LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ROUTING
All Schools
Instructional Superintendents
Instructional Directors
Special Education Service Center Administrators
All School Site Administrators

TITLE: The Special Education Leadership Academy (SPELA) 2015-2016

NUMBER: MEM-6503.2

ISSUER: Sharyn Howell, Executive Director
Division of Special Education

DATE: August 25, 2015

PURPOSE: The purpose of this Memorandum is to provide a description of the Special Education Leadership Academy (SPELA) 2015-2016 and to provide enrollment procedures for qualified participants.

MAJOR CHANGES: Class summaries (Attachments E-J) added for online courses.

BACKGROUND: The purposes of SPELA are to: (a) provide school site administrators with important information to assist them in performing their special education duties and responsibilities; (b) assist school site administrators in acquiring essential skills and knowledge related to special education policies, procedures, instruction and compliance; and (c) provide school site administrators with an understanding of the requirements of the Modified Consent Decree (MCD).

PROCEDURES: Prior to enrolling, participants must determine whether they qualify for the "NEW" or "ONGOING" SPELA by reviewing the charts below.

"ONGOING" SPELA	
<u>Required Participants*</u>:	Assistant Principal, Elementary Instructional Specialist (APEIS) Designated Secondary Administrator (All Secondary School Principals shall Designate an Administrator to attend) *SPELA is <u>not</u> open to Special Education Teachers
<u>Required Classes</u>:	"ONGOING" SPELA consists of two in-person modules designed for Elementary Administrators and two in-person modules designed for Secondary Administrators. Required participants must attend both dates.
<u>Registration</u>:	• Please see Attachment A for session dates, times, and locations • Registration is completed through the Learning Zone

<u>Additional Workshop</u>: All ongoing SPELA participants who have not previously taken the "Revised Monitoring IEPs in Welligent" course are encouraged to take this course concurrent with SPELA. The registration for this Welligent training must be done separately through the Learning Zone.

PROCEDURES (Continued):

"NEW" SPELA: Online AND In-Person	
Required Participants:	New school site administrators or administrators with newly assigned special education responsibilities (APEIS and Secondary)
Optional Participants:	Elementary Principals, Secondary Principals, school site administrators assigned special education responsibilities
Required Classes:	"NEW" SPELA consists of three in-person modules and online modules. Required participants must attend all in-person dates as well as complete all six required online modules.
Registration:*	• Please see Attachment B for in-person SPELA information • Please see Attachment C for online SPELA information *The online components of this training are available through the Learning Zone and are open to all LAUSD employees. In-person dates are open to "Required" and "Optional" participants.

ATTACHMENTS:
Attachment A: ONGOING SPELA 2015-2016
Attachment B: NEW SPELA In-Person Modules 2015-2016
Attachment C: NEW SPELA Online Modules
Attachment D: Map to Beaudry Visitor Parking
Attachment E: Online Module Policies, Procedures and MCD Summary
Attachment F: Online Module Behavior Support Summary
Attachment G: Online Module Outcome 13 Summary
Attachment H: Online Module IDR Summary
Attachment I: Online Module Autism Summary
Attachment J: Online Module Related Services Summary

RELATED RESOURCES:
Modified Consent Decree - Maintenance of Effort

ASSISTANCE:
For assistance or further information, please contact the Special Education Service Center for your Local District:

Northeast: (818) 654-5001
Northwest: (818) 654-5001
South: (310) 354-3431
West: (310) 235-3700
Central: (213) 241-4999
East: (323) 224-3300

For technical support/Learning Zone log-in assistance, please call the ITD Help Desk at (213) 241-5200 (select option 4) or log on to http://techsupport.lausd.net/email_setup.

