

TITLE: School Self-Review Checklist, Students with Disabilities: 2023-2024

NUMBER: REF-2624.19

ISSUER: Anthony Aguilar
Chief of Special Education, Equity and Specialized Programs
Office of Special Education, Equity and Specialized Programs

Dr. José Soto
Executive Director, Special Education
Division of Special Education

ROUTING

All Schools
Affiliated Charter Schools
Independent Charter Schools
Regional Superintendents
Regional Administrators
Charter Schools Division Administrators
Special Education Administrators
School Site Administrators
Independent Charter School Administrators

DATE: October 9, 2023

DUE DATE: **October 31, 2023**

PURPOSE: The purpose of this Reference Guide is to inform site administrators (1) of the continued requirement to complete the online *School Self Review Checklist, Students with Disabilities: 2023-2024* (“Checklist”) and (2) that the Regional Superintendent, or designee, and Charter Schools Division Director, or designee, shall periodically conduct site level visits during the school year to monitor the implementation of school systems that foster substantial compliance with Federal and State legal requirements and the District’s policies and procedures.

MAJOR CHANGES: This Reference Guide replaces REF-2624.18, issued on August 29, 2022. Publications on Attachment A: School Self Review Checklist (SSRC) have been updated, as has the link to access the SSRC Toolkit of resources.

INSTRUCTIONS: All District site administrators shall:

1. Log in to the Principal’s Portal.
2. Complete all five sections of the “School Self Review Checklist: Students with Disabilities” in the *School Designee Form* by indicating whether or not all items in REF-2624.19, Attachment A are in place at the school.
3. Mark a “Yes” in the appropriate certification area within this section if all items in REF-2624.19, Attachment A are in place. Otherwise, mark a “No”.
4. Ensure the *School Designee Form* certifications are submitted online in the Principal’s Portal no later than **October 31, 2023**.

When a certification area is marked as “No” on the *School Designee Form* and changes occur later during the school year to where the area can now be marked as a “Yes”, please update the *School Designee Form* on the Principal’s Portal.

Note: Prior to certifying in the Principal’s Portal, the principal, and their designee (site administrator in charge of special education) shall review Attachment A: School Self Review Checklist: Students with Disabilities to ensure all items listed in the attachment are in place. For any areas with an identified need, develop an action plan to bring all items into a “Yes.”

The certification on the Principal’s Portal will consist of the following summarized items. Refer to Attachment A for a detailed description of each item and its accompanying resource.

Section 1: Special Education Designees & Communication

- Designate individuals for roles: Special Education Clerk, SSPT Administrative Designee, Section 504 Designee, Oral Interpreters, Special Education Designee, Nonpublic School Designee
- Create a special education section on the school website
- Provide required information on the school’s website
- Include special education publications on the school’s website

Section 2: Beginning of School Year Procedures

- Plan professional development on special education topics
- Plan parent involvement activities
- Schedule IEP team meetings in advance
- Ensure staff have access to IEP details
- Ensure RSP teachers complete 95 Percent training
- Review and analyze compliance data
- Monitor LRE percentage and inclusion
- Safeguard confidentiality of IEPs
- Implement recommended practices for instruction

Section 3: Compliance Procedures

- Provide behavior support within MTSS
- Develop Behavior Intervention Plan (BIP) when needed to address challenging behaviors
- Follow IEP team meeting procedures
- Provide IEP-related documents to parents

Section 4: Compliant Timelines

- Provide assessment plan within 15 days of request
- Provide assessment reports 4 days before IEP team meetings as requested by parents
- Convene IEP team meetings within required legal timelines

Section 5: Special Education Supports And Resources

- Access relevant LAUSD resources and stay up to date on District policies

INSTRUCTIONS FOR CHARTERS:

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Section 5: Special Education Supports And Resources

- Access relevant LAUSD resources and stay up to date on District policies

Section 6: Additional Items For Independent Charter Schools

- Communicate inclusion practices and outreach
- Train staff in non-discriminatory practices
- Do not require IEP for enrollment
- Access training and updates on special education website
- Use Welligent system for IEP process
- Monitor RST caseloads

RELATED RESOURCES:

Schools may refer to the School Self Review Checklist toolkit as a resource to access publications, brochures, booklets, and forms that are referred to in Attachment A. <https://bit.ly/DSE-SSRC-Toolkit>

ATTACHMENTS: Attachment A: School Self Review Checklist, Students with Disabilities: 2023-24

ASSISTANCE: For assistance, please contact Lilia Moran, Compliance Coordinator, Division of Special Education at (213) 241-6701 or via email at lilia.moran@lausd.net.

