data and Planning: 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:

Reference Number:	REF-43782; BUL-6730.1; BUL-095902
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

Description:

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 meeting 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.

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 Access:
• 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 each Local District Special Education office, under the direction of the Local District 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 Local District.
The responsibilities of a Special Education Support Specialist in accordance with EC §56368 may include:
1. Observing, consulting with, and assisting Resource Specialists, related service providers, special and general education teachers;
2. Planning programs, coordinating curricular resources, and supporting the development of effective programs for students with disabilities;
3. Participating in staff development, program development, and innovation of special methods and approaches;
4. Providing coordination, consultation and program development in areas of expertise;
5. Assuring that students with disabilities have full educational opportunity.
6. 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

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evaluating whether the student is making appropriate educational progress:

Reference Number:	BUL-5757.3
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

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 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.

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Description:

Responsibilities of the Chief of Special Education, Equity, and Access: Ensures appropriate assignment of students with disabilities, Monitors programs and services for compliance, Coordinates compliance reviews, District Validation Reviews (DVR), including DVR's of nonpublic schools with whom it maintains contracts, and independent charter schools authorized by the Board of Education within the SELPA.

Responsibility of the Administrator, Special Education, Data and Planning: Provides leadership to and coordinates with nonpublic schools, public agencies, and other outside providers to enrich special education programs.

Responsibilities of the Special Education Support Specialists: Special Education Support Specialists are assigned to each Local District Special Education office, under the direction of the Local District 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. Behavior Support Specialists support the provision of nonpublic Behavioral Services, including collaborating with the Due Process Office and Nonpublic Services Support branch, to maximize the use of existing District resources.

Responsibilities of the Nonpublic Services Support branch: The Nonpublic Services Support (NPSS) branch provides oversight and manages student placement and service assignment of nonpublic contractors, to include school and agency services. The NPSS branch: oversees contract negotiations, monitors contractual adherence, and provides policy guidance and technical support to nonpublic contractors and the District at large; collaborates with a multitude of other departments to ensure alignment and consistency in the District's use of nonpublic contractor services; and utilizes data to identify trends and proactively remedy compliance and contractual violations to increase the District's substantial compliance. Further, the NPSS branch oversees students' educational placements and programs, to including ongoing IEP management, for those who have been identified as requiring a more restrictive setting and services such as those offered by a nonpublic school (NPS) or a nonpublic school/residential treatment center (NPS/RTC).

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)

Reference Number:	SELPA Assurances Statement – Appendix A
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

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Description:

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 ages 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.

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 ages 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 Access:
• 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.

Responsibilities of the Special Education Support Specialists: Special Education Support Specialists are assigned to each Local District Special Education office, under the direction of the Local District 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.

SELPA Los Angeles Unified School District **Fiscal Year** 2021-22

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

SELPA Los Angeles Unified School District

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D. Budget Plan

Each special education local plan area (SELPA) must have a responsible local agency or an administrative unit (RLA/AU), which is the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services.

Public Hearing Notice Posting Date: Apr 27, 2021

The Budget Plan was adopted at a SELPA public hearing on (date): May 11, 2021

Projected special education budget funding, revenues, and expenditures by local educational agencies (LEAs) are specified in **Attachments II–V.** This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA), as well as those who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services. Enter the following information:

RLA/AU Name Austin Beutner, Superintendent

Number of LEAs 1

SELPA Mission Statement—(this field is optional)

Provide leadership, guidance, and support to the school community in order to maximize learning for all students within an inclusive environment so that each student will contribute to and benefit from our diverse society.

SELPA Beliefs—(this field is optional)

Inspire all students to reach their maximum potential as productive and responsible citizens.

SELPA Support Provided to LEAs

The SELPA provides instructional, operational, and compliance support to all schools within the LEAs.

SELPA Los Angeles Unified School District Fiscal Year 2021-22

Table 1: Special Education Revenue by Source

Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	366,831,588	58.59%
AB 602 Property Taxes	$27,960,268	4.47%
Federal IDEA Part B	146,704,518	23.43%
Federal IDEA Part C	$1,077,152	0.17%
State Infant/Toddler	$3,086,253	0.49%
Preschool	$0	0.00%
State Mental Health	$34,322,102	5.48%
Federal Mental Health	$6,076,583	0.97%
Other	$40,000,000	6.39%
Other		0.00%
Total Revenue	626,058,464	100.00%

Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

SELPA Los Angeles Unified School District

Fiscal Year 2021-22

Table 2: Total Budget by Object Codes

Object Code	Amount	Percentage of Total Funding
Object Code 1000—Certificated Salaries	792,300,323	44.65%
Object Code 2000—Classified Salaries	467,013,905	26.32%
Object Code 3000—Employee Benefits	66,674,899	3.76%
Object Code 4000—Supplies	11,297,324	0.64%
Object Code 5000—Services and Operations	377,400,831	21.27%
Object Code 6000—Capital Outlay	$62,874	0.00%
Object Code 7000—Other Outgo and Financing*	59,763,563	3.37%
Total Expenditures	1,774,513,719	100.00%

Using the templates provided in **Attachment** III, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

*Include a description of the expenditures identified under object code 7000:

Indirect Support-General Fund. Tuition-State Special School

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Table 3: Federal, State, and Local Revenue Summary

Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	472,200,211	26.61%
Federal Revenue	153,858,253	8.67%
Local Contribution	1,148,455,255	64.72%
Total Revenue From All Sources	1,774,513,719	100.00%

Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

Describe the basic premise of the SELPA Allocation Plan for distributing dollars as closely as possible to how they are earned.

The Los Angeles Unified SELPA is a single district SELPA representing the Los Angeles Unified School District. Revenues are fully allocated to the LEA.

Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

The Los Angeles Unified SELPA is a single district SELPA representing the Los Angeles Unified School District. Revenues are fully distributed to the LEA. As a single district SELPA, the services are provided through the LEA.

SELPA Los Angeles Unified School District Fiscal Year 2021-22

Table 4: Special Education Local Plan Area Operating Expenditures

Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses .

Accounting Categories and Codes		**Amount**	**Percentage of Total**
Certificated Salaries Code			0.00%
Classified Salaries Code			0.00%
Employee Benefits Code			0.00%
Supplies Code			0.00%
Services and Operations Code			0.00%
Capital Outlay Code			0.00%
Other Outgo/Financing Code			0.00%
Total Operating Expenditures			0.00%

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Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom for Students with Low Incidence Disabilities

Enter the total revenue expenditures for supplemental aids and services for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence disabilities.

Total Federal and State Revenue budgeted for Supplemental Aids and Service Expenditures in the Regular Classroom Setting	
Total Federal and State Funding	626,058,464
Percent of Total LEA Federal and State Revenue Expenditures for Supplemental Aids and Services in the Regular Classroom Setting	0.00%
Total Projected Federal and State Revenue budgeted for Students with Low Incidence Disability Expenditures.	16,120,301
Percent of Total LEA Federal and State Revenue Expenditures for Students with Low Incidence Disabilities	2.57%

Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state revenue expenditures by LEAs participating in the SELPA.

SELPA Los Angeles Unified School District **Fiscal Year** 2021-22

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

January 2020

SELPA: Los Angeles Unified School District | Fiscal Year: 2021-22

E. Annual Service Plan

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

The annual service plan shall be adopted at a public hearing held by the Special Education Local Plan Area (SELPA). Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process as established and specified in the local plan consistent with *EC* sections 56001(f) and 56195.9. The annual service plan shall include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location at which the services will be provided, regardless of whether the LEA is participating in the local plan.

Services Included in the Local Plan: 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 are listed in **Attachments VI**. Services provided by school sites are listed in **Attachment VII** .

Include a description of the service provided and the physical location where the service is delivered:

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(●) 330–Specialized Academic Instruction ( ) *Service is Not Currently Provided*

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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [x] Nonpublic schools (NPSs)
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

(●) 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.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] Nonpublic agencies (NPAs)
- [ ] NPSs
- [ ] Opportunity schools and classes
- [x] Other At Home Services
- [x] Other Family Service Centers
- [x] Other Parent & Me Clinics
- [ ] Other

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(●) 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 0-2yos.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [x] Other: Home Visits
- [x] Other: Family Service Centers
- [x] Other: Parent & Me Clinics
- [ ] Other:

(●) 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.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [x] Other: Home Visits
- [x] Other: Family Support Centers
- [x] Other: Parent & Me Clinics
- [ ] Other:

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(●) 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.

NPA Regional Centers

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [x] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

(●) 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 Family and Teachers.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [x] Other: Home Visits
- [x] Other: Family Support Centers
- [x] Other: Parent & Me Clinics
- [ ] Other

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(●) 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.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative Schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] Nonpublic agencies (NPAs)
- [ ] Nonpublic school (NPS) sites
- [ ] Opportunity schools and classes
- [x] Other: Family Support Centers
- [ ] Other:
- [ ] Other:
- [ ] Other:

( ) 340–Intensive Individual Instruction

(●) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Student needs are met in a variety of instructional models.

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- 350–Individual and Small Group Instruction *Service is Not Currently Provided*

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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

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(●) 415–Speech and Language (5 *CCR* 3051.1)

( ) *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. 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 may provide support, guidance and training as needed.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [x] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

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(●) 425–Adapted Physical Education (5 *CCR* 3051.5)

( ) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

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(●) 435–Health and Nursing: Special Physical Health Care (5 *CCR* 3051.12)

( ) *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 include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [x] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

- 436–Health and Nursing: Other Services (5 *CCR* 3051.12) — *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

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Fiscal Year: 2021-22

- [x] 445–Assistive Technology Services (5 *CCR* 3051.19)
- [ ] *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [x] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

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Fiscal Year: 2021-22

(●) 450–Occupational Therapy (5 *CCR* 3051.6)

( ) *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 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. 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

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Fiscal Year: 2021-22

- 460–Physical Therapy (5 *CCR* 3051.6) *Service is Not Currently Provided*

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 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 System 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [x] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 510–Individual Counseling (5 *CCR* 3051.9) ( ) *Service is Not Currently Provided*

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 or group 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(•) 515–Counseling and Guidance (5 *CCR* 3051.9)

( ) *Service is Not Currently Provided*

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 or group 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 520–Parent Counseling (5 *CCR* 3051.9)

( ) *Service is Not Currently Provided*

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

Parent workshops where individual or group counseling 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 525–Social Worker (5 *CCR* 3051.13)

( ) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 530–Psychological Services (5 *CCR* 3051.10) ( ) *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 referred for assessment through their school of residence following a prescribed mandated 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

- 535–Behavior Intervention (5 *CCR* 3051.23) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [x] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

( ) 540–Day Treatment (•) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

N/A

( ) 545–Residential Treatment (•) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

N/A

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

- (●) 610–Specialized Service for Low Incidence Disabilities (5 *CCR* 3051.16)
- ( ) *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 an itinerant teacher/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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