"ONGOING" SPELA 2015-2016

	Date/Time by Special Education Service Center (SESC):	SESC North East & SESC North West	SESC West	SESC East	SESC South	SESC Central
Elementary	**Session 1:**	Thursday, October 22 1pm-4:30pm	Thursday, October 8 8am-11:30am	Thursday, October 22 1pm-4:30pm	Thursday, October 15 1pm-4:30pm	Wednesday, October 28 8:30am-12pm
	Session 2:	Thursday, March 17 1pm-4:30pm	Thursday, March 10 8am-11:30am	Thursday, April 21 1pm-4:30pm	Thursday, February 18 1pm-4:30pm	Wednesday, March 30 8:30am-12pm
Secondary	**Session 1:**	Thursday, September 24 1pm-4:30pm	Thursday, September 10 8am-11:30am	Thursday, September 3 1pm-4:30pm	Thursday, September 17 1pm-4:30pm	Wednesday, September 30 8:30am-12pm
	Session 2:	Thursday, February 18th 1pm-4:30pm	Thursday, February 4 8am-11:30am	Thursday, February 25th 1pm-4:30pm	Thursday, February 11 1pm-4:30pm	Wednesday, February 24* 8:30am-12pm

Registration:	Registration is available in the Learning Zone. Keyword: ONGOING, Subject: Special Education
Parking:	Parking is available onsite at no charge. Carpooling is recommended.
Attendance:	This training is offered regionally by the Special Education Service Centers. There are no make-up sessions available. Participants are expected to attend all sessions in their entirety.

Special Education Service Center (SESC) Training Location:	**SESC North East & SESC North West**	**Elementary** Lorne Elementary/Magnet Auditorium 17440 Lorne Street Northridge, CA 91325	**Secondary** Fulton College Prep Auditorium 7447 Kester Avenue Van Nuys, CA 91405
	SESC West	Richland Avenue Elementary Auditorium 11562 Richland Avenue Los Angeles, CA 90064	
	SESC East	East Local District Philip Saldivar Conference Room 2151 N. Soto Street Los Angeles, CA 90032	
	SESC South	Doyle (formerly Sellery Special Ed. Center) 15805 South Budlong Avenue Gardena, CA 90247	
	SESC Central	Beaudry Building 333 S. Beaudry Avenue, 2nd Floor, Room 2-131 Los Angeles, CA 90017 *Wednesday, February 24th will be held in room 19-123	

"NEW" SPELA IN-PERSON MODULES

Three sessions will be offered during the 2015-2016 school year. Each session will offer different content.

	Session 1	Session 2	Session 3
Dates/Times:	Thursday, September 17, 2015 8:30AM-4:30PM	Wednesday, October 14, 2015 8:30AM-4:30PM	Wednesday, November 4, 2015 8:30AM-4:30PM
Location:	Beaudry Building 333 S. Beaudry Avenue, Floor 2, Room 131 Los Angeles, CA 90017		
Parking:	Parking is available at Visconti (see Attachment A for map). Please bring your ticket to the training for validation.		
Refreshments:	Due to district policy, no food or drinks will be provided. Participants are welcome to bring food and drink.		
Attendance:	There are no make-up sessions available. Participants are expected to attend all sessions in their entirety.		
Registration:	Registration is available on the Learning Zone. Use Keyword "NEW", Subject "Special Education".		

"NEW" SPELA ONLINE MODULES

Registration:

All modules are available for self-registration on the Learning Zone. Please see the Learning Zone Keyword for Registration below.

All modules are appx. 15-30 minutes in length.

REQUIRED* (*APEIS & Secondary Administrators assigned to Special Education)		
Title	Responsible Department	Learning Zone Keyword for Registration
Special Education Policies, Procedures, and the Modified Consent Decree	MCD Monitoring/Policies and Procedures	Policies
Behavior Support: What is it?	LRE Programs, Behavior	Behavior
Outcome 13: Delivery of Services	MCD Monitoring/Policies and Procedures	Outcome
The IDR Process: Building and Preserving Relationships	Compliance Support & Monitoring	IDR
Quality Program Components for Students with ASD (Autism Spectrum Disorder)	LRE Programs, Autism	ASD
Related Services: An Overview	Related Services	Related

