

Special Education Resource Guide for School Site Administrators

Introduction

This Resource Guide is intended to assist LAUSD school site administrators in improving the administration of special education programs. The Resource Guide will be updated and modified as District policies and procedures change. It will also be augmented as school site administrators inform us of additional information they need. The intent is to provide web-based, user-friendly resource material and links for LAUSD administrators who regularly deal with special education issues and disputes at their school sites. If you have suggestions for topics or general comments on content, please notify Susan Glickman at susan.glickman@lausd.net.

The Resource Guide contains the following four sections:

- A. Tips for Reducing IEP Disputes
- B. Frequently Asked Questions Relating to IEP Disputes
- C. Good Administrative Practices for Special Education Programs
- D. Topical Index for LAUSD's Special Education E-library

Another resource available to school site administrators is the "Weblinks" section on the Division of Special Education website. This section provides links to helpful national, state, and Los Angeles County special education websites. To view the links click on the following web address: http://sped.lausd.net/sepg2s/pg2_weblinks.htm

A. TIPS FOR REDUCING IEP DISPUTES

1. Prepare for Contentious IEP Team Meetings:

Extra advance preparation for contentious IEP team meetings is one of the most important things a school can do to reduce IEP disputes. In due process we call preparing in advance “frontloading” and believe that it is critical for moving the IEP process forward in difficult cases. If you anticipate that an IEP team meeting will be difficult, call the parents ahead of time and ask about their concerns. Utilize the information gathered from the parents to (1) anticipate IEP issues, (2) research problem areas, (3) gather the appropriate staff for the IEP team meeting, and (4) formulate possible solutions. You can also obtain assistance regarding difficult IEP issues from the Due Process Department, Educational Equity, and legal staff at Support Unit Walk-In Clinics (check with your support unit for dates, times & location). Being caught off guard by a parent or an advocate may result in quick responses from staff that are not well thought out. These inappropriate responses may be eliminated with pre-planning and research.

2. Identify and Address All of the Student’s Unique Needs:

A good IEP starts with a thorough pre-assessment discussion with the student’s parents and teachers. Use these discussions to formulate an appropriate assessment plan. Then you identify all of the student’s unique educational needs by conducting comprehensive assessments in all areas of suspected disability as set forth on the assessment plan. Once the IEP team determines the student’s unique needs, it is important to have goals, supports, services, accommodations and modifications that address each of the student’s unique needs. Keep in mind you need to “connect all the dots” from identifying all of the unique needs, to writing goals that address each need, and then to supporting the goals with appropriate supports, services, accommodations and modifications. So, if you see a need, address it and make sure it is documented in the IEP.

3. Accurately Record the Meeting on the IEP Document:

It is imperative that what is documented on the IEP is what transpired at the IEP team meeting. The IEP scribe should be careful to record what was decided accurately. If in doubt, the transcriber should read sections of the IEP for confirmation that what was said was recorded properly. In addition, the scribe should be a person other than the administrator or administrative designee. It is difficult to run the meeting and record the meeting at the same time. Optimally, someone should take hand written notes to assist the computer transcriber.

4. Check for Parent Understanding:

During IEP team meetings it is good practice to check frequently with the parent for understanding and to ask throughout the meeting if the parent has any questions. Sometimes it is hard for a parent to say “I don’t know what that means.” Remember to be flexible, edit the document when needed and welcome parent input. While drafting an IEP during the IEP team meeting, keep in mind that it is a draft!

5. Respond to Parent Inquires:

It is important to respond to all the inquiries and concerns parents may have. Frequently we see parent concerns regarding an offer of FAPE reflected on p. 12 of the IEP without any record of a discussion or District response. The District members of the IEP team should respond to parent questions and concerns regarding the District’s offer of FAPE. Further, the District’s responses should be recorded on p. 12. This will ensure that the parent-school discussions regarding FAPE is properly reflected in the IEP.

6. Consider Independent Evaluations:

If a family presents the IEP team with an Independent Educational Evaluation (“IEE”) they have obtained, the IEP team should review the IEE and provide comment. While you may not agree with all of the conclusions in an IEE, an IEE may have information that may have been overlooked or that adds to the discussion in a productive manner. You might be fearful that by considering the assessment you are making the District responsible for paying for it. This is not the case. The “Parents Guide to Special Education,” addresses how a parent can receive reimbursement for an IEE. The parent must first request, and allow the District time to complete an assessment, disagree with the District’s assessment, and then ask for an independent assessment at District expense. However, parents may obtain an IEE at their own expense at any time and submit it for IEP team consideration.

