



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE:	Guidelines for the Reintegration and Exit of Students from Eligibility for Special Education Supports and Services	ROUTING All Locations Local District Superintendents Instructional Directors Special Education Administrators Psychological Services Administrative Staff Division of Special Education Staff Charter School Staff School Psychologists Special Education Teachers General Education Teachers
NUMBER:	REF-050495.0	
ISSUER:	Beth Kauffman, Associate Superintendent Division of Special Education	
DATE:	June 7, 2018	
PURPOSE:	The purpose of this Reference Guide is to provide Individualized Education Program (IEP) school site teams with guidance on the procedures for the reintegration and exit of students from eligibility for special education supports and services.	
MAJOR CHANGES:	This is a new policy document.	
BACKGROUND:	<p>The majority of students with disabilities remain eligible for special education for the duration of their educational career, despite data suggesting that they may be ready to be reintegrated into a less restrictive environment or exited from special education. Reintegration is a process that relies on a continuum of support. As students meet academic, social-emotional, and behavioral success, IEP teams strategically consider a reduction in services rather than an abrupt cancellation of support.</p> <p>This Reference Guide outlines District policies and procedures for IEP teams to follow when considering the reintegration and exit of students from eligibility for special education supports and services.</p>	
GUIDELINES:	<p>Reintegration is the fading out of special education supports and services. Students should be considered for reintegration when they are able to benefit from their educational program with general education peers or demonstrate skills that require less specialized academic instruction.</p> <p>As part of a Multi-tiered System of Supports (MTSS), school sites should utilize best practices in instruction, social-emotional, and behavioral support to monitor student progress and determine student readiness for reintegration and exiting based on multiple sources of data.</p>	



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GUIDELINES (Continued):

Additionally, if a student is being considered for exit from special education, a comprehensive psychoeducational reevaluation is required to determine:

- Whether the student continues to meet eligibility criteria for special education,
- Whether the student continues to need special education and related services,
- The present levels of performance and educational needs of the student, and/or
- Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measureable annual goals set out in the IEP and participate, as appropriate, in the general curriculum.

If the IEP determines that a student no longer meets eligibility criteria or no longer needs special education services and supports, the student may still be eligible as a student with a disability and may have a need for academic, social-emotional, behavior, and other support services available under Section 504.

The United States Department of Education, Office for Civil Rights has indicated that the termination of a child's special education services constitutes a change of placement, therefore the District must provide prior written notice to the parent (notice of IEP team meeting), hold an IEP meeting, and before exiting the student, ensure that the parent has consented to the IEP.

PROCEDURES:

I. Role of MTSS and Supporting Students who May be Considered for Reintegration and/or Exit

- A. Multiple sources of data are utilized to identify students who may be ready to reintegrate and/or exit from special education. These include, but are not limited to:
1. MyData "At- Risk Report"
 2. MiSiS data (academic and behavioral indicators)
 3. Summative and formative periodic assessment
 4. Welligent Reports (% of time in special education)
 5. Report cards and grades
 6. General education/special education teacher(s) feedback
 7. IEP progress



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PROCEDURES (Continued):

- B. The “Data Sheet of Preliminary Student Characteristics to Consider for Reintegration/Exit” (Attachment A) is a worksheet that IEP case managers may utilize to identify students on their caseload who may be possible candidates for reintegration and/or exit, by reviewing multiple sources of data. Attachment A is also available for download in Welligent.
- C. As students in special education demonstrate continued academic, social-emotional, and behavioral progress, school teams may provide tiered interventions and differentiated instruction to support the unique needs of all students in the least restrictive environment.
- D. School teams utilize periodic summative and formative data to inform how the student is responding to the tiered interventions.

II. Points to Consider in the Reintegration and/or Exit of Students from Special Education

- A. The consideration to reintegrate and/or exit a student from special education is solely an IEP team decision.
- B. IEP meetings are collaborative in nature, where all team members meaningfully participate in the IEP, including parent(s).
- C. At the student’s initial IEP and all IEP team meetings thereafter, discussions should occur on the reintegration and exit process to allow parent(s) meaningful participation regarding their child’s progress.