AVAILABLE		
Title	Responsible Department	Learning Zone Keyword for Registration
Understanding the Process of CDE Complaints	Educational Equity and Compliance	CDE
Section 504 Procedures	Educational Equity and Compliance	504
Early Childhood Special Education Overview	Early Childhood Special Education	Childhood
Preschool Special Education Transition to Kindergarten	Early Childhood Special Education	Preschool
Private School Policy and Procedures	LRE Programs, Private School	Private
Nonpublic Schools: An Overview	Nonpublic Services	Nonpublic
Nonpublic Agencies: An Overview	Nonpublic Services	Nonpublic
Transition: An Overview	Transition Services (Secondary)	Transition
Transition to Adult Living: Successful Post-Secondary Outcomes	Transition Services (Secondary)	Transition
Emotional Disturbance: Policy and Practice	Psychological Services	Emotional

Los Angeles Unified School District
Visitor Parking

Please note the location of the two Beaudry Headquarters visitor lots.

The main lot is located at 1221 West Third Street immediately northwest of the Beaudry Building. Although the address is for Third Street, please note that the entrance to the lot is accessible from Miramar Street only.

———————▶   One way street

▮ (magenta box)   *VISITOR PARKING LOT*

If the Visconti Visitor Parking Lot is full, parking lot attendants at the garage will re-direct you to an overflow lot. Please do NOT park in any overflow lot unless directed – your validation may not be honored.

Do not park in the LAUSD Building Lot at 333 S. Beaudry. There is no visitor parking or validation for the parking lot in the LAUSD building.
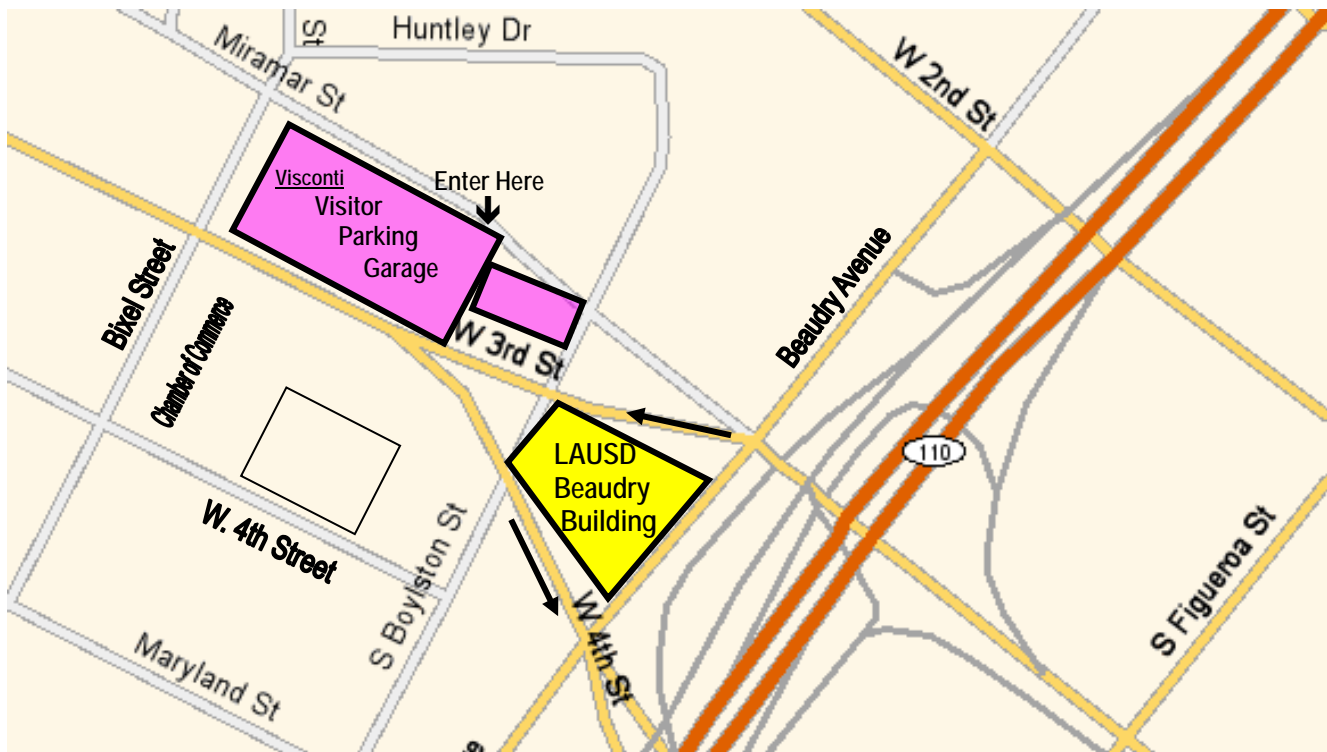
There is no validated LAUSD visitor parking in the Beaudry Building Parking Lot.