7. Make Sure IEPs are Implemented:

This sounds simple but some disputes are caused by failure to implement IEPs. To ensure implementation of the IEP check to see that the appropriate school personnel have copies of pertinent IEP pages and understand their role. If the IEP provides for non-public agency services, a copy of the IEP must be forwarded to the Nonpublic Services Department. This will ensure that the NPS Department will communicate with the family, make an offer of an agency, and track the start of services.

8. Remember that Parents are an Important Resource:

Always keep in mind that parents have knowledge about their child that we do not have. They also come to the IEP with many fears about their child's future that are frequently rooted in things they have observed or heard. Try to explore parent concerns and extract information that may aid in the development of the IEP. Ask questions such as "Tell me more about...?" Or "Tell me what it would look like to you?" Opening up the conversation with the parents will enhance the IEP team's ability to develop an appropriate IEP and reach agreement.

9. Respond Appropriately to Letters Notifying the District of Private School/Service Placement:

If you receive a letter from a family stating that they are placing their child in a private school, or they are obtaining private services, and that they will be seeking District reimbursement for the cost of the school and/or services, you should:

- ✓ Check if there is a current IEP that addresses the student's unique needs, offers appropriate supports and services, and is complete.
- ✓ If there is no current IEP, or if the IEP is inadequate or incomplete, immediately schedule an IEP meeting.
- ✓ Call your Special Education Support Unit Coordinator, as well as the Administrative Coordinator of the Due Process Department, and alert them to the fact that you have received a private school/services letter. If you have scheduled an IEP team meeting to develop or supplement the student's IEP, request assistance from your Special Education Support Unit Coordinator on developing an appropriate IEP.

B. Frequently Asked Questions Relating to IEP Disputes

1. May a parent refuse an initial assessment for possible special education eligibility?

A parent may refuse an initial assessment. However, if the District feels that it is important to assess the student, the District may file for a due process hearing in order to obtain an order authorizing the District to assess without parent consent. If a parent of a student at your school site is refusing to consent to an assessment, call the District's Due Process Department to discuss the possibility of filing for a due process hearing. (*Note: If a student is unilaterally placed by their parents at a private school or if they are home-schooled the District cannot override the lack of parent consent.*)

2. May a parent refuse the initial provision of special education services?

Yes. If a student's parent refuses to accept the District's initial offer of special education services, the student will remain in the regular education program and the District cannot file for due process to override the lack of consent. If this happens at your school site you should document in a letter to the parent that the District has developed an IEP for the student but cannot implement it because of the parents' lack of consent.

3. What do I do when the parent will not sign the IEP in disagreement or agreement?

You should: (1) make at least three attempts to obtain the parents' signature following the IEP team meeting, using phone calls, letters, home visits, and/or in person meetings at the school site; (2) document your attempts to obtain a signature in phone call logs, letters, conferences, and conversations; (3) maintain a copy of all responses from the parent; (4) continue to implement the last agreed upon and implemented IEP; and (5) contact the Due Process Department to discuss the possibility of filing for due process.

4. When there is a due process case pending is the school site required to hold the annual or tri-annual IEP team meeting?

Yes. Follow the required timelines for holding IEP team meetings. We also recommend that you call the due process specialist that is working on the case before convening the IEP team meeting to discuss possible resolutions of parent concerns.

5. May parents record an IEP team meeting on an audiotape or with a video recording device?

Parents can record an IEP team meeting on audiotape if they give the school notice of their intent to record no later than 24 hours before the IEP team meeting.

Likewise, the school may record the IEP team meeting if they give the parents notice at least 24 hours before the meeting. If the school initiates the notice of intent to record (i.e., the parent did not give notice first) and the parent objects to taping the meeting, then the school cannot tape the meeting. We recommend that if your school site receives a tape-recording notice from parents you provide the parents with a notice and also tape record the meeting. There is no provision in California special education law granting parents or the District the right to video tape an IEP meeting.

6. What does the school site administrator or designee do when a parent disagrees with an IEP?

When parents disagree with their child's IEP, document the parents' disagreement on p. 10 of the IEP. Parents may disagree with the entire document or they may choose to agree to specific parts and services of the IEP and have them implemented. The school site administrator or designee should then review with the parents the options for seeking a resolution of their IEP dispute. These options are described in Reference Guide 1410.2. After the parents select a dispute resolution process make sure that the choice is marked on the IEP by checking the informal meeting box or due process box on p. 10 of the IEP. Then proceed with the relevant steps for the selected process as set forth in Reference Guide 1410.2.

