



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Psychological Assessments of Preschool Children Enrolled in School-Based Preschool Programs or Early Education Centers

NUMBER: REF-4484.0

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

DATE: September 22, 2008

PURPOSE: The purpose of this Reference Guide is to inform administrators and staff at schools and centers that, effective September 3, 2008, the responsibility for conducting psychological assessments for preschool children enrolled in a school-based preschool program or Early Education Center is assigned to the school-based psychologist.

MAJOR CHANGES: The psychological assessment of preschool children enrolled in school-based preschool programs and Early Education Centers is now the responsibility of the school-based psychologist. Previously these assessments had been assigned to a centralized team of psychologists.

The school-based psychologist will now be responsible for any psychological assessment required for a child enrolled in a school-based preschool program or Early Education Center. This new process reflects a change to the process listed in the “Special Education Policies and Procedures Manual (July 2007),” “Guidelines for the IEP Team: Preschool Policies and Procedures,” page 278, in Section C, Assessment, item number two.

BACKGROUND: State and Federal law mandates that local education agencies provide special education and services to individuals with exceptional needs between the ages of three and five years who are identified as requiring those services. The identification process includes special education assessments conducted by qualified professionals. Assessments are requested for children enrolled in District general education preschool programs and for a larger number of children who are not yet enrolled in any District program. In order to complete the assessments of preschool-age children from the various referring sources the Division of Special Education Infant and Preschool Support Services, Psychological Services and Related Services departments work closely together to maximize the use of the District’s qualified assessment personnel. The changes outlined in this Reference Guide will enable the District to more effectively meet assessment requirements.

ROUTING

- All Locations
- Local District Superintendents
- Administrators of Instruction
- Local District Directors
- Support Unit Administrators
- Psych Services Coordinators
- School Site Administrators
- School Psychologists
- Teachers
- Preschool Assessment Teams



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

PROCEDURES: The following reflects the process for assessments of preschool children.

1. Children not enrolled in an elementary school-based general education program or Early Education Center program.

All initial assessments of three and four year old children not enrolled in an elementary school-based general education program or Early Education Center program are the responsibility of the District's Infant and Preschool Special Education Office. Once a child is receiving special education, any reassessments are the responsibility of the school or center where the child is enrolled. Early Education Centers will work with the assessment teams from adjacent schools in scheduling needed reassessments for enrolled children.

2. Children enrolled in an elementary school-based general education program or Early Education Center program.

Assessments of three and four year old children enrolled in a school-based general education program or Early Education Center program are the responsibility of the school-based assessment teams. Early Education Centers will work with the assessment teams from adjacent schools in scheduling needed assessments.

3. Transition from Preschool

Prior to transitioning a student with an IEP from a preschool program to kindergarten or first grade, an appropriate reassessment must be conducted to determine if they are still in need of special education and related services (See Transition from Preschool to Kindergarten in the Special Education Policies and Procedures Manual).

RELATED RESOURCES Special Education Policies and Procedures Manual, Guidelines to the IEP Team: Preschool Policies and Procedures

ASSISTANCE For assistance or further information, please contact Whitcomb Hayslip, Director, Infant and Preschool Support Services, Division of Special Education at (213) 241-4713/whitcomb.hayslip@lausd.net or Alnita Dunn, Director, Psychological Services at (213) 241- 8303/alnita.dunn@lausd.net.