III. Reintegration to General Education/Least Restrictive Environment Process

Considerations for reintegration, the fading out of special education services and supports, and/or exit of a student from special education, as appropriate, may be made at any IEP. If student has demonstrated academic, social-emotional, and/or behavioral progress based on multiple sources of data, IEP teams may consider scheduling an IEP meeting immediately to discuss the student’s potential for reintegration and/or exit, or develop a plan to consider reintegration and/or exit at a future IEP meeting (e.g., Second Annual Review or Triennial IEP).

IEP teams may refer to Attachment B: “Reintegration to General Education/Least Restrictive Environment Process – Steps to Consider in the Reintegration and Exit of Students in Special Education” as a suggested process map when considering students who may be candidates for reintegration and/or exit from special education. Attachment is also available for download in Welligent.



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PROCEDURES (Continued):

A. IEP Meeting

1. IEP Administrator/Designee may complete the “Consideration for Trial Reintegration” Form (Attachment C) to assist the IEP team in determining:
 - a. If student is ready to reintegrate and/or exit, and
 - b. The appropriate academic, social-emotional, and behavioral supports needed to maximize student success in the trial reintegration period.
2. If the student is a potential candidate for total reintegration and exit immediately, IEP teams will seek parent consent and conduct a comprehensive psycho educational reevaluation prior to the IEP so that results can be reviewed at the IEP.
3. If the student is not ready for total reintegration and exit at this time, but may be a potential candidate for trial reintegration and/or exit based on available data, it is recommended that the IEP team review the Consideration for Trial Reintegration form and evaluate student progress and present levels of performance to develop individualized goals, and identify appropriate placement options, supports and services during the trial reintegration period.
4. Confer with parent(s)/guardian(s) ensuring their meaningful participation in the IEP. If parent/ guardian is in agreement, the IEP team will develop trial reintegration with fading activities and document corresponding supports and services as part of the IEP, as appropriate.

B. During the School Year

1. Continue to provide special education supports and services with trial reintegration activities, as per the IEP.
2. Determine what assessments and/or data will be collected throughout the year.
3. Collect and summarize progress-monitoring data throughout the year. Review and monitor how well the student responds to the delivery of trial reintegration activities.
4. Determine if IEP with trial reintegration activities are being implemented.



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PROCEDURES (Continued):

5. Within 60 calendar days prior to the scheduled Triennial IEP Meeting, review and analyze progress-monitoring data to:
 - a. Inform the IEP team if student may continue to benefit from special education support in the least restrictive environment,
 - b. Determine the need for a comprehensive psychoeducational assessment as part of the Triennial IEP, or
 - c. Consider the recommendation of exiting student from special education at the upcoming Triennial IEP Meeting.
6. When the IEP team considers that a student may be ready for complete reintegration and exit from special education, a comprehensive psycho-educational reevaluation must take place to determine:
 - a. If the student is no longer eligible for special education.
 - b. If the student no longer needs special education services in order to make progress in the general education curriculum.
- C. Preparation for Upcoming Triennial IEP Meeting, if Student is Being Considered for Exit from Special Education
 1. Determine if student is being considered for exit from special education. If student is being considered for exit, IEP team will develop assessment plan and conduct a comprehensive psycho-educational assessment with parent consent.
 2. Convene an IEP meeting to review all sources of data including results of a comprehensive psycho-educational reevaluation.
 3. IEP teams must ensure that all IEP members, including parent(s), participate meaningfully in the IEP.
 4. For students whose IEP team recommends exiting from special education based on all sources of data:
 - a. Develop a plan for progress monitoring student upon exit, and/or
 - b. If the student continues to demonstrate a disability at the conclusion of the IEP meeting, a Section 504 evaluation may be conducted to determine whether the child with a disability requires equal access to his/her education through accommodations and supports pursuant to a Section 504 Plan. For more information, refer to *BUL-4692.6, Section 504 of the Rehabilitation Act of 1973*, issued October 27, 2017.
 5. If student is not being considered for exit from special education, convene IEP to review all sources of data and develop IEP to meet student needs.



