



**LAUSD**  
**UNIFIED**

## Early Childhood Special Education

*Ensure ALL our students graduate READY FOR THE WORLD -  
to thrive in college, career, and life.*

# Intake & Assessment



- The intake and assessment teams receive approximately 600 referrals per month for unenrolled preschool aged students.
- There are 39 assessment teams working at 10 assessment sites across the District. The teams can be comprised of special education teachers or social workers, psychologists, language and speech therapists, occupational therapists, physical therapists, adapted PE teachers and special education assistants.
- For many families, this is the first time they are learning about special education. For some this may be their very first time interacting with LAUSD. It is an opportunity to create lasting positive relationships between families and the District.

# Seamless Transition from Part C to Part B Services



## **Complete initial assessments and IEPs for students transitioning from Part C to Part B**

- Support the Part C to Part B transition meeting as the LEA representative with Regional Center
- Part C services may be provided by the Regional Center, the LAUSD Infant team (for students with low incidence eligibilities), or both
- Students are referred at two years and eight months to the District
  - This gives sufficient time to complete the IEP by the third birthday so that there is no interruption in services for students who continue to qualify
- Part B services are provided to students at the age of three
  - The District needs to complete an assessment to determine if a child is in need of services after three years of age
    - Focus on identifying eligibility
    - For students who continue to qualify, identifying appropriate programs and supports for preschool

# Direct Referrals



- **Parents/guardians and community providers may submit referrals to ECSE for preschool aged students who are NOT enrolled in an LAUSD program**
  - The student needs to be at least two years and nine months old
  - Parents/guardians participate in a telephone interview with ECSE staff who collect additional information regarding areas of concern to identify appropriate assessment areas
  - The assessment plan must be signed by the educational rights holder for the team to initiate the assessment
    - The IEP also needs to be signed by the educational rights holder

# Early Childhood Special Education Services



## **Afterschool Early Childhood Program (AECP)**

### **Preschool Collaborative classrooms with:**

- District Preschool Programs
- District Early Education Centers
- Head Start Agencies on District Campuses
- Expanded Transitional Kindergarten

## **Preschool Special Day Programs: Preschool for All Learners (PAL) and Preschool Comprehensive (PSC)**

### **Designated Instruction and Services (DIS) in areas such as:**

- Adapted Physical Education
- Behavioral Intervention
- Deaf and Hard of Hearing
- Occupational Therapy
- Speech and Language
- Physical Therapy
- Visually Handicapped

### **Itinerant Special Education Service to:**

- Community Preschools
- Head Start Sites
- District Preschool Programs
- District Early Education Centers

# Timelines



- Once the District receives a referral, a response must be delivered to the parent within 15 days
  - ECSE will issue the assessment plan to the family
- Once the District receives the signed assessment plan from the family the District has 60 days to complete the assessment process and the IEP
  - Please note that families need to make the student available to assess

# The Digital Age

- Assessment plans can be sent via email
  - US mail is still available
- IEPs can be conducted via Zoom to support parent participation
  - In-person IEPs are also available
- Parents may receive an electronic copy of the IEP
  - Paper copies are still available



To Make a Referral to ECSE...



Please call  
Early Childhood Special Education at  
213-241-4713 or Email an Outside Agency  
Referral to [ECSE@lausd.net](mailto:ECSE@lausd.net).

If you have any questions, please contact:  
Dr. Monique Rowles - ECSE Specialist for Intake and Assessment



# TK-12 Pre-Referral

- **Schools have Student Support Progress Team (SSPT) as a pre-referral process (Tier I)**
  - The SSPT process emphasizes that early intervention for struggling students is a function of the general education program and not of special education.
  - The purpose of the SSPT is to function as a school-based problem-solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students.
  - General education interventions.

# TK-12 Referral Process for Special Education



- **The SSPT team after multiple unsuccessful attempts at interventions.**
  - May request an assessment be conducted on the student.
- **Parents/guardians may also submit referrals to the school administrator**
  - Parents/guardians participate in a telephone interview with school staff who collect additional information regarding areas of concern to identify appropriate assessment areas
  - The assessment plan must be signed by the educational rights holder for the team to initiate the assessment
    - The IEP also needs to be signed by the educational rights holder

# TK-12 Special Education Eligibility



- Eligibility for special education is determined by an Individualized Education Program (IEP) team after a student has had a formal assessment. Students receive special education services only after all the resources of the general education program have been considered/exhausted.
  - Translation is available to ensure full participation of parent/guardian.
- Once found eligible, re-evaluations are required at minimum every 3 years, until age out or are exited from Special Education.
  - At these re-evaluations (3 years or sooner), service(s)/program(s) can increase/decrease/ or remain the same.

# Special Education Eligibilities (IDEA)



The disabilities include:

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

# TK-12 Special Education Services

## What are Special Education Services?

Special education services are specially designed instruction to meet the unique educational needs of children with disabilities who meet the eligibility criteria under the law.

What are Related Services? They are transportation, developmental, corrective, and other supportive services that are needed to assist a child in benefiting from special education services.

- ❖ Adapted Physical Education
- ❖ Assistive Technology
- ❖ Audiology
- ❖ Deaf/Hard of Hearing (DHH)
- ❖ Language and Speech
- ❖ Occupational Therapy
- ❖ Behavioral Intervention
- ❖ Psychological/DIS Counseling
- ❖ Educationally Related Intensive Counseling
- ❖ Physical Therapy
- ❖ Recreation Therapy
- ❖ Transportation

# Additional Resources:



- District Website: [LAUSD.org](http://LAUSD.org)
- LAUSD Special Education Website: [lausd.org/Page/16735](http://lausd.org/Page/16735)
- Early Childhood Special Education Division website: [lausd.org/Page/17167](http://lausd.org/Page/17167)
- Early Childhood Special Education Department:
  - Phone Number: 213-241-4713
  - Email address: [ECSE@lausd.net](mailto:ECSE@lausd.net)
- School Family and Support Services (SpEd TK-12 grade):
  - Phone Number: 213-241-6701
  - Email Address: [spedsfss@lausd.net](mailto:spedsfss@lausd.net)