School Self-Review Checklist: Students with Disabilities 2023-2024

Due Date: October 31st

Directions: This School Self Review Checklist (SSRC) is to be used as a guide in reviewing and ensuring special education systems are in place at the school site. The site administrator is to certify each section on the School Designee Form in Principal’s Portal or Online Charter Form. The linked SSRC Toolkit contains all referenced publications, booklets, brochures, and forms. The publications have also been linked to the eLibrary: <https://my.lausd.net/> (Single Sign On Required).

SECTION1: SPECIAL EDUCATION DESIGNEES & TEAMS

#	Task	In Place	Not In Place	N/A
1	<p>The school has designated/appointed individuals to carry out the duties of the following roles in the Principal’s Portal or Charter Online Form:</p> <ul style="list-style-type: none"> • Special Education Clerk (REF-5640) • SSPT Administrative Designee & Other Core Members (BUL-6730) • Section 504 Designee (BUL-4692) • Oral Interpreters for IEP Team Meetings (REF1596) • Special Education Designee • Nonpublic School Designee to attend IEP team meetings at nonpublic schools and coordinate public school services for all dually enrolled students in accordance with their IEPs. <p>*Nonpublic School, SSPT & 504 Designee are N/A for Nonpublic Schools. *For Independent Charter Schools, complete the following form: https://bit.ly/CharterInterpreters</p>			
2	<p>The school's website contains a special education section where visitors can easily get information regarding special education and the name of the Special Education Designee/contact person. The following information must be included on the school’s website:</p> <ol style="list-style-type: none"> A. Special Education webpage or section within a webpage (It must be easily located on the main page or as a menu item as part of the main tabs.) B. Contact person’s full name is listed for special education inquiries C. Special education section of the website provides parents/visitors with information about special education and contains a link to the Division of Special Education website https://lausd.org/sped D. The following special education publications are on the school’s website <ul style="list-style-type: none"> • A Parent’s Guide to Special Education Services: Including Procedural Rights & Safeguards (September 2018 edition) • The IEP & You (September 2016 edition). • The ITP & You (Secondary Schools) (May 2016 edition). <p>**A revision to all 3 booklets is currently in process.</p>			

SECTION 2: BEGINNING OF SCHOOL YEAR PROCEDURES

#	Task	In Place	Not In Place	N/A
3	The school plans and provides school-level professional development which includes special education topics and maintains corresponding agendas, sign-ins, and evaluation forms. Additional Special Education PD opportunities are available via MyPLN and on the DSE Employees webpage.			
4	The school plans and facilitates parent involvement activities and training to improve services and results for students with disabilities. The school directs parents to the DSE website and Parents section of the website where parent workshop opportunities and resources are posted. https://lausd.org/spedParents			
5	The school schedules IEP team meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation. <u>Annual IEPs are scheduled at least 60 days in advance and Triennial/Re-Evaluation IEPs are scheduled at least 90 days in advance.</u>			
6	All staff responsible for implementing the student’s IEP, including substitute teachers, have access to, or a copy of, the IEP and a clear understanding of the support and services required for the student. (Staff without Welligent access may retrieve IEP details in MiSiS and Whole Child .)			
7	All RSP teachers shall complete the 95 Percent Group training (refresher for previously trained or new teacher training) and the school administrator will certify either the completion or registration of all Resource Teachers for the 2023-2024 school year using the following link: https://forms.gle/hCMLytpxGe2Vagof7			
8	The school has procedures in place to regularly download and review Welligent management reports, analyze & share relevant compliance data with staff and monitor & evaluate school-wide compliance systems. Refer to the Substantial Compliance Toolkit document for more information on the frequency and type of reports that should be downloaded and reviewed on an a regular basis.			
9	The school monitors, at a minimum monthly, the LRE percentage for students with disabilities and seeks to increase the percentage of students with disabilities who are in the general education program at least 80% of the school day as indicated in the LAUSD 2022-26 Strategic Plan.			
10	The school implements District procedures for safeguarding the confidentiality of IEPs and IEP related documents as outlined in BUL-2469: Pupil Records: Access, Confidentiality, Notice of Educational Rights			
11	The school implements the District recommended practices in classrooms where students with disabilities (SWDs) receive instruction in the core curriculum and as outlined in REF-2025: Development and Implementation of a Learning Center at the Secondary Level			