If the Visconti Visitor Parking Lot is full, parking lot attendants at the garage will re-direct you to an overflow lot. Please do NOT park in any overflow lot unless directed – your validation may not be honored.

Morlin Management, Facilities Management, (213) 241-1320, 2nd Floor, Beaudry Headquarters.

SPECIAL EDUCATION POLICIES, PROCEDURES AND THE MODIFIED CONSENT DECREE (MCD)

The Modified Consent Decree includes 18 measurable outcomes. The District must meet all outcomes prior to disengagement.   A status chart of the District's achievement of the outcomes is below. **Please note that the District's performance on Outcome 10 – Initial Evaluations (Including Conducting the IEP Team Meeting) and Outcome 13 – Delivery of Special Education Services needs improvement.** All schools are asked to focus efforts on meeting IEP timelines and ensuring IEP services are delivered at the frequency and duration required by students' Individualized Education Programs (IEPs).   Welligent IEP timeline reports, the service tracking system, and service delivery reports allow school site administrators and service providers to self-monitor these items. The outcome status listed below is as of the MCD Office of the Independent Monitor's October 13, 2014 Report on the Progress and Effectiveness of the LAUSD's Implementation of the Modified Consent Decree for the 2013-14 school year. The 2014-15 report will be issued in the Fall Semester, 2015.

MCD Outcomes	Status
Outcome 1: 75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in state-identified grade levels will be comparable to the percentage of non-disabled students participating in the statewide assessment program.	Outcome 1 Was Met 06/30/06.
Outcome 2: The percentage of students with disabilities in grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient, and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.	Outcome 2 Was Met 06/30/11.
Outcome 3: The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities.	Outcome 3 Was Met 06/30/08.
Outcome 4: The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion or age out, or drop out (grades 7-12).	Outcome 4 Was Met By Stipulation of the Parties 09/14/12.
Outcome 5: The District will reduce the overall number of suspensions of students with disabilities to a rate lower than 8.6%.	Outcome 5 Was Met 06/30/09.
Outcome 6: The District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.	Outcome 6 Was Met 06/30/06.
Outcome 7.1: Reduce the number of students with moderate to severe disabilities ages 6-18 at special education centers by a total of 33% over three years, beginning with the 2012-2013 school year. In order for students at co-located schools to count toward achieving this reduction, the percentage of students with disabilities at the co-located school shall not exceed 28% of the school population. The number of general education students used in this calculation shall not be less than the number reflected in the California Longitudinal Pupil Achievement Data System (CALPADS) during the initial year in which the co-location of designated schools occurs; however for students to count at a co-located school, the number of special education students shall not exceed 35% of the population. **Outcome 7.2: Students with moderate to severe disabilities at co-located schools shall participate with their nondisabled peers in general education classes an average of 12% of the instructional day and during lunch, breaks/recess and school-wide activities.**	**Outcome 7, Part 1 Has Not Been Met Yet.** **Outcome 7: Part 2 Has Not Been Met Yet.**