- (●) 710–Specialized Deaf and Hard of Hearing (5 *CCR* 3051.18)
- ( ) *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 for 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 720–Audiological (5 *CCR* 3051.2)

( ) *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 who 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 725–Specialized Vision (5 *CCR 3051.7)*

( ) *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: 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 the Visually Impaired (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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

- 730–Orientation and Mobility (5 *CCR* 3051.3) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 735–Braille Transcription (5 *CCR* 3051.22)

( ) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

740–Specialized Orthopedic Service (5 *CCR* 3030(e) and 3051.16)

Service is Not Currently Provided

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

Specially designed instruction related to the unique needs of students with orthopedic disabilities that are severe enough to negatively impact a student's educational performance. This specially designed instruction may include specialized materials and equipment. The supports and/or services for learning is focused on accommodations and adaptations necessary to access the curriculum and the educational setting. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

745–Reading Service (5 *CCR* 3051.16)

Service is Not Currently Provided

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

Support provided to students in obtaining the skills to read through a structured literacy approach.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 750–Note Taking Service (5 *CCR* 3051.16) ( ) *Service is Not Currently Provided*

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

Any specialized assistance given to the student 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

(●) 755–Transcription Service (5 *CCR* 3051.16) ( ) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

- [x] 760–Recreation Service, Including Therapeutic Recreation (5 *CCR* 3051.15)
- [ ] *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 from the California Board of Recreation and Parks Certification; or Certified Recreation Therapist Certified through 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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 820–College Awareness (34 *CFR* 300.39 and 300.43)

( ) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

(●) 830–Vocational Assessment, Counseling, Guidance, and Career Assessment (5 *CCR* 3051.14)

( ) *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 his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 840–Career Awareness (5 *CCR* 3051.14)

( ) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

(●) 850–Work Experience Education (5 *CCR* 3051.14)

( ) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 855–Job Coaching (5 *CCR* 3051.14)

( ) *Service is Not Currently Provided*

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 work flow.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

(●) 860–Mentoring (5 *CCR* 3051.14)

( ) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

(●) 865–Agency Linkages, Referral and Placement (30 *EC* Section 56341.5)

( ) *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).

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

(●) 870–Travel Training, Including Mobility Training (5 *CCR* 3051.3)

( ) *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

SELPA: Los Angeles Unified School District

Fiscal Year: 2021-22

- [x] 890–Other Transition Services (5 *CCR* 3051 and 3051.24)
- [ ] *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.

Physical location(s) where the service is provided:

- [x] Schools operated by the LEA
- [x] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [x] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

- [ ] 900–Other Related Service (5 *CCR* 3051 and 3051.24)

Qualified Service

- [ ] 900–Other Related Service (5 *CCR* 3051 and 3051.24)

Qualified Service

- [ ] 900–Other Related Service (5 *CCR* 3051 and 3051.24)

Qualified Service

- [ ] 900–Other Related Service (5 *CCR* 3051 and 3051.24)

Qualified Service

LOS ANGELES UNIFIED SCHOOL DISTRICT

Special Education Local Plan Area

Appendix A

SELPA
Assurances Statement

Special Education Local Plan Area 2021- 2024

Local Educational Agency Assurances

The Los Angeles Unified School District SELPA ensures conformity with Sections 1412(a) and 1413(a)(1) of Title 20 of the *United States Code* (20 USC), and in accordance with Title 34 *Code of Federal Regulations* (34 CFR) Section 300.201, that the following policies are consistent with state laws, regulations, and policies governing each of the requirements established in *EC* 56205 (a) (1-22).

1. Free appropriate public education (20 *United States Code* [*U.S.C.*] § 1412 [a][1])
It shall be the policy of this local educational agency (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.

2. Full educational opportunity (20 *U.S.C.* § 1412 [a][2])
It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.

3. Child find (20 *U.S.C.* § 1412 [a][3])
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, and 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.

4. Individualized education program (IEP) and individualized family service plan (IFSP) (20 *U.S.C.* § 1412 [a][4])
It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *U.S.C.* § 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 *U.S.C.* § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. Least restrictive environment (20 *U.S.C.* § 1412 [a][5])
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.

6. Procedural safeguards (20 *U.S.C.* § 1412 [a][6])
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.
7. Evaluation (20 *U.S.C.* § 1412 [a][7]) 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.

8. Confidentiality (20 *U.S.C.* § 1412 [a][8])
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.

9. Part C to part B transition (20 *U.S.C.* § 1412 [a][9])
It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 *U.S.C.* § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

10. Private schools (20 *U.S.C.* § 1412 [a][10])
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.

11. Local compliance assurances (20 *U.S.C.* § 1412 [a][11])
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 *Education Code*, Part 30.

12. Interagency (20 *U.S.C.* § 1412 [a][12])
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.

13. Governance (20 *U.S.C.* § 1412 [a][13])
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 Educational Agency.

14. Personnel qualifications (20 *U.S.C.* § 1412 [a][14])
It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, 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 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.

15. Performance goals and indicators (20 *U.S.C.* § 1412 [a][15])
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.

16. Participation in assessments (20 *U.S.C.* § 1412 [a][16])
It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of state, local, and federal funds (20 *U.S.C.* § 1412 [a][17])
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.

18. Maintenance of effort (20 *U.S.C.* § 1412 [a][18])
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.

19. Public participation (20 *U.S.C.* § 1412 [a][19])
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 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.

20. Suspension and expulsion (20 *U.S.C.* § 1412 [a][22])
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.

21. Access to instructional materials (20 *U.S.C.* § 1412 [a][23])
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.

22. Overidentification and disproportionality (20 *U.S.C.* § 1412 [a][24])
It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.
• See attached Comprehensive Coordinated Early Intervening Services (CCEIS) Plan 2021-2024

23. Prohibition on mandatory medicine (20 *U.S.C.* § 1412 [a][25])
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.

Resources

Division of Special Education Website: https://achieve.lausd.net/sped

A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards), September 2018 (English)

Una Gía para padres sobre servicios de educación especial (incluidos los derechos y garantías procesales), Septiembre de 2018 (Español)

State Performance Plan Indicators Guide, May 2020

LAUSD Teaching and Learning Framework

LAUSD School Leadership Framework

LAUSD Special Education Paraprofessionals Performance Framework

LOS ANGELES UNIFIED SCHOOL DISTRICT

Special Education Local Plan Area

Appendix B

Governance and Administration of the Local Plan

Special Education Local Plan Area 2021-2024

GOVERNANCE AND ADMINISTRATION OF THE LOCAL PLAN

Governance Structure

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 exceptional needs.

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 Access, and Local District Superintendents. Local District Superintendents are responsible for the District's administrative areas (Local Districts). The Division of Special Education is administered by the Chief of Special Education, Equity and Access, in accordance with the District's organizational structure. (attached). The Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA.

Local District Superintendents work with their staff to inform school principals in their respective Local Districts about requirements for the operation of special education programs. Special Education offices associated with each Local District, led by the Local District Special Education Administrator, support the administration of the special education program and services. Each Local District Special Education office has Special Education Support Specialists with expertise in various aspects of special education to assist schools and staff in implementing special education programs.

The LAUSD Board of Education established 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 Superintendent of Public Instruction and for establishing a governance structure for implementation of the plan.

Responsibilities of the 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 21 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
- 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 Los Angeles Unified School District

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 Access. The Superintendent of Schools is responsible for the supervision, evaluation, and discipline of the Associate Superintendent who is appointed by the Board of Education, as are the Local District Superintendents.

The responsibilities of the Superintendent of Schools 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.

Responsibilities of the Chief of Special Education, Equity and Access

The Chief of Special Education, Equity and Access 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
- 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, Local District 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
- 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 Local District 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 DVR's of nonpublic schools with whom it maintains contracts, and independent charter schools authorized by the Board of Education within the SELPA Administers procedures to assure 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 Access 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 and Nonpublic Services Support; Charter Operated Programs; Instruction; Compliance/Policies and Procedures; Psychological Services/Due Process; Related Services; Early Childhood Special Education; and Operations

Responsibilities of the Senior Director, Division of Special Education

The Senior Director, Division of Special Education supports the Chief of Special Education, Equity and Access is responsible for the administration of the local plan in addition to the following:

- Leads, integrates, and supports all divisions and departments within the Division of Special Education.
- Leads 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
- Leads the development and evaluation of curricula, instructional materials, and specialized equipment
- Leads and supports collaborative relationships between special and general education personnel and parents in determining appropriate instructional support for eligible students with disabilities
- Develops and supports the implementation of a system of staff development and parent education
- 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 of 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 System of Supports Framework (MTSS) in the Student Success and Progress Team (SSPT)
- Leads the implementation of compliant and due process safeguards and procedures
- 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
- Serves as a liaison for community groups, outside agencies, professional groups, Local District personnel and parents
- Formulates policies and develops goals, plans, and commitments for instruction that ensure achievement of students with disabilities

Responsibilities of the Administrator, Special Education, Operations

Under the direction of the Senior Director, Special Education, responsibilities and duties in support of the District and Division initiatives, include but are not limited to:

- Assists the Senior Director, Special Education with effectively leading, integrating, and supporting all divisions and departments within the Division of Special Education.
- Provides 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.
- Leads administrators, personnel, and collaborates with outside agencies to coordinate programs including Extended School Year, that align with the goals and initiatives of the Division of Special Education.
- Administers and ensures that staffing patterns, scheduling, and organizational structures are appropriate to desired division program goals, outcomes, and initiatives.
- Oversees professional development in alignment with District and Division of Special Education initiatives.
- Provides leadership and support in the review and analysis of special education operations fiscal and programmatic data related to program audits.
- Collaborates with the Transportation Branch to meet the needs of students with disabilities and special education programs.
- Provides leadership, support, and oversight for the call center, complaint management, and the translation unit for the Division of Special Education.
- Provides direction and leadership in student placements, E-Cast, and norm day procedures.
- Provides leadership and support in compliance and implementation of federal and state mandates and District policies and procedures for special education programs.
- 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.
- Manages the performance of assigned special education staff through communication of performance expectations, effective observations, documented actionable feedback, and assistance and guidance when necessary.