SECTION 2: BEGINNING OF SCHOOL YEAR PROCEDURES (Continued)

#	Task	In Place	Not In Place	N/A
12	The school implements the District’s recommended practices in classrooms where students with disabilities (SWDs) receive instruction in the alternate curriculum as outlined in BUL-6049: Required Curriculum and Assessment for Students on the Alternate Curriculum			
13	The school implements the District’s recommended practices in classrooms where students with disabilities (SWDs) receive instruction in the preschool curriculum as outlined in REF-6763: Ordering Changing Tables for Early Childhood Special Education Classrooms			
14	Schools with preschool special education programs follow required guidelines for providing toileting assistance or diapering as part of the instructional program for students who receive early childhood special education services and annually complete the Early Childhood Special Education Health and Safety Review as outlined in REF-6777: Procedures for Completing the Annual Early Childhood Special Education Health and Safety Review			
15	The school has systems in place and is aware of how to address program accessibility concerns. REF-066902: Procedures to Request Barrier Removal for Program Accessibility, for Students and Other Individuals with Disabilities			
16	The school has procedures in place for updating in Welligent the <i>IEP Report of Progress and Achievement from Current IEP</i> (see each goal page at each progress report card/marketing period) and distributing to parents when progress reports or report cards are issued for general education students as outlined in BUL-2332: Elementary School Progress Report Marking Practices and Procedures and in BUL-1353: Marking Practices and Procedures in Secondary Schools ; MISIS = (MyLAUSD – Single Sign-On Required) https://www.lausd.org/Page/6215			
17	The school ensures staff members annually complete the certification or recertification of the District’s Oral Interpretation at IEP Team Meetings training. Oral interpreters certified by District standards may interpret at IEP Team and Section 504 meetings. REF-1596: Oral Interpretation at an Individualized Education Program (IEP) Team Refer to for additional information on training dates and locations. https://lausd.org/spedOITResources			
18	The school uses the <i>Notification to Participate in Individualized Education Program Meeting</i> to document attempts to get parents to attend IEP team meetings (In Welligent >> Student’s IEP Management >> Forms Section) and memorializes attempts on the Notes section of the Meeting screen.			

SECTION 2: BEGINNING OF SCHOOL YEAR PROCEDURES (Continued)

#	Task	In Place	Not In Place	N/A
19	The school follows District procedures for requests for written translations of IEPs and Section 504 Plans, and maintains a log of completion dates as outlined in REF-6349: Submitting Requests for Written Translation of Individualized Education (IEP) and Related Documents			
20	The school updates Welligent account information for staff that have left the school or have changed roles/positions through OneAccess and as indicated in the Welligent Support site. https://lausd.org/welligentsupport			
21	The school maintains a list of resident students attending nonpublic schools by running and downloading Welligent IEP/IFSP Reports/ NPS Students by School of Residence (REP105), REPORT # 741			
22	For students parentally placed in private schools, the public school follows procedures for developing an “Individual Services Plan” (ISP) for eligible students as outlined in REF-6846: Serving Parentally-Placed Private School Students with Disabilities Including School of Residence Responsibilities For additional guidance on ISPs, refer to the PPPSO Schoology group – access code: V228-89RM-WNSR4			
23	The school annually disseminates policies that address the elimination of hostile environments to staff, students, and parents as outlined in MEM-5818: Nondiscrimination Required Notices and Ordering of Student Brochures and https://www.lausd.org/Page/3494 .			
24	The school displays the “School Family Support Services (SFSS)” poster for Parents of Students with Disabilities to easily access as outlined in REF-049897: Special Education School and Family Support Services			
25	The school follows the procedures for requests for an initial assessment for students on an inter-district permit as outlined in REF-5195: Special Education Assessments for Students Attending LAUSD on Gen. Ed. Inter-District Permits			
26	The school ensures legal compliance with IEP timelines and service delivery through weekly monitoring of data to ensure that students with disabilities are provided a free appropriate public education. Services provided are monitored on a weekly basis using Welligent Management reports as outlined in REF-041781: Resource Specialist Program – Service Tracking, Documentation, and Monitoring ; & REF-5941: Behavior Intervention Implementation Service Tracking Documentation Using the Welligent Service Tracking System			