| MCD Outcomes	Status
Outcome 8A: The District will ensure that the percentage of students with disabilities of specific learning disabilities (SLD) and speech and language impaired (SLI) in their home school does not fall below 92.9%. Outcome 8B: The District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade in their home school to 65% and the percentage of students with disabilities with all other eligibilities in ninth grade in their home school to 60%. Outcome 8C: The District will increase the percentage of students with disabilities with all other eligibilities in elementary grades one through five in their home school to 62.0%. The District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. The District will increase the percentage of students with disabilities in high school grades ten and above in their home school to 36.4%.	Outcome 8 Was Met By Stipulation of the Parties 09/16/08
Outcome 9: 98% of all students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.	Outcome 9 Was Met 06/30/06
Outcome 10: a. 90% of all initial evaluations shall be completed within 60 days. b. 95% of all initial evaluations shall be completed within 75 days. c. 98% of all initial evaluations shall be completed within 90 days	**Outcome 10 Was Met 06/30/08; However the District's Performance has Dropped Below the Targets.**
Outcome 11: The District will provide lawful responses to parents filing complaints in accordance with the following performance standards: a. 25% will be responded to within 5 working days. b. 50% will be responded to within 10 working days. c. 75% will be responded to within 20 working days. d. 90% will be responded to within 30 working days.	Outcome 10 Was Met 06/30/06.
Outcome 12: The District will increase reliance on informal dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases.	Outcome 12 Was Met 06/30/06.
Outcome 13: 93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.	**Outcome 13 Has Not Been Met.**
Outcome 14: The District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of IDEA regulations.	Outcome 14 Was Met 02/01/08.
Outcome 15: The District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: 85% within 30 days, 95% within 45 days, 98% within 60 days	Outcome 15 Was Met 06/30/07.
Outcome 16: The District shall increase the percentage of credentialed special education teachers to 88%.	Outcome 16 Was Met 07/15/08, Yet Not Disengaged.
Outcome 17: The percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.	Outcome 17 Was Met 06/30/06.
Outcome 18: 90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.	Outcome 18 Was Met 06/30/10.

BEHAVIOR SUPPORT: WHAT IS IT?

The mission of the Division of Special Education Behavior Support Department is to provide positive behavioral supports to the students, staff and families of the Los Angeles Unified School District (LAUSD) using a prevention, intervention and postvention model.

PREvention support is provided to ensure access to the educational environment prior to a student being referred for special education supports and services.	**INTERvention** support is provided to ensure that students are receiving Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with their IEP.	**POSTvention** support is provided to ensure that access to the educational environment continues when a student no longer needs special education supports and services.

Multi-Tiered System of Behavior Support
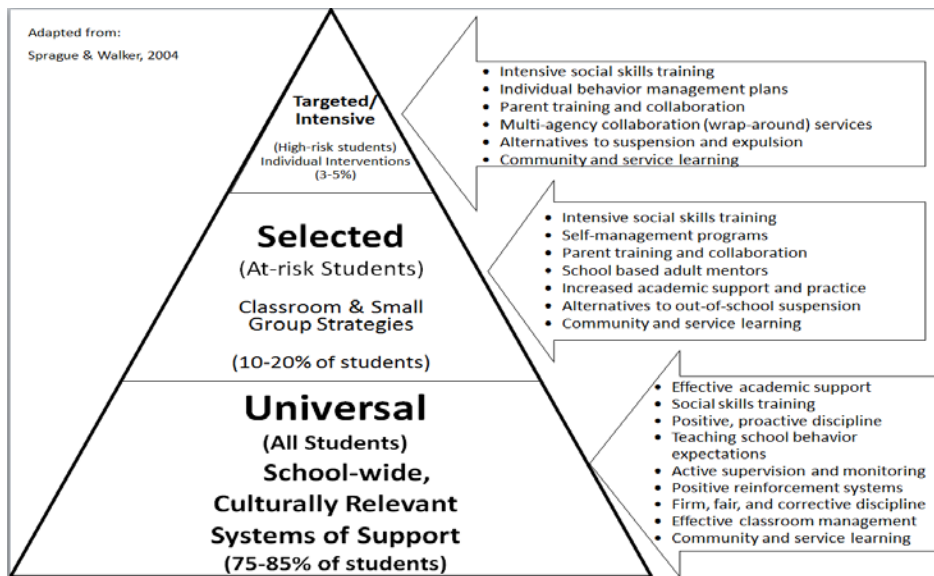
The purpose of the Division of Special Education's Behavior Support Team (BST) is to provide behavior intervention consultation for students with disabilities whose behavior impedes learning, to help them function independently, and be successful in the school setting. With a focus on teaching and supporting socially acceptable student behavior, members of the BST collaborate with appropriate school site staff. Based on assessed need the BST will guide school site staff in developing and implementing meaningful goals, appropriate instructional and behavioral interventions, supports, and services.