Responsibilities of the Administrator, Special Education, Data and Planning

Under the direction of the Senior Director, Special Education, responsibilities and duties in support of the District and Division initiatives, include but are not limited to:

- Assists the Senior Director, Special Education with effectively leading, integrating and supporting all divisions and departments within the Division of Special Education.
- Provides 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.
- Leads 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.
- Provides leadership to and coordinates with non-public schools, public agencies, and other outside providers to enrich special education programs.
- Administers, supervises, coordinates, and evaluates special education programs to ensure substantial compliance with federal and state mandates and District policies and procedures and the implementation of special education current best practices.
- Leads the creation of a plan, based on a multiple sources of District data, to improve the equity of educating students with disabilities.
- Collaborates with the District's Parent and Community Services Branch to plan and lead the Community Advisory Committee processes for the Division of Special Education to meet the needs of students with disabilities and special education programs.
- Collaborates with District Charter-operated programs on behalf of the Division of Special Education.
- Administers and ensures that staffing patterns, scheduling, and organizational structures are appropriate to desired division outcomes and initiatives.
- Leads professional development in alignment with District and Division of Special Education initiatives.
- Provides leadership, support, and oversight of all special education related ITD platforms, including Welligent, MISIS, and Schoology.
- Leads review and analysis of special education fiscal and programmatic data related to program audits.
- Serves as a liaison with outside organizations including Greater Los Angeles Area SELPA, Council of Great City Schools, Council of Exceptional Children, and SELPA statewide.
- Provides direction and oversight for the Due Process Unit for the Division of Special Education.
- Leads the use of District data to guide the support, development, and evaluation of programs and initiatives relating to the Division of Special Education.
- Manages departments' performance on metrics aligned to the Division's defined goals.
- Manages the performance of assigned special education staff through communication of performance expectations, effective observations, documented actionable feedback, and assistance and guidance when necessary

Development of the Local Plan

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.

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 selected by their peers in an active role".

1. The Los Angeles Unified School District SELPA has a Local Plan Advisory Committee to advise in the development of the Local Plan. The SELPA Director 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 group:

- **a)** Parent representatives from the CAC
- **b)** Chairperson of the CAC
- **c)** Teacher representatives
- **d)** Administrator representatives
- **e)** District personnel selected by the Chief of Special Education, Equity and Access

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

3. Recommendations from the Local Plan Advisory Committee are shared with the CAC for input. The CAC will have 30-days to review the proposed Local Plan. The Division of Special Education (DSE) will then submit to the LAUSD Board of Education for approval prior to submission to 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)** Instructional rounds utilizing the Teaching and Learning Framework, Administrative Leadership Framework, and Paraprofessional Performance Framework. These frameworks set forth expectations for each: teacher, administrators and paraprofessionals that work closely with students with disabilities.

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.

Division of Special Education

2020-2021

Organizational Chart

LAUSD SELPA Administrative Unit
2020-2021 Organization Chart
Fund Center: 1032301
Revised Date: 10/20/20

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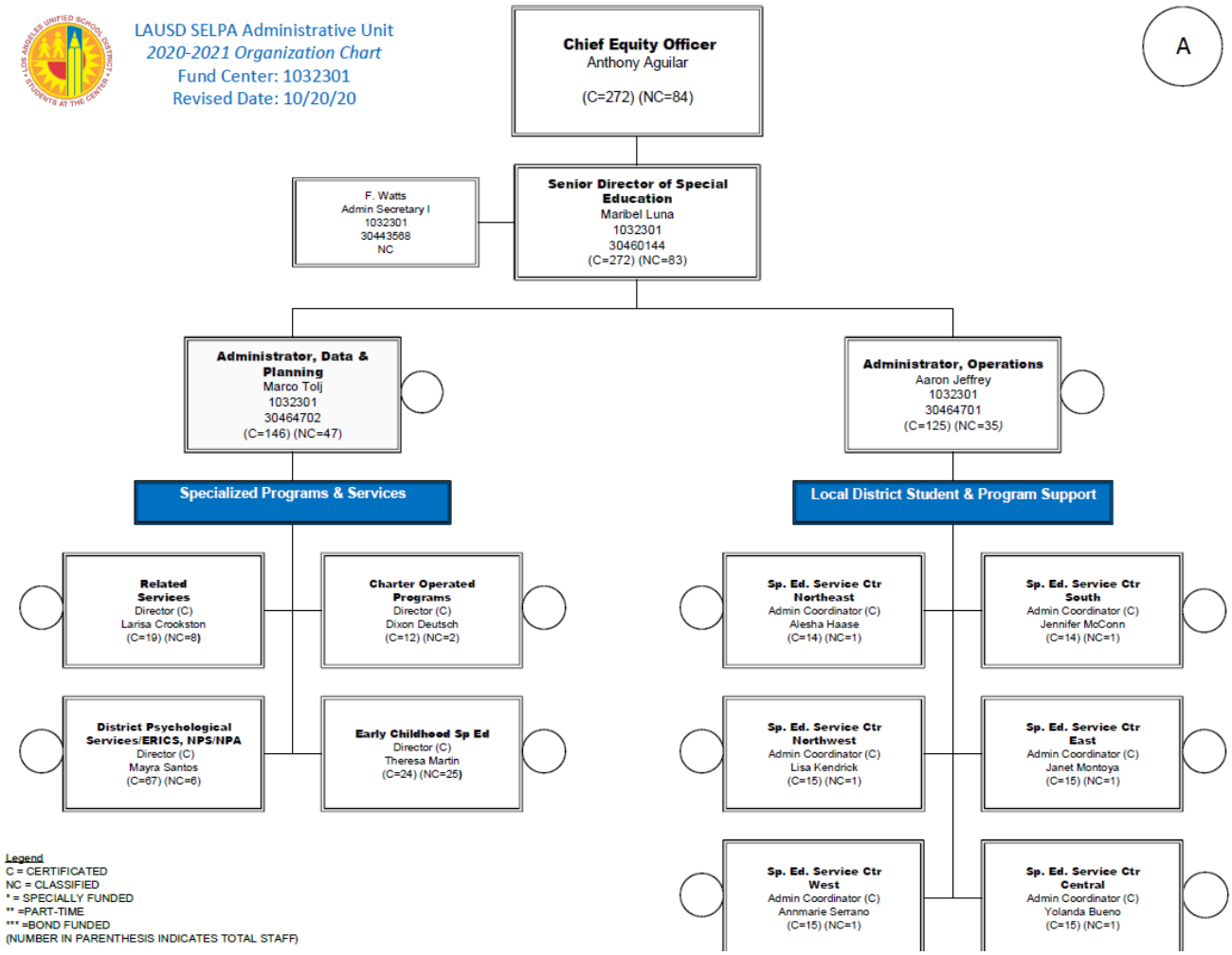

Legend
C = CERTIFICATED
NC = CLASSIFIED
* = SPECIALLY FUNDED
** =PART-TIME
*** =BOND FUNDED
(NUMBER IN PARENTHESIS INDICATES TOTAL STAFF)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Special Education Local Plan Area

Appendix C

Interagency Agreements

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Interagency Agreement for
Children from birth to thirty six (36) months of age
Eligible for Services under Part C of the Individuals
with Disabilities Education Act (IDEA)
Between the Local Education Agency (LEA)
Los Angeles Unified School District
And
Harbor Regional Center
Westside Regional Center
Lanterman Regional Center
North Los Angeles Regional Center
South Central Los Angeles Regional Center
Eastern Los Angeles Regional Center

School Years 2019/2020 and 2020/2021
July 1, 2019 through June 30, 2021

Interagency Agreement for
Children from birth to thirty six (36) months of age
Eligible for Services under Part C of the Individuals with Disabilities
Education Act (IDEA)
Between the Local Education Agency (LEA)
Los Angeles Unified School District
and
Los Angeles County Regional Centers (RC)

A. REFERRAL PROCEDURES: The Local Educational Agency and the Regional Center shall work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals with Disabilities Education Act (I.D.E.A.). The term, "eligible infant or toddler" means an infants or toddler from birth to 36 months who demonstrate through documented evaluation(s) and assessment(s) meet one of the following criteria: 1. Developmental delay – The new definition of "significant difference," for purposes of identifying developmental delay, is a 33-percent delay in one or more developmental areas. This new definition no longer requires a more significant level of delay for children 24 months of age or older. 2. At High Risk – The new criteria restores Early Start eligibility for those infants and toddlers who are at high risk of experiencing developmental delays or disabilities due to a combination of biomedical risk factors. 3. Or an established risk condition of known etiology, with a high probability of resulting in delayed development. (California Government Code Section 95014(a))

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEA will refer all infants and toddlers that may be potentially eligible for Regional Center, IDEA Part C services. All cases regarding children suspected of being eligible for services under Part C will be referred to the Regional Center within seven (7) days of identification (34 CFR, Part 303.303). The Regional Center is responsible to evaluate and determine eligibility.	1.0 Regional Center refers all infants and toddlers that may be potentially eligible for LEA services, under Part C for solely low incidence condition or dually eligible condition within seven (7) days of identification (34 CFR, Part 303.303). The LEA is responsible to evaluate and determine eligibility.
2.0 Each LEA is responsible for providing services to solely low incidence children birth to thirty six months of age. Low incidence disabilities are defined as severe disabling conditions that include hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. (E.C. 56425)	2.0 If solely low incidence eligibility can be determined without the Regional Center assessment, the Regional Center refers directly to the LEA infant contact person. If the Regional Center conducts an assessment, as soon as "solely low incidence" eligibility is determined the Regional Center shall make a referral to the LEA within seven (7) days (34 CFR, Part 303.303).
3.0 If toddler is within 45 days of their 3rd birthday at the time of initial referral to Regional Center, the LEA will accept referral for preschool educational assessment and	3.0 If toddler is within 45 days of their 3rd birthday at the time of initial referral to Regional Center, the RC shall refer child to the LEA for preschool educational

recommendations regardless of disabling conditions, with parental consent.	assessment and recommendations regardless of disabling condition, with parent consent.
4.0 Each LEA will identify an individual that will act as the primary contact for all children birth to thirty-six months of age referred to the LEA.	4.0 Each Regional Center may identify an individual who will act as the primary contact for all children birth to thirty-six months of age referred to the LEA
5.0 All children currently receiving infant services through the LEA will continue to be served by the LEA regardless of disabling condition up to maximum capacity. 5.1 An LEA serving infants prior to October 1, 1993, will continue to serve non categorical infants at their 1980-81 numbers. 5.2 The LEA is under no obligation to continue regional center services prior to the LEA referral. When a solely low incidence child is referred to their LEA, the LEA must complete an assessment and IFSP within 45 days.	5.0 All children currently receiving early intervention services through the Regional Center will continue to be served by the Regional Center regardless of disabling condition. 5.1 If a child is determined to be no longer eligible for Part C services, The Regional Center will discharge child in accordance with standard practice and applicable regulations. 5.2 If the child is solely low incidence, the Regional Center will refer child to the LEA.
6.0 Education assumes the responsibility to set up the IFSP meeting of all solely low incidence children referred, but not assessed by the Regional Center.	6.0 The Regional Center assumes the responsibility to set up the IFSP meeting of all children assessed by the Regional Center.
7.0 Within 45 days of the initial referral, the LEA will complete the evaluation and assessment process and have an IFSP meeting for all children referred to education and suspected of being solely low incidence.	7.0 Within 45 days of referral for all children suspected of being eligible for services under Part C, the Regional Center completes the evaluation and assessment process and have an IFSP meeting completed. 7.2 If determined LEA eligible RC may provide the family and LEA an IFSP revision documenting LEA services. Start date will be IFSP revision date. SC will provide LEA IFSP revision in a timely manner that is consistent with regulation.