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PROCEDURES (Continued):

IV. Training and Support

- A. A PowerPoint presentation entitled “Reintegration (Exiting from Special Education): Realizing the Dream of Independence, Inclusion, and Achievement” has been developed for staff, to be used as a review of the reintegration and exit process.

School teams may access the presentation from the Division of Special Education website or by requesting training and support from the Psychological Services Intervention Coordinator at their respective Local District.

- B. A [MyPLN](#) module will be available beginning in the 2018-2019 school year for school teams to utilize for guidance on the consideration of reintegration and exit for students in special education.
- C. A parent training PowerPoint presentation will be available to inform parents on the reintegration and exit process. Parents and community stakeholders may access this presentation via the Division of Special Education website beginning in the fall of the 2018-19 school year.

RELATED RESOURCES:

BUL-4692.6: *Section 504 of the Rehabilitation Act of 1973*, dated October 27, 2017

REF-6241.3: *Mandatory Use of the Welligent Section 504 Program Module to Conduct All Section 504 Activities*, dated October 17, 2017

BUL-6269.1: *Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities*, dated March 6, 2017

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

ASSISTANCE:

The Division of Special Education, Psychological Services Intervention Coordinators are available to provide ongoing consultation/collaboration with school staff:

Local District (LD) Support Contact:

LD Northeast and LD Northwest

Kashmiri Sidhu, Intervention Coordinator

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(818) 686-4407



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Educational Equity Compliance Office (213) 241-7682
(Section 504 technical assistance)

ATTACHMENTS: Attachment A: Data Sheet of Preliminary Student Characteristics to Consider
for Reintegration/Exit

Attachment B: Reintegration to General Education/ Least Restrictive Environment
Process – Steps to Consider in the Reintegration and Exit of Students in Special
Education

Attachment C: Consideration for Trial Reintegration



Data Sheet of Preliminary Student Characteristics to Consider for Reintegration/Exit

The following worksheet may be used as a tool to identify those students in special education who may be possible candidates for reintegration and/or exit, by reviewing multiple sources of data.

Student Name	Student ID	Grade	Language Classification	Eligibility	Current Placement	Current IEP Services	% of Time in Special Education	MyData At-Risk Indicators	DIBELS Assessment	SBAC ELA Performance Level	SBAC Math Performance Level	Grades / GPA	Credits towards Graduation	Behavior	IEP Goals Met? (Y/N)	Next Triennial Date	Candidate for Reintegration?	Action Plan