BID/BIC/BII
Behavioral Services are a tier III support. All behavioral services are data-driven and should only be put in place when MTSS has been fully implemented by the school team and data indicates a need for an intensive level of behavioral instruction and support.
(For definitions of services see Bulletin 6269.0)

For additional information refer to LAUSD Bulletin 6269.0 and please visit: the Division of Special Education, Positive Behavior Support website at http://achieve.lausd.net//site/Default.aspx?PageID=4137

OUTCOME 13: DELIVERY OF SERVICES

- The required use of service tracking reports to ensure documentation is completed is discussed by user group: principals and school site administrators, providers and program administrators.

- Principals and other school site administrators will become aware of the service reports available to monitor service tracking at their site.

    o SER311L – 30 Day Service Report (Single School)

        - Used to monitor service provision for a single school site by location code

        - Lists all IEP required services and the percentage of service documented to the "AS OF:" date

        - Should be run on the 5th of the month to verify service provision for the prior month.

    o SER315 – 30 Day Service Report (Missing Services)
        - Indicates any student at the school site who has not received service documentation during the prior 30 days

        - Indicates the issue with the service record, and the name of the current service provider, if assigned

    o RSP Monthly Attendance Form
        - Should be provided to the administrator on the 5th of the month for verification of service provision

- Providers will be aware of the requirements of documentation and the reports available to self-monitor service provision documentation on an ongoing basis.

    o Documentation must be completed within 5 working days of the service provision.

    o Self-monitoring using service reports during the month provides for 2 key components of documentation:

        - Ensures that service documentation has been captured accurately

        - Allows for planning of services to meet the IEP requirements

    o Reports must be run on the 5th of the month to verify that services were documented

    o Reports for the service provider

        - SER310P – 30 Day Service Report (Single Provider)

        - SER315 – 30 Day Service Report (Missing Services)

        - SER316G – 30 Day Service Report (Single Student/Service Audit)

- Program administrators will be aware of the reports available to monitor service provision documentation in their programs.

- Reports are to be run and monitored by each program on a weekly basis. Reports are to be run on Monday morning to be followed up on through the week.

    o SER310S – 30 Day Service Report (Single Provider)
      - Can be run for individual providers

      - Information on the report is the same as the SER310P

    o SER312G – 30 Day Service Report (Single Service)

      - Used to monitor service provision for a single service such as Language and Speech or Physical Therapy

      - Can be run for a single school, single local district, or district wide

      - Fields are the same as the SER310 – 30 Day Service Report (Single Provider)

    o SER313A – 30 Day Service Report (NPA)

      - Used to monitor Nonpublic Agency service documentation

      - Can be run for a single agency

    o SER314S– 30 Day Service Report (Supervisor)

      - Used as a summary tool indicating the sum of the different message comments in the message column for each provider.

      - Indicates the provider caseload as the sum of the message comments

    o SER315 – 30 Day Service Report (Missing Services)

      - Used to monitor students who have not received service documentation in the past 30 days

      - Can be run for a single school, single local district, or district wide, by program

    o SER316G – 30 Day Service Report (Single Student/Service Audit

      - Includes all documentation for the report , based on the "AS OF" date,

      - Includes documentation not completed prior to the "AS OF" date

- If a provider is not documenting services in accordance with the IEP of the students they serve, who is responsible for following up?

    o For Related Service providers, please notify their program. The program administrator is responsible to follow up administratively.

    o For Resource Specialist Teachers, the school site administrator should provide the appropriate assistance and guidance.

For further information, please contact Related Services at (213) 241-6200.