B. CHILD FIND: Regional Center (RC) and 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 assure 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.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 In most cases, children ages birth to 36 months are not enrolled in any public school	1.0 The Regional Center conducts the following child find activities:

programs. Therefore, a primary responsibility of the LEA to make families, schools and agencies aware of available special education services and criteria for eligibility. “Child Find” information is disseminated through letters, program brochures, presentation and workshops. Educational information is distributed to agencies and communities, including, medical, social, educational, and therapeutic services.	- Assign liaison or designee to local hospitals and vendored programs; - Contact local parent organizations and support groups; - Distribute early intervention materials to agencies and individuals in the community; - Produce fact sheets regarding early intervention; and - Make presentations to local professional groups and other organizations who serve culturally diverse populations.
2.0 LEA will collaborate with ELARC and the Family Resource Center in local child find activities.	2.0 The Regional Center collaborates with LEA and the Family Resource Center in local child find activities.

C. EVALUATION AND ASSESSMENT PROCEDURES: Assessment means the ongoing procedures used by appropriate qualified personnel throughout the period of a child’s eligibility to identify the child’s unique strengths and needs in five developmental areas consisting of: 1) cognitive development, 2) physical and motor development including vision and hearing, 3) communication development, 4) social or emotional development, and 5) adaptive development. Assessment and the sharing of results shall be completed within the 45-day timeline. All children referred for assessment and/or services are afforded individual rights and protections as required by federal and state statutes from the time referral is made. (CCR 17 Sec. 52082)

Local Educational Agency (LEA)	Regional Center (RC)
1.0 Upon notification of a child suspected of being eligible for services under Part C, the Local Educational Agency will refer the family directly to the Regional Center.	1.0 The Regional Center evaluates all children who are potentially eligible for services under Part C.
2.0 The LEA will accept referrals from the Regional Center for a child who is solely low incidence and the LEA assumes responsibility for assessment. 2.1 , The LEA shall accept referrals from the California Department of Education (CDE) Newborn Hearing Screening Program. The LEA shall contact child’s family to initiate evaluation and assessment. 2.2 If a child is within 45 days of their 3rd birthday, the LEA shall accept direct referral for preschool educational evaluation, assessment and recommendations for Part B,	2.0 If solely low incidence can be determined without the Regional Center assessment, referral will be made directly to the LEA contact person. 2.1 The Regional Center accepts referrals for dually eligible infants and toddlers from the LEA and will assume responsibility for ongoing assessment(s). 2.2 If child is within 45 days of 3rd birthday, the Regional Center may refer child to the LEA for preschool educational evaluation, assessment and recommendations regardless of disabling condition with parental consent.

IDEA, regardless of disabling condition with parental consent.	
3.0 The LEA will provide all service coordination to infants and toddlers determined to be solely low incidence.	3.0 The Regional Center may provide all service coordination to infants and toddlers eligible for Part C services. The Regional Center serves as lead agency for dually eligible infants and toddlers and will coordinate all IFSP meetings with the LEA.

D. EXCHANGE OF INFORMATION: All efforts should be made to ensure that child's eligibility determination should not be delayed due to information not being available. Timely exchange of information will result in more efficient procedures for eligibility, without duplication of services and unnecessary burdens to the family.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 LEA will obtain written parental consent before initial evaluation and assessments are conducted, and early intervention services are initiated.	1.0 Regional Center obtains written parental consent before initial evaluation and assessments are conducted, and early intervention services are initiated.
2.0 LEA will obtain written parental consent to exchange information between LEA and RC on an annual basis.	2.0 Regional Center obtains written parental consent to exchange information between RC and LEA on an annual basis.
3.0 With parental consent, for children who are found to be dually eligible, in order to assist RC with program planning, LEA will provide RC with information on evaluations, assessments, and individual family service plans (IFSPs) days within 10 working days.	3.0 With parental consent, for children who are found to be dually eligible, in order to assist LEA with program planning, RC may provide LEA with information on evaluations, assessments, and individual family service plans (IFSPs) days within 10 working days.
4.0 LEA will request ongoing information from RC on evaluations, assessments, and individual family service plans (IFSPs) for children who are found to be dually eligible, in order to assist LEA with program planning and record maintenance.	4.0 RC may request ongoing information from LEA on evaluations, assessments, and individual family service plans (IFSPs) for children who are found to be dually eligible, in order to assist RC with program planning and record maintenance
5.0 LEA will provide RC a copy of the Individualized Education Program for children who are found eligible to receive Part B of IDEA services at three years of age, with parental consent.	5.0 RC may obtain a copy of the Individualized Education Program for children who are found eligible to receive Part B of IDEA services at three years of age, even if they will not be eligible for continued Regional Center services under the Lanterman Act.

	6.0 RC may provide to LEA copies of all IFSP's including: initial IFSP, periodic reviews, annual reviews and service revisions within 45 days of the IFSP date.

E. INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP): Each child eligible for services under Part C must have an Individualized Family Service Plan. The evaluation, assessment, and meeting to develop the IFSP must be held within 45 calendar days from the time of referral. All IFSP meetings shall be in the native language of the family and the IFSP shall be in writing. IDEA Part C § 303.25 and CCR Title 17 52102

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEA is responsible for developing the IFSP for solely low incidence children. 1.1 With parental consent, the IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.	1.0 The Regional Center is responsible for developing the IFSP for children who do not have solely low incidence needs. 1.1 With parental consent, the IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.
2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.	

F. TRANSITION: All children receiving Early Start services are potentially eligible for LEA special education and related services at age thirty-six months. The Regional Center must ensure to notify the LEA of all potentially eligible toddlers, not fewer than 90 days prior to the toddler's third birthday in accordance with 34 CFR 303.209(b). The purpose of transition is to begin planning for service options as the individual with exceptional needs approaches age 3 (no later than 36 months of age). The child who is served by either an LEA or Regional Center shall have the benefit of transition planning from the infant services program to the preschool services operated by an LEA under Part B of the Individuals with Disabilities Education Act. The service coordinator shall notify the LEA where the toddler resides of the mutually agreed upon IFSP transition plan and conference (IFSP/TPC), requiring the attendance of an LEA representative. 34 CFR 303.209 and 303.344.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEA shall confirm mutually scheduled receipt of invitation and attend the	1.0 The service coordinator identifies mutually agreeable dates, times, and locations

transition planning conference and IFSP meeting between 2.3 years old but not fewer than 90 days prior to the child's third birthday.	in advance and send the invitation to the LEA and parent for the transition planning conference and IFSP meeting between 2.3 years but not fewer than 90 days prior to the child's third birthday. 1.1 For those children between 90 and 45 days of their third birthday, RC and LEA will conduct a transition conference with LEA present when possible and agreed upon by the parent.
2.0 During the IFSP/TPC, the LEA shall facilitate a collaborative discussion of the transition steps as part of the IFSP including: - assessment process, - timelines - eligibility criteria - IEP meeting process - review possible preschool program and services options -suggest a notification/referral date at least 90 days prior to the third birthday - identify additional information to be included	2.0 In collaboration with LEA, the Regional Center may facilitate a discussion of the transition process as part of the IFSP. Service Coordinator will update and document: - present levels of development, - resources, priorities, and concerns - review of progress on outcomes and continuing services - transition services and activities the IFSP team identifies as needed - notification referral date of at least 90 days prior to the third birthday - obtain written parental consent for additional information to be sent to the LEA at the time of referral beyond name, birth date, and parent contact information - to provide a copy of the IFSP/TPC to the LEA - identify additional information to be included
3.0 The LEA will inform the Regional Center of the date the notification/ referral is received. 3.1 Upon receipt of the notification/referral the LEA within 15 days will send the assessment plan to the parents for signature	3.0 The Regional Center may send the notification/referral as discussed at the TPC/IFSP, but no fewer than 90 days prior to the third birthday (no later than thirty three months of age) to the LEA, which will include: - name, date of birth, and parent contact information - referral may include other information with parent consent 3.1 The Regional Center requests parental signature and return the LEA assessment plan to the LEA in a timely manner.
4.0 LEA Assessments: If the IFSP/TPC is held at 2.8 years of (32 months of age), LEA	4.0 LEA Assessments: If the IFSP/TPC meeting is held at 2.8 years of age (32 months

assessments with parent consent will be signed during the meeting. The LEA will, with parent/guardian consent, assess the child as needed and make program recommendations as appropriate. 4.1 If the IFSP/TPC is held with the LEA in attendance and the toddler is between 2.3 thru 2.7 years of age, the IFSP Team will determine the date the LEA notification/referral will be made. LEA notification/referral cannot be fewer than 90 days prior to the toddler's third birthday. Upon receipt of the notification/referral the LEA within 15 days will send the assessment plan to the parents for signature.	of age), but fewer than 90 days before the toddler's third birthday, LEA assessments with parent consent will be signed during the meeting. 4.1 If the IFSP/TPC is held with the LEA in attendance and toddler is between 2.3 thru 2.7 years of age, IFSP Team will determine the date the LEA notification/referral will be made. Regional Center ensures that the LEA notification/referral will be made in a timely manner but no fewer than 90 days prior to the toddler's third birthday. The LEA, as agreed, will send the assessment plan to the parents for signature.
5.0 The LEA will schedule an IEP team meeting, to include parent/guardian, the Regional Center Service Coordinator (with parent permission), and all other appropriate LEA personnel. The IEP will be developed and implemented by child's third birthday (no later than 36 months of age).	5.0 The Regional Center Service Coordinator may attend the IEP meeting, with parent/guardian consent. Parent must notify the CSC. 5.1 The exit IFSP may be held concurrently with the initial IEP team meeting. As an exception, the Regional Center may continue providing or purchasing services for a preschooler who has been determined eligible for services under the Lanterman Act, until the beginning of the next school term after the child's third birthday during a period when the LEA special education preschool is not in session.
	6.0 Regional Center may continue providing or purchasing services for preschoolers who have been determined eligible for regional center services: (1) until the beginning of the next school term after the toddler's third birthday during a period when the LEA special education preschool program is not in session; and (2) when the multidisciplinary team determines that services are necessary until the LEA special education program resumes.

G. SERVICE COORDINATION: Service Coordination is an early intervention service and must be provided under public supervision. The role of the Service Coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons. The Service Coordinator must be knowledgeable about eligible infant and toddler programs, Part C law and regulations, nature and scope of services under Part C of IDEA § 303.34

The following applies to both the LEA and the REGIONAL CENTER

1.0 The LEA/Regional Center appoints a service coordinator that meets the standards under Part C.
2.0 The service coordinator serves as the primary point of contact for eligible children and families.
3.0 The service coordinator coordinates with other agencies and person providing services to the family.
4.0 Service coordination activities include: • Coordinating evaluations and assessments. • Facilitating and participating in the development, review, and evaluation of individualized family service plans. • Assisting families in identifying service providers and informing families about additional nonrequired services. • Coordinating and monitoring the delivery of services outlined on the IFSP. • Informing families of Early Start Parent Rights and procedural safeguards • Facilitating the development of a transition plan from Part C to Part B preschool service (as appropriate) and/or other community resources.

