



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE: Establishment and Documentation of Intervention Procedures for Students Suspected of Emotional Disturbance

NUMBER: BUL-2075.0

ISSUER: Donnalyn Jaque-Anton, Associate Superintendent
Division of Special Education

DATE: October 24, 2005

ROUTING

- All Locations
- Local District Superintendents
- Local District Directors
- School Site Administrators
- Support Unit Administrators
- School Psychologists
- Related Services Personnel
- Bridge Coordinators
- Teachers
- School Nurses

POLICY: It is the District’s policy, in accordance with the Modified Consent Decree, that District staff complete the nine actions described in this Bulletin for all students suspected of having a disability under the category of emotional disturbance.

MAJOR CHANGES: This Bulletin notifies schools about nine required actions that must be taken prior to considering a student disabled under the category of emotional disturbance.

BACKGROUND: The Modified Consent Decree (MCD) 2005-06 Annual Plan requires that all schools establish a process by which academic and behavioral interventions are provided and documented. In addition, intervention records must be made available to assessors and Individualized Education Program (IEP) teams when a student is being considered for special education eligibility and services.

MCD Outcome 18, Action Steps 18.S.1. through 18.S.9 describe the actions that must be taken by each school site prior to referral for special education to ensure a comprehensive assessment that considers the student’s cultural, linguistic and economic background as well as evaluates the effectiveness of academic and behavioral interventions strategies attempted prior to referral for special education consideration. Every school site administrator is responsible for the implementation of these actions.

INSTRUCTIONS: The Principal, Assistant Principal, Elementary Instructional Services (APEIS), Bridge Coordinator or other certificated personnel assigned the responsibility of coordinating special education procedures at the school site are responsible for assuring that: (1) a procedure is established for considering the need for academic and behavioral interventions; (2) providing those interventions when appropriate; and (3) documenting and maintaining this information.

It is recognized that many schools already have well established and effective Student Success Team (SST) and intervention procedures, this Bulletin does not intend for schools to replace established procedures. Schools are to review their



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INSTRUCTIONS: procedures to assure that all of the elements described below are addressed and to provide action steps for those who have yet to establish SST and intervention procedures.

In order to comply with requirements outlined in the MCD 2005-06 Annual Plan, each school must take the following actions:

1. Establish a Student Success Team or similar review process
2. Identify core team members
3. Identify staff to coordinate process
4. Communicate referral process to school staff
5. Establish a meeting calendar
6. Identify potential intervention strategies, resources, services and programs
7. Identify staff responsible for implementation of the recommended interventions
8. Establish a process for evaluating the effectiveness of intervention provided.
9. Document intervention provided

All academic and behavioral interventions provided for a student must be documented. For schools who have not established a method for documenting interventions, a sample “Student Intervention Record” (Attachment A) is provided. Regardless of the format (using Attachment A or school developed record), the interventions must be documented including the information in Attachment A. This record is to be used to document each intervention provided and the result of that intervention. A separate record is to be used for each intervention.

A copy of the “Student Intervention Record” or school developed intervention record is to be filed in the student’s cumulative folder. In addition a copy of these records must be provided to each assessor and the IEP team.

AUTHORITY: This is a policy of the Superintendent of Schools, Los Angeles Unified School District in accordance with Modified Consent Decree Outcome 18, Action Steps 18.S.1. through 18.S.

RELATED RESOURCES:

- Modified Consent Decree: 2005-06 Annual Plan
- BUL-1309: Comprehensive Evaluation For Students Suspected of Emotional Disturbance(ED)

ASSISTANCE: For assistance or further information please contact the Special Education Support Unit Administrator or Support Unit Psychological Services Coordinator, or Rene Gonzalez, Director, Psychological Services, Division of Special Education, at 213-241-8303 or rene.gonzalez@lausd.net