SECTION 2: BEGINNING OF SCHOOL YEAR PROCEDURES (continued)

#	Task	In Place	Not In Place	N/A
27	The school utilizes the Division of Special Education dashboards to engage in dialogue about the school’s compliance level in the areas of IEP timelines and service delivery. IEP Completion Dashboard: https://sites.google.com/lausd.net/iep-completion-dashboard-23-24/home & Service Delivery Dashboard: https://sites.google.com/lausd.net/service-delivery-dashbrd-23-24 .			
28	Responsible school personnel use the Section 504 Program module in Welligent to conduct all phases of the Section 504 process as outlined in REF-6241: Mandatory Use of the Welligent Section 504 Program Module to Conduct All Section 504 Activities			

The school will distribute at the beginning of each school year to parents of all students the following publications:

#	Task	In Place	Not In Place	N/A
29	Parent-Student Handbook containing the District’s nondiscrimination statement and sexual harassment policy. (Similar statement and policy applicable to fiscally independent charter and nonpublic schools) – https://www.lausd.org/Page/17131			
30	“Are You Puzzled by Your Child’s Special Needs?” brochure (available for download in multiple languages on Division of Special Education website – https://www.lausd.org/spedbrochures			

The school will distribute at the beginning of each school year to parents of all students with disabilities (students with IEPs) the following publications:

#	Task	In Place	Not In Place	N/A
31	School Family Support Services “Notification Letter” (SFSS) for Parents of Students with Disabilities as outlined in REF-049897: Special Education School and Family Support Services – Call Center			
32	The school ensures that all parents are made aware that special education booklets and brochures are available for download in multiple languages, from the Division of Special Education website: https://lausd.org/sped			
33	The Parent Counseling and Training (PCT) Letter & Schedule is provided to parents of students with that have PCT indicated on FAPE Part 1 of their IEP. A copy of the PCT letter is provided to parents. The PCT letter and schedule can be found on the Division of Special Education website: https://www.lausd.org/Page/17280 or in Welligent Downloads. record. The PCT consideration worksheet is available in Welligent Downloads.			

SECTION 3: COMPLIANCE PROCEDURES

#	Task	In Place	Not In Place	N/A
34	The school provides instruction and support in behavior to all students, incorporating behavior within a Multi-Tiered System of Support (MTSS) as outlined in BUL-6269: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities and in BUL-095902: Multi-Tiered System (MTSS): Identification and Educational Supports for Students with Attentional Challenges .			
35	The school provides instruction and support in behavior to all students, incorporating behavior within a Multi-Tiered System of Support (MTSS) as outlined in BUL-6269: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities and in BUL-095902: Multi-Tiered System (MTSS): Identification and Educational Supports for Students with Attentional Challenges .			
36	School teams use the Multi-Tiered Implementation Assessment (MIA) on a regular and ongoing basis to assess the fidelity and effectiveness of behavior support within a MTSS as outlined in BUL-6269: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities			
37	The school supports the development of functionally equivalent replacement behaviors to address challenging behaviors by including a Behavior Intervention Plan (BIP) in Welligent as part of the Individualized Educational Program (IEP) when: (1) a student with disabilities exhibits behavior that impedes learning; and (2) when good first teaching and supplementary supports in the areas of academics, behavior, and social skills have not proven to be adequate. Based on current and relevant data, the BIP outlines a description of the target problem behavior(s), antecedents to the behavior(s), a hypothesized function of the behavior, and strategies and interventions to be implemented.			
38	The school uses the <i>Notification to Participate in Individualized Education Program Meeting</i> form and documents in Welligent (on Meeting Screen Notes) the attempts to get parents to attend IEP team meetings; including use of ‘3 Date Letter’ as appropriate.			
39	The school documents when a change in placement is to be discussed at an IEP team meeting by selecting, “Change in Placement” on the Notification to Participate in an IEP team meeting form.			
40	The school recesses IEP team meetings only under specific parental requests or District emergency and documents the Projected Reconvene Date as outlined in REF-6672: New Individualized Education Program (IEP) Team Meeting Requirements – Spring 2016			