H. TRANSFERS WITHIN CALIFORNIA: Regional Centers and LEA will manage respective transfers of children within areas in California. This is necessary to ensure the efficient and timely integration into the services system in the new area. CCR Title 17 Sect. 52111

Local Educational Agency (LEA)	Regional Center (RC)
1.0 With written parental consent, the LEA will transfer a child's special education records, or a copy thereof, within five working days of receipt of a request from an education agency where child has enrolled.	1.0 RC transfers a dually-served child's case to another Regional Center upon notification of a family's move out of the RC's catchment area. Transfers will be handled according to RC's MOU for statewide transfers.
2.0 For solely low incidence eligible children transferred from another educational agency, LEA will immediately provide an interim placement for a period not to exceed 30 days. 2.1 For solely low incidence eligible children, the LEA will implement services as specified on existing current IFSP to the extent possible	2.0 RC provides services as specified on current IFSPs for children transferred from other regional centers, as further assessment of needs may be appropriate

within existing resources or develop a new IFSP. 2.2 For solely low incidence eligible children before the expiration of the 30-day period, the interim services shall be reviewed by the IFSP team, final recommendations shall be made by the team and a new IFSP will be developed.	
3.0 For dually eligible children with an existing IFSP where Early Intervention Services are provided by an LEA, the receiving LEA will provide an interim placement provided it is operating below its funded capacity.	3.1 RC Service Coordinator may contact new families within 10 days of receipt of a new case, and will revise the IFSP as needed to reflect changes in service caused by the use of new providers or the availability of generic services.

I. PROVISION OF SERVICES: All services must be provided and monitored by appropriate qualified personnel. Services to families are to provide the "…supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child." It is understood that the level, type, frequency, and provider of services may change upon transfer of a case between agencies.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEA shall provide services to all solely low incidence children pursuant to E.C. Chapter 4.4, Section 56026.5	1.0 Regional Center coordinates and/or provide services pursuant to Part C, IDEA (34 CFR Part 303) listed on the IFSP, as payor of last resort.
2.0 The LEA shall consider the Regional Center recommendations, but is not obligated to implement such services provided by Regional Center.	

J. PAYOR OF LAST RESORT: The Regional Center or the LEA is ultimately responsible to arrange, provide, or pay for appropriate Early Intervention Services as defined in Federal Regulations 34 CFR, Part 303 as listed on an IFSP as required, after all other providers or payors have been fulfilled under state or federal law. Other providers or payors shall include insurance, community resources and other agencies.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 The LEAs are payor of last resort for infants and toddlers who meet eligibility as a child with a solely low incidence, vision,	1.0 The Regional Center is the payor of last resort for all children eligible for Early Start. In compliance with federal and state law and

hearing, or severe orthopedic impairment, or any combination thereof.	regulation, other than for evaluation and assessment, families are required to use their private insurance or health care service plan for medical services identified in the IFSP.
2.0 For children eligible for both the LEA and the Regional Center services, the LEAs must provide services up to their 1980-81 mandated numbers	2.0 For children eligible for services through both the Regional Center and the LEA, the Regional Center funds services that are beyond the 1980-81 mandated numbers for the LEAs.
3.0 Any review or referral to other providers or payors shall not delay the provision of early intervention services specified in the IFSP; services shall begin as soon as possible.	3.0 Any review or referral to other providers or payors shall not delay the provision of early intervention services specified in the IFSP. Services shall begin as soon as possible, but no later than 45 days after the signed IFSP.

K. PROCEDURAL SAFEGUARDS AND SURROGATE PARENT(S)/HOLDER OF EDUCATIONAL RIGHTS: The LEA and/or Regional Center's IFSP process assures a timely, comprehensive, multi-disciplinary evaluation for each infant/toddler from birth to 36 months of age and their family, If eligible, the infant/toddler and family have the right to appropriate Early Intervention Services.

PROCEDURAL SAFEGUARDS SUMMARY

The following applies to the Local Educational Agency and
Regional Center's Early Start Program

1.0 Written parental consent must be obtained prior to conducting evaluations, assessments, and beginning of Early Intervention Services. 1.1 The LEA or the Regional Center shall make reasonable efforts to ensure that the family is aware of the nature of the evaluation, assessment, and or services available. 1.2 Parents will be informed that they have a right to decline any or all of these services. The LEA or the Regional Center shall document this.
2.0 Parents are to be notified, in their native language, of meetings when issues of eligibility and services are discussed. This includes identification, beginning or modifying services, and denial of evaluation, services, or placement.
3.0 Parents have the right to confidentiality of personally identifiable information.
4.0 Parents have the right to invite anyone of their choosing to assist them at meetings.
5.0 Parents have the right to utilize administrative process to resolve complaints. Procedures for complaints and due process hearings shall be available to parents.
6.0 Parents have the right to be informed of the location of records, and the policies and procedures regarding the maintenance of records. Parents have the right to access their children's Early Intervention records.

SURROGATE PARENT

The following applies to the Local Educational Agency and
Regional Center's Early Start Program

7.0 A surrogate parent shall be designated in accordance with Federal Regulations (34 CFR 303.422). This section does not apply to infants and toddlers who are dependents of the juvenile court (refer to section Holder of Educational Rights). Within 30 days of the lead agency determination that a child needs a surrogate parent, each lead agency must ensure that the rights of the child are protected by designating or assigning an individual to act as a surrogate parent when: No parent can be identified - The lead agency or other public agency, after reasonable efforts, cannot locate a parent.
7.1 Each lead agency must ensure that a person selected as a surrogate parent --- - Is not an employee of the lead agency or any other public agency or an EIS provider that provides early intervention services, education, care, or other services to the child or any family member of the child; - Has no personal or professional interest that conflicts with the interest of the child he or she represents; and - Has knowledge and skills that ensure adequate representation of the child
7.2 The surrogate parent has the same rights as a parent for all purposes under this part.

HOLDER OF EDUCATIONAL RIGHTS

**The following applies to the Local Educational Agency and
Regional Center's Early Start Program**

Local Educational Agency (LEA)	Regional Center (RC)
8.0 For solely low incidence eligible infants and toddlers, LEA will work with DCFS and the Court to secure Holder of Educational Rights only when the infant or toddler is a dependent of the juvenile court and "no parent can be located" and/or parent is unavailable, unable or unwilling to provide written consent to evaluate, assess and/or consent to early intervention services identified in the IFSP. 8.1 The holder of educational has the same rights as a parent for all purposes under this part. 8.2 The holder of educational rights has the ability and right to make educational decisions and provide consent for educational services.	8.0 Regional Center, as the lead agency, may work with DCFS and the Court to secure Holder of Educational Rights for dually eligible infants and toddlers only when the infant or toddler is a dependent of the juvenile court and "no parent can be located" and/or or the parent is unavailable, unable or unwilling to provide written consent to evaluate, assess and or consent to early intervention services identified in the IFSP. 8.1 The holder of educational rights has the same rights as a parent for all purposes under this part. 8.2 The holder of educational rights has the ability and right to make educational decisions and provide consent for educational services.

9.0 Holder of Educational Rights will be identified at the time of the Transition Plan Conference and sign all required LEA consents.	9.0 Holder of Educational Rights will be identified and available at the time of the IFSP meeting(s), and Transition Plan Conference. RC may make available copy of JV535 (Minute Order) to the LEA, at the time of referral and/or TPC.

L. DISPUTE RESOLUTION: It is the intent of the LEA and the Regional Center to resolve all disputes at the lowest administrative level possible. Dispute resolution for issues between Regional Center and the LEA will be resolved at the earliest opportunity.

Local Educational Agency (LEA)	Regional Center (RC)
Step 1: The LEA staff is encouraged to resolve disagreements at their lowest administrative level, whenever possible. If an agreement cannot be reached, the dispute will proceed to Step 2.	**Step 1:** The Regional Center staff is encouraged to resolve disagreements at their lowest administrative level, whenever possible. If an agreement cannot be reached, the dispute will proceed to Step 2.
Step 2: The LEA staff will refer the dispute to a LEA designee for resolution. If an agreement cannot be reached at this level, the dispute resolution will proceed to Step 3	**Step 2**: The Regional Center staff may refer the dispute to the designated staff. If an agreement cannot be reached at this level, the dispute resolution will proceed to Step 3.
Step 3: The LEA designee will meet with the Regional Center designee to resolve the dispute.	**Step 3:** The Regional Center designee may meet with the LEA designee to resolve the dispute.

M. ANNUAL REVIEW: The Interagency Agreement for Children Birth to Three Years of Age Under Part C of the Individuals with Disabilities Education Act (IDEA), Between the Local Educational Agency (LEA) / Los Angeles Unified School District and Regional Center (RC) (Los Angeles County regional centers) agree to meet periodically at the request of either party to review for renewal the terms and conditions of this agreement or to make recommendations for changes.

N. AVAILABILITY OF CONTACTS: The regional center and LEA will have contact persons available at all times during the year. This will ensure that children and families can contact individuals who are responsible for assisting with service planning throughout the year. Families should be able to contact staff who can act on the family's or child's behalf during those times when a service coordinator for the regional center or LEA is not available.

Local Educational Agency (LEA)	Regional Center (RC)
1.0 LEA will identify a contact person and his / her designee annually, who will be available at all times during the year.	1.0 RC designated staff may be the available contact person at all times during the year.
2.0 LEA will notify regional center unit supervisor of any changes of the contact person.	2.0 If the RC designated person is unavailable, an alternate contact may be assigned.
3.0 LEA will be available to take referrals from parents of Part C eligible children throughout the year and provide information to regional center staff.	3.0 Regional Center will have staff available to take referrals for the intake process throughout the year. RC unit supervisor will provide information to LEA staff.

Confirmation of Annual Review of the Interagency Agreement Between

Los Angeles Unified School District
and
The Los Angeles County Regional Centers
for Children Birth to Thirty Six Months of Age Under Part C
of the Individuals with Disabilities Education Act (IDEA),

TERMS OF AGREEMENT

The terms of this agreement shall take effect immediately upon receipt of the parties' signatures. The provisions of this agreement would then replace the provisions of prior agreements between the parties regarding Early Start services to infants and toddlers and their families.