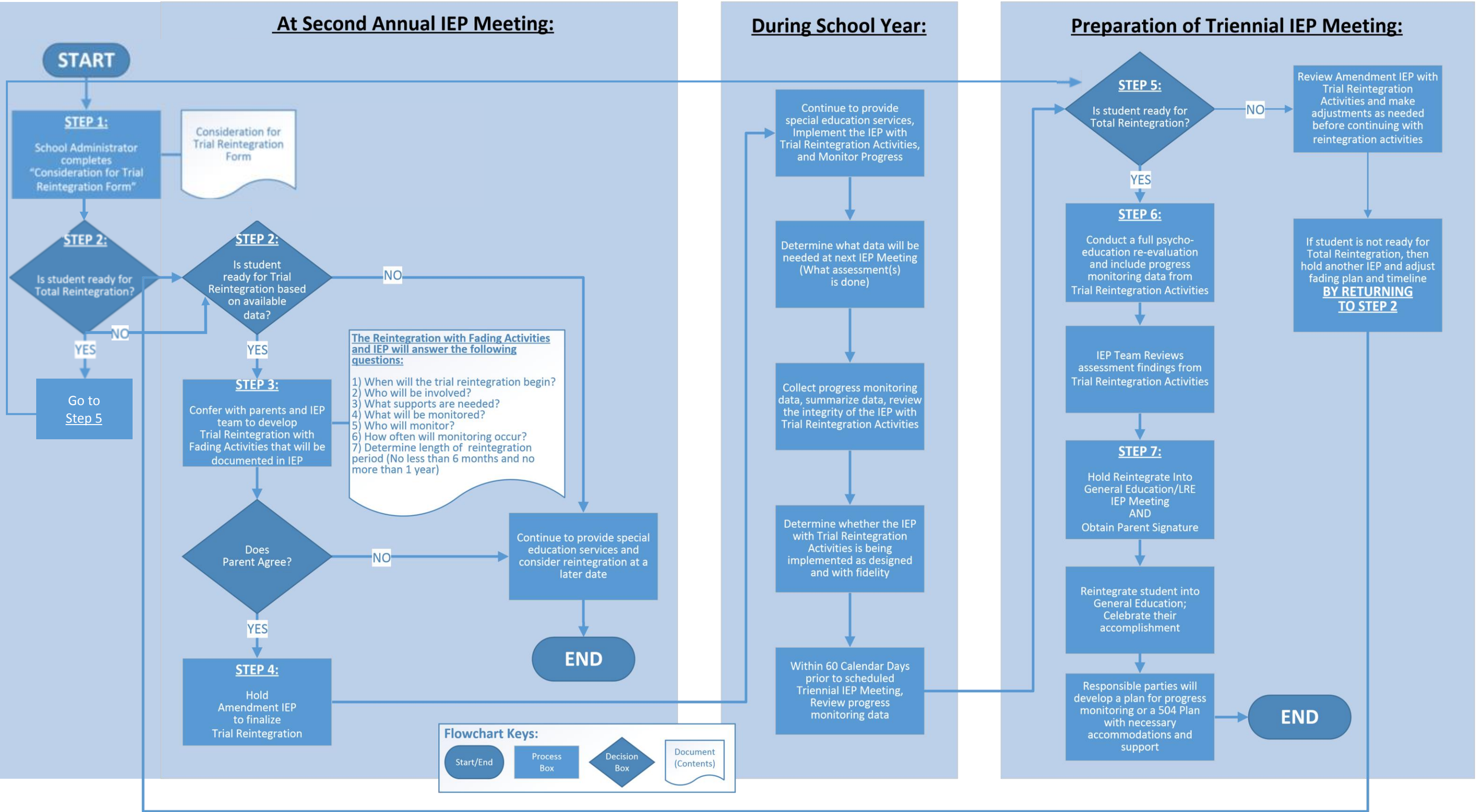


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Reintegration to General Education/Least Restrictive Environment Process – Steps to Consider in Reintegration and Exit of Student in Special Education





Consideration for Trial Reintegration

This form is to be completed in preparation for the IEP meeting.

The following form should be completed using all available formal and informal measures including, but not limited to, IEP goal attainment and progress, formal academic testing (KTEA-II, WJ-IV, DIBELS), Smarter Balanced assessments, work samples/portfolios, district periodic assessments, observations, and grades.

Student Name:		Date:	
Student ID:		Grade:	
1. What percentage of the day is the student in special education?			
2. Have special education supports and services already begun to be faded?			
Yes No			
3. Has the student been making consistent progress towards the IEP goals for the past two years?			
Yes No			
4. Has the student met his/her IEP goals?			
Yes No			
5. If the student has not met his/her IEP goals, what is the percent of mastery towards the IEP goals?			
6. Can the student attain grade level achievement with accommodations in the general education classroom?			
Yes No			
7. Can accommodations be made that are reasonable and sustainable in the general education classroom?			
Yes No			
8. Has the parent/guardian been notified of student progress and consideration for possible reintegration?			
Yes No			
9. Considering the questions above, does the student appear to be making sufficient progress towards reintegration and/or is the student likely to be ready for reintegration by the next annual/triennial IEP?			
Yes No			