SECTION 3: COMPLIANCE PROCEDURES (Continued)

#	Task	In Place	Not In Place	N/A
41	The school follows the procedures outlined in REF-3804.0: Individualized Education Program (IEP) Team Membership Requirements and the IEP Team Member Excusal when an IEP team member needs to be excused from an IEP team meeting. The school ensures that parents/guardians are provided prior written notice and that parental consent is received/documented by the school before the IEP meeting date before an IEP team member is excused. The signed excusal form must be uploaded to the student’s IEP record – attached documents in Welligent and added to cum.			
42	The school reads aloud the IEP Team Introductory Statements at every IEP team meeting which available as a Welligent Download. Please read the statements aloud regardless of parent/guardian meeting attendance.			
43	The school implements alternatives to suspension as outlined in both BUL-5655: Guidelines for Student Suspensions and in BUL-6050: Expulsion of Students – Policies and Procedures .			
44	The school has systems in place to ensure that all signed pages are categorized and uploaded in Welligent in the Management section of the IEP record within the Attached Documents tab. Examples include but not limited to IEP Page 10, Page 11, signed assessment plan, signed IEP Meeting Notification form, PCT Worksheet and any other documents provided to and signed by parents.			
45	When recommending Reclassification of an Emergent Bilingual, the school is aware of an follows the procedures outlined in BUL-6890: Reclassification Procedures for Emergent Bilinguals with Disabilities .			

The school will distribute and provide parents with IEP-related documents/brochures/booklets and adhere to legal timelines.

#	Task	In Place	Not In Place	N/A
46	Upon enrollment, or with initial referral for special education assessment, the school provides the parent a “ <i>Request for Reasonable Accommodations</i> ” form and maintains a copy in the student’s green folder or special education confidential folder. (Attach form to inside front cover of folder). Additional information is available in the <i>ePPM – Initial Assessment, Reassessment and Independent Educational Evaluation</i> . Form is available in Welligent Downloads.			
47	With the assessment plan, the school provides the parent “ <i>A Parent’s Guide to Special Education Services</i> ,” revised September 2018. The guide is available for download in multiple languages on the Division of Special Education website – https://www.lausd.org/spedbrochures			

SECTION 3: COMPLIANCE PROCEDURES (Continued)

#	Task	In Place	Not In Place	N/A
48	The school provides special education related forms in the parents' primary language when requested as outlined in REF-6349: Requests for Written Translation of Individualized Education Program (IEP) and Related Documents			
49	At least <u>10 DAYS PRIOR</u> (or 15 days as a best practice) to the scheduled date of the IEP team meeting, the school will provide parents a "Notification to Participate in Individualized Education Program Meeting" and will include "A Parent's Guide to Special Education Services," revised September 2018 and "The IEP and You" booklets with the notification. (For Secondary Schools: "The ITP and You" booklet, revised September 2016 will also be included in the notification)			
50	At least <u>10 DAYS PRIOR</u> (or 15 days as a best practice) to the scheduled date of the IEP team meeting, the school will provide parents a "Notification to Participate in Individualized Education Program Meeting" and will include "A Parent's Guide to Special Education Services," revised September 2018 and "The IEP and You" booklets with the notification. (For Secondary Schools: "The ITP and You" booklet, revised September 2016 will also be included in the notification)			
51	Parents with the following publications: 1) "A Parent's Guide to Special Education Services," revised September 2018; 2) "Least Restrictive Environment" brochure; 3) "Parent Input Survey." (QR code for survey now included in IEP print out); 4) Parent Counseling and Training Letter & Schedule, if applicable. An explanation of these publications is also provided.			
52	Parents with an overview of "Extended School Year (ESY) Services for Students with Disabilities," completes Attachment A of BUL-059905: Guidelines for IEP Teams when SWD are Being Considered for ESY Programs & Services , uploads it into Welligent IEP record, and makes available the ESY brochure <u>if ESY is being considered</u> . ESY brochure is available for download at https://www.lausd.org/spedbrochures			
53	Parents are provided with an explanation of the Alternate Dispute Resolution (ADR) and Informal Dispute Resolution for IEP Disagreements (IDR) process including other dispute resolution and complaint options when there is an <u>IEP dispute</u> as outlined in REF-1410: Individualized Education Program (IEP) Dispute Resolutions Options: (1) Alternate Dispute Resolution (ADR), (2) Informal Dispute Resolution (IDR), (3) Mediation Only (MO), and (4) Due Process Hearing Proceedings . In addition, parents are to be provided the Alternate Dispute Resolution (ADR) brochure .			
54	School staff who participated in the IEP team meeting may complete a " Staff Input Survey ." Available for download in Welligent Downloads.			

