

**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.**