Patricia Del Monico, Executive Director
Harbor Regional Center

Dexter Henderson, Executive Director
South Central Los Angeles Regional Center

Ruth Janka, Executive Director
North Los Angeles County Regional Center

Dr. Tom Kelly, Acting Executive Director
Westside Regional Center

Melinda Sullivan, Executive Director
Frank D. Lanterman Regional Center

Gloria Wong, Executive Director
Eastern Los Angeles Regional Center

Theresa Martin, Director
Early Childhood Special Education
Los Angeles Unified School District

Confirmation of Annual Review of the Interagency Agreement Between

Los Angeles Unified School District
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Patricia Del Monico, Executive Director
Harbor Regional Center

2-13-2020
Date

Dexter Henderson, Executive Director
South Central Los Angeles Regional Center

2-24-2020
Date

Ruth Janka, Executive Director
North Los Angeles County Regional Center

02/13/2020
Date

Dr. Tom Kelly, Acting Executive Director
Westside Regional Center

02/13/20
Date

Melinda Sullivan, Executive Director
Frank D. Lanterman Regional Center

2-13-2020
Date

Gloria Wong, Executive Director
Eastern Los Angeles Regional Center

2-13-2020
Date

Theresa Martin, Director
Early Childhood Special Education
Los Angeles Unified School District

Date

Local Interagency Agreement Between LAUSD Special Education Local Plan Area and Los Angeles County California Children's Service
February 1, 2007

Activity		Special Education Local Plan Area / Local Education Agency	Los Angeles County California Children's Services MTP
A. Coordination of Services/ Identification of Liaison California Code of Regulations, Title 2, Division 9, Article 5, Section 60310 (a)(1)	A.1	A SELPA liaison (see glossary) shall facilitate and monitor interagency collaboration and coordinate services between agencies	A MTP liaison (see glossary) shall facilitate and monitor interagency collaboration and coordinate services between agencies.
B. Referrals & Assessments Ca. Code of Regulations, Title 2, Div. 9, Article 5, Sections 60300 m. 60110 (2). 60320, 60323 Tllle22, Chapter 4, Sections 41800-41876, R-40-92E	B.1	The SELPA shall utilize the LEA/SELPA Program Referral (see attachment) lo refer students lo CCS, birth to 21 years of age who *may* have or are suspected of having a neuromuscular, musculoskeletal or other physical impairment, requiring medically necessary OT and/or PT. Students referred lo the SELPA for assessment of fine and gross motor or physical skills shall be considered for assessment by either the SELPA or by CCS depending on the information contained in the referral and the student's documented physical deficit.	CCS shall accept LEA/SELPA Program Referrals (see attachment) for students who have or are suspected of having a MTP eligible condition and who *may* require medically necessary OT and/or PT. If educationally necessary therapy deficits are suspected, CCS shall suggest that the parent/legal guardian contact the student's school of attendance (see glossary) for consultation regarding their student's educational program. If the student is receiving therapy services at a MTU, the MTU staff shall also send a Therapy Plan to the student's school of attendance with the same recommendation.
	B.2	The SELPA referral lo CCS shall include the student's medical diagnosis, current medical records, parental permission for exchange of information between agencies and a signed application for the CCS program (see attachment).	Upon receipt of a referral, CCS shall determine if the referral contains !he required elements. If the referral does not meet the interagency referral criteria, CCS shall notify the referral source and the parent/legal guardian of that fact within 5 calendar days of receipt of the referral. If the referral contains the required elements, CCS shall evaluate the students eligibility for the MTP according to CCS program policies and guidelines. CCS shall notify the referral source and the parent/legal guardian whether a student is eligible or

			ineligible for the MTP within 5 calendar days of the receipt of a complete referral.
	B.3	If the SELPA determines that a referral to CCS is not appropriate, the SELPA shall propose an assessment plan to the parent/legal guardian. The SELPA shall assess individuals according to requirements of federal and state laws.	If CCS determines the student has a MTP eligible condition, the MTU staff shall propose a Therapy Assessment Plan to the parents and obtain written consent for assessment for medically necessary OT and/or PT. Upon receipt of the parent/legal guardian's written consent for the Therapy Assessment Plan, the MTU staff shall send a copy of the parent/legal guardian's consent to the LEA. The parent/legal guardian shall sign this Therapy Assessment Plan not more than 15 calendar days following the determination of the student's MTP eligible condition. CCS shall assess all children who are MTP eligible to determine their need for OT and/or PT '1n accordance with State CCS standards and comply with the requirements of state laws relative to the assessment of children with physical impairments. Upon completion of the assessment, the MTU staff shall send a copy of the OT and/or PT Evaluation and proposed Therapy Plan followed by the approved Therapy Plan to the LEA and parent/legal guardian.
C. IEP Participation and Procedures California Code of Regulations, Title 2, Div. 9, Section 60310 [c) (4.5,6.7) 60325 Gov. Code Section 7572 Program Advisory, CDE, 1995	C.1	Upon receipt of the proposed Therapy Plan indicating a proposed change in the MTP OT and/or PT treatment, the LEA shall schedule an IEP. As per Title 2, the LEA shall provide 10 calendar days written notice to the MTUIMTU-S supervisor prior lo an IEP team meeting for an MTP eligible student when MTP participation will be requested. The notice shall indicate if the MTU/MTU-S therapist is requested to attend	After the student's assessment is completed. a copy of the OT and/or PT Evaluation and the proposed Therapy Plan shall be sent to the LEA and the parent/legal guardian. The MTU staff shall indicate on the Therapy Plan form if there is a proposed change in the student's treatment plan. The MTU staff shall provide 5 calendar days notice to the LEA and the parent/legal guardian via an <u>approved</u> Therapy Plan of a decision to increase, decrease, change the type of intervention, or discontinue MTP services.

			The MTP shall designate an MTUIMTU-S therapist or designee to participate in the IEP meeting, when requested by the LEA or parent/legal guardian. The MTU staff shall provide the parent/legal guardian and the LEA with a copy of the Therapy Plan and the OT/PT Evaluation. These documents shall include: a) The student's present level of functional performance; b) The proposed functional goals to achieve a measurable change in function or recommendations for services to prevent loss of present function and documentation of progress to date; c) The specific related services required by the student including physical therapy or occupational therapy intervention, treatment, consultation or monitoring d) The proposed initiation, frequency and duration of the services and e) The proposed date of medical reevaluation.
	C.2	The LEA shall provide to the MTU supervisor copies of any notices from the parent/legal guardian or LEA of the intent to include an attorney in the IEP meeting.	The MTU staff shall contact the LEA to determine the need to reschedule the IEP meeting immediately after receiving the LEA or parent/legal guardian notice of the intent to include an attorney in the IEP meeting.
	C.3	The site, where the IEP meeting is being scheduled, shall arrange for a teleconference if necessary for MTP participation.	When an MTUIMTU-S therapist is unable to attend an IEP meeting, a MTP designee shall be available by teleconference at a designated time, mutually agreed upon by the MTP and the LEA
	C.4	The LEA shall convene an IEP team meeting to determine if the medically necessary therapy services documented in the approved Therapy Plan are necessary for the child to benefit from special education and therefore, should be included in the IEP	The participation of the MTU/MTU-S therapist or designee in the IEP meeting shall be limited to the discussion of the MTP services that assist the student in developing the necessary functional skills to participate in school activities, coordination of services related to the IEP and the decisions regarding medically necessary therapy services made by the MTC team or the student's CCS paneled physicians. The MTP therapist cannot agree to the provision of additional services

			beyond the scope of the proposed/approved Therapy Plan and the discussion shall be limited to factual clinical findings. The therapists may not share confidential information that the parent has discussed with them, or interpret other mecf1cal reports that are not within the scope of expertise of their discipline.
	C.5	The LEA shall send a copy of the IEP to the MTU/MTU-S when therapy services, as staled in the proposed/ approved Therapy Plan, and/or transportation to the therapy site are included in the IEP.	
D. Least Restrictive Environment	D.1	Monitor LEAs/SELPAs to assure compliance with federal and state laws and regulations relating to the least restrictive environment and natural environment.	Assure that medically necessary PT/OT services are provided in the setting necessary for implementation of the approved therapy plan.
E. Medical Therapy Conference	E.1	LEA representatives may participate in the MTC when requested by the MTP for the purpose of sharing information.	The MTU staff shall send a Notice of a MTC Appointment to the LEA and the parent/legal guardian at least 10 days prior to the scheduled MTC. This form serves as a notification that the proposed therapy plan shall be reviewed at the time the student is examined.
F. Facilities Needs See Attachment, Facility Space, Equipment and Supplies Necessary for CCS MTP Provision for Specific Fiscal Responsibilities. Ca. Code of Regulations, Title 2, Div. 9 Sections 60300, 60310 [c] (9, 10], [d] (1, 2 ,3), 60330 [a, b, c] Education Code Section 17047 [a]	F.1	The SELPA shall work with the MTP to mutually plan for the establishment of any new MTU/MTU-S and !he modifications or relocation of an existing MTU/MTU-S.	The MTP shall recommend to the SELPA liaison the need for an MTU/MTU-S based on the number of hours of prescribed treatment, age and number of children; the residence of the MTU population and the LEAs responsible for providing services for students in the area; the projected growth of the area and the space required to provide medically necessary therapy **services.**
G. Equipment and Supplies	G.1	The SELPA is fiscally responsible for provision of supplies and	CCS shall provide the MTUs or MTU-S with the necessary supplies for MTP

		equipment necessary to support and maintain the function of the MTU-S. A mutually agreeable amount will be determined based on patient caseload of the MTU and MTU-S. The MTP and the SELPA shall jointly determine the equipment and supply needs of the MTUs according to the interagency agreement between the State Department of Health Services, CMS branch and the California Department of Education. The SELPA liaison and the MTP liaison shall establish an annual budget for supplies and equipment used by the MTUs. The monthly data will be used to establish this annual budget.	case management activities, CCS shall provide the MTUs, and MTU-S with the necessary medical supplies to deliver individual treatment of the MTP eligible condition or when the equipment is to become the property of the student. The MTP and the SELPA shall jointly determine the equipment and supply needs of the MTUs and MTU-S according to the interagency agreement between the Department of Health Services, CMS branch and the California Department of Education. The MTP shall provide a monthly data report to the SELPA liaison by the end of each month listing the active cases at each MTU and MTU-S. The report shall include the number of patients and their zip codes that are on the caseload of each MTU & MTU-S. Each years December data will be used to determine the need to open MTU locations for the subsequent December week of winter recess when schools are closed. The SELPA liaison and MTP liaison shall establish an annual budget. The MTP liaison shall provide the estimated cost of therapy equipment and supplies necessary to support and maintain the function of the MTUs and MTU-S and an inventory of equipment provided by the SELPA. By April 1st of every year, any remaining supply and equipment requests from the current year are due to the SELPA. On April 1st of every year an annual budget request for the upcoming year is also due to the SELPA.
	G.2	The SELPA is responsible for the necessary space at the MTU and	The specific MTU and MTU-S space is dependent upon local needs as