FOR SCHOOLS SERVING HIGH SCHOOL STUDENTS

#	Task	In Place	Not In Place	N/A
55	At the IEP team meeting, the school provides the parent with information regarding student's progress towards graduation with a diploma or certificate of completion as outlined in REF-6056: Issuance of Diplomas and Certificates of Completion for All Eligible Students with Disabilities			
56	The school supports and monitors the student's progress toward meeting the requirements for a diploma or certificate of completion as outlined in BUL-6257: High School "A-G" Graduation Requirements and Students with Disabilities and in REF-6056: Issuance of Diplomas and Certificates of Completion for All Eligible Students with Disabilities			
57	During the student's final semester in high school, the school develops a "Summary of Performance" (SOP), a summary of the student's academic achievement and functional performance which must include recommendations for how to assist the student in meeting postsecondary goals. Upon completion, it is provided to the student with a copy filed in the student's cumulative record as outlined in BUL-5796: Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age			

SECTION 4: COMPLIANT TIMELINES

#	Task	In Place	Not In Place	N/A
58	The school provides the parent with a "Special Education Assessment Plan", in the language requested by the parent unless clearly not feasible to do so, within 15 calendar days of the written request for assessment as detailed in the ePPM- <i>The Special Education Process: Developing a Special Education Assessment Plan</i> .			
59	If requested by the parent, the school provides copies of assessment reports to the parent 4 working days before the date of the IEP team meeting as detailed in the ePPM – <i>The Special Education Process: Getting Ready for an IEP team meeting</i>			
60	Within 48 hours of receipt of signed assessment plan, related services providers must be notified of the receipt of signed consent via Welligent. Schools must enter the receipt date in Welligent as outlined in REF-715.3: Assessment Plans for Related Services .			
61	For an annual review IEP, the school conducts the IEP team meeting within 12 months of the previous IEP as detailed in the ePPM- <i>The Special Education Process: Getting Ready for an IEP team meeting</i>			
62	The school convenes an IEP team meeting within 30 calendar days of parent written request as detailed in the ePPM- <i>The Special Education Process: Getting Ready for an IEP team meeting</i> . Written request must timestamped and uploaded to IEP record, Attached Documents.			

SECTION 4: COMPLIANT TIMELINES (Continued)

#	Task	In Place	Not In Place	N/A
63	<p>For a three-year review IEP, the school conducts the IEP within 36 months of the initial IEP, previous three-year review IEP, or previous comprehensive reassessment IEP as outlined in BUL-6639: Three-Year Review IEP Psycho-Educational Reassessment Requirements. At the second annual, IEP teams must clearly indicate discussion/determination of reassessment consideration on FAPE Part 1. For all triennials, Health and Academic assessments are required.</p>			
64	<p>School office staff and administrators follow the procedures for student enrollment forms so that students with IEPs or Section 504 Plans are identified upon enrollment and parent referrals for special education assessment are processed within mandated timelines as detailed in the <i>ePPM-The Special Education Process: Child Find and Search & Serve</i>. In addition, Schools are to have Child Find Posters displayed in a prominent location. Child Find Poster English // Child Find Poster Spanish . https://achieve.lausd.net/spedChildFind</p>			
65	<p>The school documents the request for special education assessment on a "Request for Special Education Assessment" form and maintains a <u>copy in the student's green folder</u> or confidential special education folder. Form available in Welligent Downloads in multiple languages. Completed form must be uploaded into Welligent and added to student's cum.</p>			
66	<p>For an initial assessment and a three-year reassessment, the school conducts vision and hearing screenings within the previous 12 months of the IEP team meeting date and documents the screening dates in the IEP Health PLP as detailed in the <i>ePPM-The Special Education Process: Initial Assessment, Reassessment, and Independent Educational Evaluation</i>. When a health assessment has been completed, there must be an accompanying Health PLP as part of the IEP.</p>			
67	<p>School site Principal serves as the official school site Custodian of Records. All school site-initiated requests must adhere to EC56504. Training to support Records Requests is available for staff in MyPLN (Responding to Special Education Pupil Records Request - Student Records Tutorial Link). If requested by parents, the school/district provides copies of their child's educational records within 5 business days of the date the request was made as outlined in BUL-5526: Procedures for Requests for Educationally Related Records of Students with or Suspected of Having Disabilities and as detailed in the <i>ePPM-Student Records</i>.</p>			
68	<p>For a student transitioning from preschool to kindergarten, the school conducts a reassessment using the Classroom Team Assessment Report (CTAR) and develops an IEP as detailed in the <i>ePPM-Guidelines for the IEP Team District Policy: Early Childhood</i></p>			

