



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN**

**TITLE:** Speech Language Impairment Eligibility Certification (SLI Certification); and Language and Speech Eligibility Certification (LAS Certification)

**NUMBER:** BUL-4191.2

**ISSUER:** Beth Kauffman, Associate Superintendent  
Division of Special Education

**DATE:** December 12, 2016

**ROUTING**  
 All Locations  
 Local District Superintendents  
 Local District Administrators of Operations  
 SESC Administrators  
 School Site Administrators  
 Administrators of Instruction  
 EL Program Coordinators  
 Speech & Language Therapists  
 School Psychologists  
 Teachers

**POLICY:** It is the Los Angeles Unified School District’s policy that any student suspected of having a Speech Language Impairment (SLI) or a student being considered for Language and Speech (LAS) Related Services have pre-referral steps and interventions documented prior to the District completing a comprehensive evaluation by a credentialed or licensed speech therapist. An evaluation must be conducted for all initial and comprehensive IEPs that consider the eligibility for SLI or consider providing LAS Related Services. An evaluation must also be conducted for all IEPs where service completion is being considered.

**PURPOSE:** The purpose of this policy bulletin is to provide procedures to District staff regarding the required documentation of pre-referral steps, interventions, assessment requirements, and to ensure certain LAS services have been appropriately provided to eligible students.

**MAJOR CHANGES:** This Bulletin replaces BUL 4191.1, dated August 24, 2015. Clarification of the use of the SLI Certification has been updated.

**GUIDELINES:** The following guidelines apply.

The school site administrator is responsible for ensuring that District policy and procedures are followed in the evaluation and IEP process. In order to accurately complete the requirements, the school site administrator is responsible for ensuring that each student suspected of delays or impairments in the area of speech and language be provided with appropriate pre-referral Response to Interventions (RtI<sup>2</sup>), a comprehensive assessment by a credentialed or licensed speech therapist, and a determination of eligibility in alignment with criteria outlined in the California Education Code, and in the California Code of Regulation. The IEP team must utilize the information provided by the comprehensive assessment in considering eligibility and services. In addition to a Language and Speech assessment the following apply for TK – 12<sup>th</sup> grade students:



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**GUIDELINES  
(Continued):**

- A Psychoeducational Assessment is required if the suspected area of disability is language.
- A Psychoeducational Assessment is not required if the suspected area of disability is voice, fluency, or articulation.

In the event a student with eligibility of Speech Language Impairment is being considered for special education academic services and/or support, a District psychoeducational evaluation will be completed to determine eligibility. If the primary eligibility continues to be SLI, the SLI Certification form must be completed. If not, the student's eligibility should be changed to the new eligibility and the LAS Certification form completed.

Each IEP team meeting that considers SLI eligibility or LAS services must utilize the appropriate certification form to document that the indicated areas have been considered.

If the student is eligible, the IEP team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. The IEP team should also include teacher and parent participation in the implementation of goals, supports, and accommodations, to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.

Training in these procedures is being provided for school speech therapists and other personnel involved in the referral of students for special education services.

**AUTHORITY:** This is a policy of the Superintendent of Schools

**RELATED RESOURCES:** Special Education Policies and Procedures Manual, IEP Team Guidelines, Determining Eligibility, July 2007

**ASSISTANCE:** For assistance or further information please contact the appropriate Local District, or contact:

Mary Seimears, Coordinator, Speech & Language Program  
at [mary.seimears@lausd.net](mailto:mary.seimears@lausd.net), or (213) 241-6200; or

Larisa Crookston, Ph.D., Director, Related Services Department  
at [larisa.crookston@lausd.net](mailto:larisa.crookston@lausd.net), or (213) 241- 6200

**ATTACHMENTS:** Attachment A: Speech Language Impairment Eligibility Certification (SLI Certification)  
Attachment B: Language and Speech Eligibility Certification (LAS Certification)

**Los Angeles Unified School District  
INDIVIDUALIZED EDUCATION PROGRAM**

Attachment A

**SPEECH LANGUAGE IMPAIRMENT ELIGIBILITY CERTIFICATION (SLI CERTIFICATION)**

**Student** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_ **Meeting Date** \_\_\_\_\_

This page is to be completed for initial IEPs, 3-year evaluations, or when a comprehensive speech-language evaluation has been conducted to determine whether SLI eligibility is appropriate.

**Complete Step 1A or 1B.**

**Step 1A. General Education Interventions - Check items as completed**

- \_\_\_\_\_ Intervention strategies implemented, including English Language Instruction or RtI<sup>2</sup> prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner).
- \_\_\_\_\_ Intervention support monitored over several weeks, and modified interventions as necessary based on student response.
- \_\_\_\_\_ Interventions were not successful, student referred for special education assessment.
- \_\_\_\_\_ Screening by a speech therapist or a student success team meeting (including a speech therapist) with the focus being speech and language concerns OR an appropriate screening for non-LAUSD enrolled preschoolers.

**Step 1B. Interventions Not Applicable**

- \_\_\_\_\_ Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist.

**Step 2. Review of Pre-referral Information - Check items as applicable**

- \_\_\_\_\_ The speech or language delay does not appear to be due to unfamiliarity with English.
- \_\_\_\_\_ The delay does not appear to be due to a lack of instruction in English, dialectical factors, or limited language experience.
- \_\_\_\_\_ The delay does not appear to be due to environmental factors.
- \_\_\_\_\_ The delay does not appear to be due to economic factors.
- \_\_\_\_\_ The delay does not appear to be due to social or cultural factors.

