



TITLE: **COMPREHENSIVE EVALUATION FOR STUDENTS SUSPECTED OF EMOTIONAL DISTURBANCE (ED)**

NUMBER: BUL-1309

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

DATE: September 29, 2004

ROUTING

All Locations
Local District Superintendents
Local District Directors
Support Unit Administrators
School Site Administrators
School Psychologists
Teachers
School Nurses

POLICY: It is the District’s policy that any student suspected of having an emotional disturbance that may require special education services must have a comprehensive evaluation. This evaluation must be conducted for all initial referrals, three year re-evaluations and whenever a more restrictive special education setting is being considered. The purpose of this Policy Bulletin is to provide procedures to District staff regarding the comprehensive evaluation requirements under the Modified Consent Decree (MCD).

MAJOR CHANGES: The Modified Consent Decree requires that there be documented evidence of a comprehensive evaluation for students with eligibility of emotional disturbance during an initial or triennial evaluation and when an IEP team will be considering a more restrictive special education setting.

INSTRUCTIONS: The school site administrator is responsible for assuring that each student suspected of having a disability requiring special education services is assessed in all areas of suspected disability. The MCD has specified certain requirements as part of a comprehensive evaluation when assessing a student suspected of having a disability of emotional disturbance. The IEP team must utilize the information provided by the comprehensive evaluation in considering eligibility and services. Each evaluation must document all of the following:

- Evidence of a uniform intervention procedure;
- Evidence of intervention prior to considering special education services;
- Evidence documenting the provision of the intervention and its effectiveness;
- Evidence that the intervention was provided for a reasonable amount time (minimum of three months);
- Evidence of a uniform referral procedure;
- Consideration of health factors;
- Evidence of a behavioral assessment;
- Evidence of a general ability assessment;
- Evidence of a social-emotional assessment using multiple settings and sources;



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- INSTRUCTIONS:**
- Evidence of an academic assessment;
 - Evidence that the effects of lack of instruction, limited English proficiency, social maladjustment and environmental, cultural and economic factors have been considered; and
 - For students currently receiving special education services, evidence that a behavior support plan was developed and implemented.

Training is being provided for school psychologists and other personnel involved in the referral of students for special education services.

- RELATED RESOURCES:**
- “2004-05 Modified Consent Decree Annual Plan”
 - “Special Education IEP Team Guidelines”

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.