THE IDR PROCESS: BUILDING AND PRESERVING RELATIONSHIPS

In accordance with the Modified Consent Decree (MCD), and in an effort to provide early resolution to parental concerns regarding IEP disputes, the District developed the Informal Dispute Resolution (IDR) process over a decade ago. The IDR process is voluntary, and it is entirely the parent's decision whether or not to initiate the IDR process when a dispute arises regarding a student's Individualized Education Program (IEP). A parent is not required to utilize the IDR process before initiating due process proceedings and a parent may subsequently initiate due process proceedings if the IDR process is unsuccessful. The IDR process allows for a non-adversarial, speedy resolution of parental concerns and helps maintain positive relations between schools and parents. The resolution of disputes is handled by school site staff and local offices when possible, allowing the resolution of disputes to be achieved by those who know and work with the student and are knowledgeable about the student's needs and District resources. The IDR process has, and continues to be, successful in resolving many IEP disputes and offers parents an alternative to state-level, formal due process proceedings.

Advantages of Informal Dispute Resolution

■ **Non adversarial**

■ **Speedy Resolution**

■ **Rapid Implementation of Services**

■ **Positive Relationships Cultivated**

■ **Time and Resources Saved**

IDR
A process developed by...

A Task Force of:

- ✦ **Administrators**
- ✦ **Teachers**
- ✦ **Paraprofessionals**
- ✦ **Parents**
- ✦ **Advocates**

For additional information please contact:

**Division of Special Education
Due Process Department
333 South Beaudry Avenue
Los Angeles, California 90017
Phone: 213.241.6718
Fax: 213.241.8917**

Los Angeles Unified School District

Informal Dispute Resolution for

IEP DISAGREEMENTS

► **ASSESSMENT**
► **ELIGIBILITY**
► **PLACEMENT**
► **SERVICES**

Los Angeles Unified School District
SCHOOLS FOR ALL CHILDREN
Division of Special Education

Informal Dispute Resolution (IDR)

Is based on the beliefs that...

- IEP disputes are minimized when the IEP is developed through meaningful informed participation of all team members.

- An IEP dispute represents a difference of opinion, which in most cases can be resolved through open, informed communication.

- Resolution of disputes may best be achieved by those who know and work with the child, understand the child's needs, are knowledgeable about programs and understand the mandates of IDEA.

- Local site personnel should be empowered to resolve disputes; if local staff cannot reach resolution, an appropriate objective party may be of assistance.

- Formal Due Process should be the last resort for dispute resolution.

STEPS in the IDR Process

Step 1 — If you elect to use IDR: at the end of the IEP team meeting note your disagreement with the IEP on page 10 of the IEP, section Q. Check the box:

☑ I wish to schedule an informal conference.

Step 2 — Arrange a meeting with the IEP chair within 1 day to identify issues and concerns in more detail.

Step 3 — After meeting with IEP chair you will be contacted within 2-3 business days by a District Administrator to work on a resolution of your concerns and issues.

Step 4 — You will receive documentation of the IDR activity relating to your IDR request.

Step 5 — If the dispute is resolved to your satisfaction, the school will schedule an IEP team meeting to implement the resolution if it alters eligibility, placement, or services.

- IDR is an optional informal process. Instead of using IDR, you may request a mediation only or initiate due process proceedings.

- If you use IDR and the dispute is not resolved to your satisfaction, you may initiate due process proceedings.

- For more information on IDR, mediation only and due process proceedings, refer to the Parent's Guide.

QUALITY PROGRAM COMPONENTS FOR STUDENTS WITH ASD (AUTISM SPECTRUM DISORDER)

This course is designed for administrators, teachers and support staff working with students with Autism Spectrum Disorders (ASD). It provides information and guidance to plan and administer programs for students with ASD. Participants of this course will learn about components of the Autism Spectrum Disorders-Program Quality Indicators (ASD-PQI), which in practice set standards that can serve as best practices found in successful programs serving students with ASD.

The ASD-PQI is organized by major components followed by the indicators. The table below is a summary at a glance.