		MTU-S lo accommodate the following functions: administration, MTC, comprehensive assessment, private treatment, activities of daily living, storage, and modification of equipment. The SELPA is responsible for the maintenance of the necessary space, equipment and supplies to maintain the function of the MTUs and MTU-S, e.g., utilities including running water and adequate custodial services. The SELPMEA shall maintain the same standard of cleanliness and maintenance as the school site where it is located. Utilities, including heating and air conditioning, shall be provided for the entire time while the MTU is in operation. The SELPMEA shall negotiate with CCS Administrators for the closure of MTUs on certain holidays/district shut down days. LEA/SELPA shall provide basic bathroom supplies for the MTU i.e., paper towels, toilet paper, and soap	determined by joint agreement of the State CMS, Los Angeles County CCS and the SELPA, and approved by both the California Department of Education and Stale Department of Health Services.
	G.3	Space and equipment of the MTUs and the MTU-S shall be for the exclusive use of MTP staff when they are on-site. The SELPA shall coordinate with the MTP for the use of the space and equipment when MTP staff is not present.	Space and equipment of the MTUs and the MTU-S shall be for the exclusive use of the MTP when they are on-site. The SELPA shall coordinate with the MTP for the use of the space. and equipment when MTP staff is not present. CCS recognizes that approved school personnel may utilize the treatment room when therapy personnel are not on site.
	G.4	The SELPA assumes liability for provision of services rendered by their staff. SELPA therapists shall check equipment prior to use. Space and equipment shall be left	The MTP assumes liability for provision of services rendered by their staff. MTP therapists shall check equipment prior to use. Space and equipment shall be left in the same manner in which it was found.

		in the same manner in which it was found.	
H. Transportation Ca. Code of Regulations, Title 2, Division 9, Section 60310 (c)(8) Gov. Code Section 7575 Education Code Sections 41850 (d), 41851, 56342, 56195	H.1	The LEA shall provide transportation to and from the MTUIMTU-S when included in the IEP as a related service. Transportation needs will be determined by SELPA policy based on Education Code, Section 56195.8.	CCS shall not be responsible for transportation costs for students eligible for the MTP to and from the MTUIMTU-S, when included in the IEP as a related service
	H.2	The LEA shall coordinate student transportation with the MTP, school and parent/legal guardian per the SELPA plan based on Education Code, Section 56195.8.	The MTU/MTU-S supervisor or designee shall facilitate transportation with the LEA, school and parent/legal guardian
	H.3	The LEA shall coordinate transportation to and from the MTU/MTU-S based on MTP staff availability.	The MTU/MTU-S supervisor or designee shall coordinate scheduling of therapy to the maximum extent possible to facilitate transportation and minimize school disruptions.
I. Provision of Services Ca. Code of Regulations, Title 2, Division 9, Section 60323, 60325 CMS Numbered Letter 11-1600: Duplication of Physician or Therapy Services Being Provided Through the CCS/MTP	I.1	The SELPA shall utilize all services available including those available through the MTP before expending funds to provide such services. The LEA shall provide OT and/or PT services as stated on the student's IEP that are not designated to be provided by the MTP.	The MTP shall provide medically necessary OT and/or PT services as stated in the student's current approved Therapy Plan.
	I.2	The LEA shall work collaboratively with the MTP in order to avoid duplication and/or coordinate OT and PT services.	The MTU staff shall work collaboratively with the LEA in order lo avoid duplication and/or coordinate OT and PT services. CCS is the primary agency to provide medically necessary therapy services if the same services have been identified by both agencies.
	I.3	The SELPA shall have policies and procedures in place to provide medically necessary OT and/or PT services, when, for any reason, the MTP cannot provide such services as stated in the approved Therapy Plan and contained in the IEP as per Education Code.	The MTP shall assure 1O calendar days written notification to the parent/legal guardian and the LEA when the MTP is unable to provide medically necessary OT and/or PT services as stated in the approved Therapy Plan and contained in the IEP.

	I.4	The LEA shall notify the MTU/MTU-S supervising therapist of any student who transfers into the district with medically necessary OT/PT services included in the student's IEP.	The MTU/MTU-S supervising therapist shall initiate services for a child transferring from another California county MTP based upon residential eligibility and receipt of a current approved Therapy Plan and current medical records including a diagnosis.
J. Fiscal Responsibilities IDEA, 20 USC. Section 1412 (a)(12)(B)(iii)	J.1	When notified by CCS that they are unable to meet a student's OT and/or PT needs that are part of the current approved Therapy Plan and have been placed in the student's IEP, the LEA shall assume the responsibility to provide the services.	The MTP shall notify the SELPA liaison and LEA in 10 calendar days when it is unable to meet a student's OT and/or PT needs that are part of the current approved MTP Therapy Plan and have been placed in the student's IEP.
	J.2	In order to claim reimbursement from Los Angeles County CCS, the SELPA shall request approval and a subsequent authorization from the MTP liaison prior to the initiation of the OT and/or PT services.	CCS shall provide an authorization to the SELPA liaison upon approval of the OT and/or PT services. The authorization shall indicate the frequency and duration of the services, which shall be reimbursed.
	J.3	The SELPA shall use CCS paneled employees or CCS paneled contractors who meet standards as qualified PT or OT health care professionals. An OT and/or PT shall not provide treatment in lieu of MTP services if he or she is also providing educationally related services to the same student. The SELPA shall ensure that PT and OT treatment services are provided in appropriate space allowing for privacy and using necessary equipment for the provision of medically necessary PT and OT services as prescribed in the approved CCS Therapy Plan. The SELPA shall send documentation of the therapy services to the MTP liaison on a monthly basis in the form of progress notes. Documentation shall include but not be limited to	The MTP shall provide oversight of the therapy services provided by the SELPA in lieu of the MTP by reviewing the therapy provider's progress notes to ensure compliance with the approved MTP Therapy Plan.

		the dates of service, length of sessions, description of services provided, response to treatment, student's functional levels and functional benefits of therapy.	
	J.4	The LEA and/or SELPA shall submit a claim for the authorized OT and/or PT services to the Children's Medical Services, Accounting Dept., 9320 Telstar St., Suite 226, El Monte, CA, 91731 using the Health Insurance Claim Form, HCFA 1500.	CCS shall send payment to the SELPA representative indicated on claim cover letter upon receipt of the claim for the treatment services that were provided in compliance with the authorization and the criteria listed in 11c. The reimbursement rate shall not exceed $82 per hour session and $41 per 30-minute session. Therapists will only be reimbursed for treatment services provided.
	J.5		The MTP therapists shall assess the child and provide recommendations regarding medically necessary therapy at the end of the prescribed period. Upon receipt of the approved Therapy Plan, the MTP liaison shall contact the SELPA liaison to discuss the MTP's ability to meet the student's current OT and/or PT needs. Another authorization will be issued to the SELPA liaison if necessary.
	J.6	The SELPA shall notify the MTP of the date and time of any IEP so that the MTP staff may represent the MTP at the IEP. The SELPA therapy provider may not represent CCS at any IEP.	
K. Exchange of Information Ca. Code of Regulations, Title 2, Division. 9, Section 60310(31	K.1	Exchange of information, both verbal and written, shall only be provided with written consent of parent/legal guardian. Consent for release of information form from either the LEA or CCS will be accepted by either agency.	Exchange of information, both verbal and written, shall only be provided with written consent of parent/legal guardian. The written material that can be released from the MTU/MTU-S includes the OT/PT Evaluation, OT/PT Therapy Plan, classroom program and MTC dictations. Consent for release of information form from either the LEA or CCS shall be accepted by either agency.

L. Procedural Safeguards California Code of Regulations, Title 2, Division 9, Section 60550	L.1	If the parent/legal guardian disagrees with the educationally necessary therapy recommendations, the LEA shall inform the parent/legal guardian of the special education due process procedures including their option to "stay put".	II the parent/legal guardian disagrees with the medically necessary therapy recommendations, the MTP shall inform the parent/legal guardian of the CCS due process procedures including their option of continuation of services
	L.2	CCS and the LEA shall participate in discussion as needed to coordinate care and/or resolve issues for students who are "mutually shared'	CCS and LEA shall participate in discussion as needed to coordinate care and/or resolve issues for students who are "mutually shared".
	L.3	All educational OT and/or PT services that are included in the IEP and are not provided by the MTP shall be continued by the LEA pending the education due process. Upon written notification as identified in Title 2, Section 60550, the LEA staff shall participate in due process, complaint investigation and possibly mediation.	Upon written notification by the LEA, all medical OT and/or PT services that are included in the student's approved Therapy Plan and IEP and are provided by the MTP, shall be continued by the MTP pending the education due process. MTP staff shall inform the LEA if a student is not receiving continuation of services during an education due process. Upon written notification as identified in Title 2, Section 60550, MTP staff shall participate in due process, complaint investigation and possibly mediation on issues pertaining to CCS.
M. Interagency Dispute Resolution IDEA, 20 USC Section 1412 (a)(12)(B)(ii)	M.1	The SELPA liaison shall work to resolve disputes with CCS prior to filing a complaint with either the Secretary of Health and Human Services or the Superintendent of Public Instruction. In the event of an interagency dispute, the following procedures shall be utilized: Upon identification of a disagreement between the SELPA and CCS, the involved parties and their supervisors will meet to resolve the issues within 20 working days. If the issues are not resolved by the aforementioned	CCS shall work to resolve disputes with the SELPA liaison prior to filing a complaint with either the Secretary of Health and Human Services or the Superintendent of Public Instruction, In the event of an interagency dispute, the following procedures shall be utilized: Upon identification of a disagreement between the SELPA and CCS, the involved parties and their supervisors will meet to resolve the issues within 20 working days. If the issues are not resolved by the aforementioned meeting, the SELPA and CCS

		meeting, the SELPA and CCS administrators involved in the dispute shall clarify the issues through discussion within 20 additional working days. If issues are not resolved by the aforementioned steps, the SELPA and CCS shall jointly refer the issue in writing to the State Department of Health Services, CCS and California Department of Education for a stale review and resolution. This step is required if above is attempted without success	administrators involved in the dispute shall clarify the issues through discussions within 20 additional working days. If issues are not resolved by the aforementioned steps, the SELPA and CCS shall jointly refer the issue in writing to the State Department of Health Services, CCS and California Department of Education for a state review and resolution. This step is required if above is attempted without success.
N. Professional Standards	N.1	Maintain standards for providing a free and appropriate education to individuals with disabilities as required by federal and state laws and regulations. LEA/school administration will notify CCS staff in advance of school disaster drills and include CCS staff in emergency preparedness drills.	Maintain standards of practice tor physical therapy (PT) and occupational therapy (OT) as recognized by the pediatric rehabilitation and medical community. All CCS staff and volunteers will have been cleared through the stale fingerprinting screening requirement. CCS staff will be notified in advance of school disaster drills and will participate in school emergency preparedness drills.
O. Staff Development California Code of Regulations, Title 2, Div. 9. Section 60310 (c)(11)	O.1	The SELPA liaison shall plan joint staff development activities in conjunction with the MTP liaison. These activities are intended to promote interagency understanding as well as to disseminate the intent and content of this agreement. This shall take place at least one time per year	The MTP liaison shall plan joint staff development activities in conjunction with the SELPA liaison. These activities are intended to promote interagency understanding as well as to disseminate the intent and content of this agreement. This shall take place at least one lime per year.
P. Review of Interagency Agreement and Procedures California Code of Regulations, Title 2, Div. 9, Section 60310 (c)(13)	P.1	The agreement shall be reviewed annually by the SELPA and the MTP liaisons. No additions, deletions, or modifications may be made to this agreement without the joint approval of the parties to the agreement. This document is in effect until replaced by a revised	The agreement shall be reviewed annually by the SELPA and the MTP liaisons. No additions, deletions, or modifications may be made to this agreement without the joint approval of the parties to the agreement. This document is in effect until replaced by a revised Interagency Agreement, signed by all parties.