**Step 3. Assessment - Check either A or B, and complete the remaining items for TK to grade 12 students**

- \_\_\_\_\_ A. Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies (if a language impairment is suspected). **OR**
- \_\_\_\_\_ B. A psychological assessment is not required if the suspected area of disability is voice, fluency, or articulation.
- \_\_\_\_\_ Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition.
- \_\_\_\_\_ A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings.

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**Complete Step 4**

**Step 4. Determination of Eligibility of Speech Language Impairment (as the only identified special education eligibility)**

- A. \_\_\_\_\_ Student meets one or more of the following criteria (check each disorder that applies):
- \_\_\_\_\_ A language disorder, which has been identified in an assessment that includes use of two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics where the resulting scores are at least 1.5 S.D. below the mean or below the 7<sup>th</sup> percentile for the student's chronological age or developmental level **and** a 50-utterance representative spontaneous language sample where the student displays inappropriate or inadequate usage of receptive and/or expressive language. Note: When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified on the assessment plan [5 CCR 3030 (c)(4)].
  - \_\_\_\_\_ An articulation disorder (e.g. Pronunciation), which draws adverse attention, significantly interferes with communication and has been identified in an assessment that includes a conversational speech sample which reveals significant interference with communication and identifies single or multiple speech sound errors that are below the student's chronological age or developmental level.
  - \_\_\_\_\_ A fluency disorder (e.g. Stuttering), which has been identified in an assessment that demonstrates that the flow of verbal expression adversely affects communication between the student and the listener in multiple communication settings and the dysfluency has persisted over time.
  - \_\_\_\_\_ A voice disorder (e.g. Chronic Hoarseness, Pitch Variations), which has been identified in an assessment by a speech therapist after the etiology has been cleared by a Medical Doctor, in writing.
- B. \_\_\_\_\_ The impairment has a significant adverse effect on the student's academic performance.
- C. \_\_\_\_\_ The presenting Speech Language Impairment is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, or lack of instruction or the unfamiliarity with the English language.

**Complete Step 5**

**Step 5. Consideration for additional special education service(s): Complete A or B.**

- A. \_\_\_\_\_ In the event a student with eligibility of Speech Language Impairment is being considered for special education **academic** services and/or support, an updated District psychoeducational evaluation has been completed to determine that SLI is the overarching eligibility.
- B. \_\_\_\_\_ Student is not being considered for additional special education academic services and/or support.

**If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. Additionally, the IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.**

**Los Angeles Unified School District  
INDIVIDUALIZED EDUCATION PROGRAM**

Attachment B

**LANGUAGE AND SPEECH SERVICES CERTIFICATION (LAS CERTIFICATION)**

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_ Meeting Date \_\_\_\_\_

This page is to be completed for students with Special Education eligibility *other than SLI* when determining the need for LAS services to support the provision of FAPE.

**Complete Step 1A or 1B.**

**Step 1A. General Education Interventions - Check items as completed**

- \_\_\_\_\_ Intervention strategies implemented, including English Language Instruction or RtI<sup>2</sup> prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner).
- \_\_\_\_\_ Intervention support monitored over several weeks, and modified interventions as necessary based on student response.
- \_\_\_\_\_ Interventions were not successful, student referred for special education assessment.
- \_\_\_\_\_ Screening by a speech therapist or a Student Success Team meeting (including a speech therapist) with the focus being speech and language concerns OR an appropriate screening for non-LAUSD enrolled preschoolers.

**Step 1B. Interventions Not Applicable**

- \_\_\_\_\_ Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist.

**Step 2. Review of Pre-referral Information - Check items as applicable**

- \_\_\_\_\_ The speech or language delay does not appear to be due to unfamiliarity with English.
- \_\_\_\_\_ The delay does not appear to be due to a lack of instruction in English, dialectical factors or limited language experience.
- \_\_\_\_\_ The delay does not appear to be due to environmental factors.
- \_\_\_\_\_ The delay does not appear to be due to economic factors.
- \_\_\_\_\_ The delay does not appear to be due to social or cultural factors.

**Step 3. Assessment - Check either A or B, and complete the remaining items**

- \_\_\_\_\_ A. Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies (if a language impairment is suspected). **OR**
- \_\_\_\_\_ B. A Psychological Assessment is not required if the suspected area of disability is voice, fluency or articulation.
- \_\_\_\_\_ Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition.
- \_\_\_\_\_ A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings.

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**Step 4. Determination of the Need for LAS Service (for students with Special Education eligibility *other than SLI*):**

- \_\_\_\_\_ The IEP team has determined that speech and language related services and support are necessary for the student to benefit from Special Education. Speech and Language Services are necessary due to the results of a formal assessment, which indicates that the student demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his/her educational performance and cannot be corrected without speech and language related services.
- \_\_\_\_\_ The presenting need for LAS service is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, or lack of instruction or the unfamiliarity with the English language.

If the above is so, identify the area(s) of difficulty:

- \_\_\_\_\_ Language disorder
- \_\_\_\_\_ Articulation disorder
- \_\_\_\_\_ Fluency disorder
- \_\_\_\_\_ Voice disorder

**If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. The IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.**