SECTION 4: COMPLIANT TIMELINES (Continued)

#	Task	In Place	Not In Place	N/A
69	For a student with Emotional Disturbance eligibility, the school conducts a comprehensive reassessment for each three-year review IEP as outlined in BUL- 6639: Three-Year Review Individualized Education Program (IEP) Psycho-Educational Reassessment Requirements			
70	For students with the eligibility of Emotional Disturbance, the initial and three-year IEP includes an “Emotional Disturbance Disability Certification” form as outlined in BUL-4182: Parent Participation at Individualized Education Program (IEP) Meetings for Students Suspected of ED			
71	When standardized tests may be considered invalid for the student, the assessment plan documents alternative assessments as detailed in the <i>ePPM-The Special Education Process: Initial Assessment, Reassessment, and Independent Evaluation</i>			
72	Initial assessment reports document all the required <u>10-12</u> elements as detailed in the <i>ePPM-The Special Education Process: Initial Assessment, Reassessment, and Independent Evaluation</i> . All Assessment reports must be uploaded, parents provided a copy, and memorialized on the IEP FAPE 2 Part 4 that parent was provided copies of X reports.			

SECTION 5: SPECIAL EDUCATION SUPPORTS AND RESOURCES

#	Task	In Place	Not In Place	N/A
73	School regularly accesses LAUSD's Division of Special Education website, https://www.lausd.org/sped , the electronic Policies and Procedures manual (ePPM), https://www.lausd.org/spedEPPM the eLibrary platform, https://my.lausd.net , to retrieve all mandates/policy documents, and for District schools, Special Education Schoology Groups .			

FOR INDEPENDENT CHARTER SCHOOLS

SECTION 6: ADDITIONAL ITEMS FOR INDEPENDENT CHARTER SCHOOLS

#	Task	In Place	Not In Place	N/A
74	Specific information notifying parents that the school is open to enroll and provide services to all students is included in the charter school’s general outreach materials, website, community meetings, and open forums.			
75	Front line charter school staff are trained and informed in non-discriminatory practices regarding application and enrollment questions from families of children with disabilities.			

SECTION 6: ADDITIONAL ITEMS FOR INDEPENDENT CHARTER SCHOOLS

#	Task	In Place	Not In Place	N/A
76	The charter school does not require a copy of a student's IEP prior to participating in the lottery and/or as any condition for enrollment.			
77	Charter school staff regularly accesses MyPLN and the Division of Special Education website to view updates and/or participate in training on special education topics and ensures charter school staff are included on appropriate district email listservs.			
78	The charter school maintains evidence specifically documenting the provision of professional development regarding service to students with disabilities, including students with moderate to severe disabilities.			
79	The charter school uses and can provide evidence of consistent use of the Welligent system to document the IEP process, service tracking, and development of the IEP.			
80	All resource specialist teachers and related services providers employed by charter schools use the Welligent Service Tracking System to document the provision of special education and/or related services; the school has identified an individual who regularly monitors this use.			
81	Charter school ensures that all RST caseload managers, including those assigned from non-public agencies, have caseloads of 28 or less students.			