		Interagency Agreement, signed by all parties.	
	P.2	At least annually, the SELPA and the MTP liaisons shall review changes in procedures that are relevant to both agencies. At least annually, the SELPA liaison shall provide a list of the names, addresses and telephone numbers of the appropriate SELPA administrators and school district special education administrators to the MTP liaison	At least annually, the SELPA and the MTP liaisons shall review changes in procedures that are relevant to both agencies. Al least annually, the SELPA liaison shall provide a list of the names, addresses and telephone numbers of the appropriate MTP contacts to the SELPA liaison.

Los Angeles Unified School District Special Education Local Plan Area and California Children's Services Interagency Agreement Glossary

February 20, 2007

CCS	California Children's Service
CDE	California Department of Education
CMS	Children's Medical Services
District	Los Angeles Unified School District
District Transportation Liaison	Local District ABS (Area Bus Supervisor)
IA	Interagency Agreement
IEP	Individualized Education Program
IEP Representative	School Special Education Clerk
LAUSD OT/PT Office	333 S. Beaudry Ave 16th Floor Los Angeles, CA 90017 Phone # (213) 241-8054
LEA	Local Education Agency
MTC	Medical Therapy Conference
MTP	Medical Therapy Program of California Children's Services
MTP Liaison	Interim Director, Medical Therapy Program, Debra Ruge
MTU	Medical Therapy Unit • Gardena MTU (Sellery School) • Huntington Park MTU (San Antonio El) • Los Angeles MTU (Salvin) • Mar Vista MTU (McBride), (Tri-City SELPA) • North Hollywood MTU (Lowman) • Perez MTU (Perez) • Reseda MTU (Lokrantz)

	• San Pedro MTU (Willenberg) • Widney MTU (Widney)
MTU-S	Medical Therapy Unit – Satellite • Miller TU (Miller) • Pacific Blvd TU (Pacific)
MTU/MTU-S Supervisors	Gardena MTU Supervisor: Denise Walters, PT Huntington Park MTU Supervisor: Sue Burton, PT Los Angeles MTU Supervisor: Cheryl Ashimine, OT Mar Vista MTU Supervisor: Elizabeth Tehrani, OT Miller TU Supervisor: Robin Lande-Kazino, OT North Hollywood MTU Supervisor: Deena Farell, PT Pacific Blvd TU Supervisor: Lawrence Caburs, OT Perez MTU Supervisor: Daniel Swan, PT Reseda MTU Supervisor: Kyle Yetter, OT San Pedro MTU Supervisor: Anna Meza, PT Widney MTU Supervisor: Benson Chu, PT
Mutually Shared	A child who is both a student of LAUSD and client of CCS, who has a current, approved CCS Therapy Plan
OT	Occupational Therapy or therapist
PT	Physical Therapy or therapist
SELPA	Special Education Local Plan Area (Los Angeles Unified School District)
SELPA Liaison	Susan Melly, SELPA Director Marcee Seegan, Director, Related Services

LOCAL INTERAGENCY AGREEMENT

This agreement is between the Los Angeles Unified School District Special Education Local Plan Area (SELPA) and California Children's Services of Los Angeles County.

The purpose of this agreement is to provide guidelines and working procedures for staff and designees of the Los Angeles Unified School District SELPA and California Children's Services of Los Angeles County.

This agreement is entered into in order to provide a systematic, effective continuum of service options to individuals with exceptional needs ages birth to twenty-one years and their parents/legal guardians. The implementation of this agreement will ensure interagency coordination, the timely provision of services, and the effective utilization of agency resources to meet the needs of individuals with exceptional needs.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers in the county of Los Angeles, California.

LOS ANGELES UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION LOCAL PLAN AREA

By: _____ Dated: 2/21/2007

LOS ANGELES COUNTY CHILDREN'S MEDICAL SERVICES

By: Shavonda Webber-Christmas, M.P.H, Acting Director, Children's Medical Services

Dated: 2/28/2007

LOS ANGELES UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION LOCAL PLAN AREA

By: _____ Dated: 2-21-07

LOS ANGELES COUNTY CHILDREN'S MEDICAL SERVICES

By: _____ Dated: 2-28-07

Shavonda Webber-Christmas, M.P.H.
Acting Director, Children's Medical Services

LOS ANGELES UNIFIED SCHOOL DISTRICT

Special Education Local Plan Area

Appendix D

Regionalized Services

REGIONALIZED SERVICES

In accordance with Federal and State mandates, students within the Los Angeles Unified School District (LAUSD) are identified, referred, assessed, and provided appropriate programs and services based on assessed needs in the least restrictive environment as determined by their Individualized Education Program (IEP). Students who have disabilities related to: hearing impairment, hearing and visual impairments, speech or language impairment, visual impairment, severe orthopedic impairment, other health impairment, autism, intellectual disability, emotional disturbance, specific learning disability, traumatic brain injury, multiple disabilities, and established medical disability (3-5 year olds), are served by the LAUSD's programs and services.

Goals of the LAUSD's Division of Special Education

- Ensuring the unique needs of students with disabilities are accurately identified and appropriately met using uniform criteria in compliance with state and federal special education laws;
- Staffing all special education programs with knowledgeable and qualified personnel;
- Successfully integrating students with disabilities with their non-disabled peers to the maximum extent appropriate in the least restrictive environment;
- Strengthening efficiency and effectiveness of general education to provide appropriate academic and behavioral interventions, in order to prevent inappropriate identification of students;
- 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 of students continuing into successful post-secondary activities;
- Ensuring that as appropriate and matched to student need, students are exited from special education and reintegrated into general education; and
- Effectively using an administrative monitoring system, a data management system, providing technical support to schools and Local Districts to assist and guide them in meeting compliance mandates, and increasing the effectiveness of special education programs and services.

To accomplish these goals, the District provides the following:

- District-wide referral and assessment services to provide search and serve for students with disabilities;
- A full continuum of programs and services including: general education classes with supports and/or services; resource specialist programs (RSP); special day programs with supports and/or services; special education centers Career and Transition Centers for 18-22 year olds; non- public schools/agencies; home or hospital instruction, and state residential schools;
- Related services including but not limited to: language and speech, audiological services, deaf and hard of hearing services, orientation and mobility instruction, adapted physical education, counseling and guidance, parent counseling and training, health and nursing services, specially designed vocational education and career development, physical therapy, occupational therapy, vision services, social worker services, and behavior intervention;
- Transition services for children two years, nine months of age, transitioning to preschool programs;
- Transition services for students with disabilities ages 14-21 coordinated through the District Office of Transition Services (DOTS), Division of Special Education;
- Provision of classroom special education Paraeducators to provide support for students with disabilities under the direction of certificated staffwho provide services to students with disabilities;
- Continued instruction for students with disabilities who require special education and related services in excess of the regular academic year through the Extended School Year (ESY). ESY is provided for students with disabilities who have disabilities that are likely to continue indefinitely or for a prolonged period, show regression in skills during interruptions of education program, or have limited recoupment capacity;
- Community involvement opportunities through the Community Advisory Committee (CAC), and partnerships with community agencies;
- Partnerships and cooperation with institutes of higher education to provide training of personnel and development of innovative programs;
- Regional technical supports and guidance including all those services described in EC§56836.23:
    - Coordination and implementation of the Special Education Local Plan
    - Coordinated systems of identification and assessment

- Coordinated systems of staff development and parent
- education Coordinated system of curriculum development and alignment with the core curriculum
- Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism
- Coordinated system of data collection and management including a web-based IEP data and service tracking system Coordination of services to licensed children's institutions and foster family homes
- Coordination of services to medical facilities foster family homes
- Preparation and transmission of required Special Education Local Plan Area (SELPA) reports
- Fiscal and logistical support of the Community Advisory Committee (CAC)
- Coordination of transportation services for children with disabilities
- Assurances of full educational opportunity Fiscal administration and allocation of state and federal funds Instructional support that may be provided by Program Specialists

<u>Program Specialist Services (Special Education Support Specialists)</u>

A. Rationale

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.

B. Policy Statement

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

Program Specialists (Special Education Support Specialists) 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.

C. Administrative Guidelines

Special Education Support Specialists are assigned to each Local District Special Education office 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 Local District, and include: Least Restrictive Environment Specialists, Program Specialists, Behavior Support Specialists, Psychological Services Coordinators, Instructional Specialists, and Transition Specialists.

The responsibilities of a Special Education Support Specialist in accordance with EC §56368 may include:

1. Observing, consulting with, and assisting Resource Specialists, related service providers, special and general education teachers;
2. Planning programs, coordinating curricular resources, and supporting the development of effective programs for students with disabilities;
3. Participating in staff development, program development, and innovation of special methods and approaches;
4. Providing coordination, consultation and program development in areas of expertise; and
5. Assuring that students with disabilities have full educational opportunity.
6. 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.
7. 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.

SELPA Los Angeles Unified School District **Fiscal Year** 2021–22

Certification 3: County Superintendent

IMPORTANT: Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan element(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

C3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

☒ *Yes* ☐ No

C3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

☒ Yes ☐ No

C3-3. The county superintendent certifies the SELPA is a:

☒ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or

☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or

☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

C3-4. A written agreement must be entered into between the LEA and SELPA for implementation of services including, but not limited to *EC* Section 56195.7. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA	Los Angeles Unified School District	**Fiscal Year**	2021–22

Web address where the SELPA Local Plan, including all sections, is posted.

https://achieve.lausd.net/Page/16734

Debra Duardo	June 8, 2021
County Superintendent	Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA	Los Angeles Unified School District	**Fiscal Year**	2021–22

Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

C4-1. The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan pursuant to California *Education Code* Section 56194.

☑ Yes ☐ No (If the answer is "NO," please include comments.)

C4-2. The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

☑ Yes ☐ No (If the answer is "NO," please include comments.)

C4-3. The CAC provided written comments to the SELPA regarding this Local Plan submission.

☑ Yes ☐ No (If the answer is "NO," please include comments.)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

Lisa Mosko	6/4/2021
CAC Chairperson	Date

2021–22 CDE Local Plan Annual Submission

SELPA Los Angeles Unified School District **Fiscal Year** 2021–22

Certification 5: Participating Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Los Angeles Unified School District

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- [x] Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- [ ] Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- [ ] COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

https://achieve.lausd.net/Page/16734

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or

SELPA	Los Angeles Unified School District	**Fiscal Year**	2021–22

Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Austin Beutner	6/8/2021
LEA Superintendent/Chief Administrator	Date