Physical Structure	Delivery of Instructions	Interpersonal Communication
• Teacher/Assistant directed work areas • Independent work areas (without adult assistance) • Whole group instructional area • Sensory • Boundaries to minimize distractions • Clear and uncluttered	• Individual direct instruction • Small group direct instruction • Whole group direct instruction • Opportunity for independent work • Phases of learning from acquisition and fluency to maintenance • Rigorous and engaging • Differentiation • Utilization of evidence based practices	• Staff is responsive to students • Staff foster initiation • Staff adjusts language input • Staff models appropriate behaviors • Staff respects student's independence • Individualized system of communication for families • Clearly defined staff roles and responsibilities • Regularly scheduled team meetings
Visual Support	**Curriculum**	**Transition**
• Whole class object/picture/written Schedule • Individual object/picture/written schedule • Activity/Task schedule • Transition cues • Are students fluent and independent? • Visuals to access environment • Visuals to access curriculum	• Adopted curriculum utilized • Emphasize learning of concepts, not just rote learning • Activities and lessons are functional and reflect individual needs • Lessons aligned to standards • Teaching of functional communication	• Opportunities for self-advocacy and choice-making skills in natural settings • Opportunities for family involvement in self-advocacy and choice-making • Transition planning to adulthood with post-school agencies
Positive Behavior Support	**Social Communication and Language**	**Sensory**
• Clearly defined behavioral expectations • Class-wide behavior system • Individual behavior system • Praise is tied to specific action/behavior • Emotional regulation strategies are taught • Replacement behaviors are taught • Student self-management • Students are transitioning independently	• Promote the development of receptive and expressive language skills • Alternate communication is taught if needed • Communication systems serve multiple functions and/or forms • Staff respond to students' communication attempts by shaping or expanding on the attempt • Evidence of social curricula and regularly scheduled social instruction • Play skills are actively taught • Opportunities for structured play/practice with neuro-typical peers • Generalization opportunities	• Staff sensitive to and addresses sensory differences of students

Please visit the Division of Special Education, Autism Support Page at http://achieve.lausd.net/Page/3242
For related training, refer to LAUSD MEM-6526.0 and MEM- 6525.0.

RELATED SERVICES: AN OVERVIEW

- Overview of state and federal definitions of Related Services

  o   As identified in the federal law, related services include, but are not limited to audiology services, counseling services, language and speech therapy medical services for diagnostic purposes only, occupational therapy , orientation and mobility services, physical therapy, psychological services, rehabilitation counseling services, social work services and transportation

  o   State law maintains the same definition of Related Services

- Description of LAUSD Related Services Department by Program

  o   Adapted Physical Education (APE)

  o   Assistive Technology (AT)

  o   Audiology (Aud)

  o   Deaf and Hard of Hearing (DHH)

  o   Language and Speech (LAS)

  o   Occupational Therapy (OT)

  o   Orientation and Mobility (O &M)

  o   Orthopedic Impairment (OI)

  o   Physical Therapy (PT)

  o   Recreation Therapy (RT)

  o   Visual Impairment (VI)

- Define of Related Services. They:

  o   Are support services to a student's educational program.

  o   Use therapeutic activities that may improve student's ability to function within the school environment.

  o   May include the use of environmental adaptations or assistive equipment.

  o   May include adaptation of tasks or the environment in order to enhance student performance.

- Overview of the Related Services Position Papers

  o   Define the role of Related Services in the education of students with disabilities within LAUSD

  o   Define in depth the RtI² model of Prevention and Pre-Referral

- o   Define the process for assessment and determining the need for service

- o   Define service models within Special Education

- o   Define service completion guidelines

- Related Service Position Paper Links
  - o   Adapted Physical Education
    http://lausd.schoolwires.net/cms/lib08/CA01000043/Centricity/Domain/168//Position%20Papers/Adapted%20PE%20Position%20Paper.pdf
  - o   Assistive Technology
    http://lausd.schoolwires.net/cms/lib08/CA01000043/Centricity/Domain/168//Position%20Papers/Assistive%20Technology%20Position%20Paper.pdf
  - o   Speech and Language
    http://lausd.schoolwires.net/cms/lib08/CA01000043/Centricity/Domain/168//Position%20Papers/Language%20and%20Speech%20Position%20Paper.pdf
  - o   Occupational Therapy
    http://lausd.schoolwires.net/cms/lib08/CA01000043/Centricity/Domain/168//Position%20Papers/Occupational%20Therapy%20Position%20Paper.pdf
  - o   Physical Therapy
    http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/168/position%20papers/Physical%20Therapy%20Position%20Paper.pdf

- Contact information for the Related Services Department
  Related Services Department
  Division of Special Education
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