7. What do you do when a parent asks to have their child removed from special education services?

If a comprehensive assessment has not recently been done it is important to first assess the student. After the assessments are completed, convene an IEP team meeting to discuss student's progress, goals and continued need for special education and related services. If the IEP team recommends that the student continue to receive special education and related services, the parents may disagree with the IEP and initiate one of the dispute resolution processes. The student will remain in special education until the dispute is resolved. If the IEP team determines that the student no longer needs or is eligible for special education and related services, document the decision on the IEP and if the parent consents to the IEP, exit the student from special education.

8. What should a school site do when a parent provides a copy of a private assessment or independent educational evaluation ("IEE")?

Upon receiving a private assessment report, the school site administrator should schedule an IEP to review the results of the report (or if an IEP team meeting has already been scheduled put the assessment report on the agenda for discussion at the meeting). The professional who conducted the assessment should be invited to attend as well as District staff qualified to interpret the results of the assessment (e.g., a school psychologist for a psychoeducational assessment, LAS provider for LAS assessment, OT provider for OT assessment, etc.). The school site

administrator should provide copies of the private assessment report to the relevant District staff for their review prior to the meeting. District staff should summarize the report on page 12 of the IEP. In addition, the IEP team should consider and discuss the report, and make changes to the student's IEP if necessary to meet the student's unique educational needs.

9. What is compensatory education?

Compensatory education may be offered or ordered if the District denies a student a free appropriate public education (FAPE). If an IEP team, due process specialist or hearing officer determines that the student has not received services as written into the student's IEP, or that the District failed to provide an adequate program which resulted in a loss of educational opportunity for the child, compensatory education may be offered. Compensatory education may include extended school-year services, additional therapy sessions, or other remedial measures in response to a student's identified needs. Compensatory education is intended to be a one time offer to compensate for past failures to adequately serve the student and is not meant to provide ongoing services for future IEPs.

10. What does "stay put" mean?

When a parent disagrees with an IEP and files for due process, the student is to continue to receive the placement and services in the last agreed upon and implemented IEP during the due process proceedings. This is commonly known as "stay put." If the parent disagrees with only a portion of the IEP, the District may implement the agreed upon portions of the IEP. Stay put may apply for the disputed portions of the IEP depending on the facts of the case. Contact the Due Process Department if a situation arises where you are unclear as to what would be stay put.

C. Good Administrative Practices for Special Education Programs

Special education programs can improve and become more effective if good administrative practices are put into place at the school site. Here are some examples of good administrative practices that utilize available resources in LAUSD.

1. Use Welligent and SIS Effectively

- Use Welligent for assessment plans and IEP team meeting notices.
- Use the web-based Welligent system to develop and print IEPs during IEP meetings.
- Enter and make timely updates of mandated information in all special education Student Information System (SIS) fields.
- Ensure that Resource Specialist Teachers and all Related Service Providers maintain logs in Welligent that document the frequency of contact and total number of minutes of service provided per week or month.
- Use the Welligent system "Request for Special Education Assessment" form (or other dated written communication) when a request for assessment is made. If other dated written communication is used, enter the date into Welligent.
- Provide the parent with a Welligent-generated assessment plan within 15 days of the written request for assessment, unless the parent is provided with a written denial of assessment as an alternative.
- Use Welligent reports to monitor the school's program throughout the year. In order to access Welligent reports:
 - Sign on to Welligent
 - Click on WellReports
 - Click on IEP Reports
 - Select desired report
 - Select your location (if necessary)
 - Select beginning and ending dates for the report
 - Click View Report
 - Wait for the information to load

The two reports that you will check most frequently are

- Master Calendar Report: This report lists all IEPs by the date that they are due. For each date, the Report provides the student's name, grade, LAUSD ID number, and type of IEP: Initial, Annual Review, or Three-Year Review. Once the IEP is scheduled, this information is recorded. The date that the meeting is actually held is also recorded, along with the

date that the parent signs the IEP. The Report tracks compliance with assessment and IEP timelines.

- Timeline Report: This report lists special education students alphabetically by last name. For each student, the Report lists the Student's track, type of IEP, special education eligibility, and all timeline information applicable for the upcoming IEP: date of referral for special education, 15-day due date for assessment plan, date assessment plan is sent, date signed assessment plan is returned, due date for parent notification of IEP, date that meeting notification is actually sent, date that IEP meeting is due, and date that it is held. Red asterisks mark items which fail to comply with timeline. A simple guideline for this Report is that the Administrator works to have a Report with no red asterisks.
- Make sure you print out and distribute the "Accommodations and Modifications" report for your school before CAT6/CST testing. All schools are required to provide the testing accommodations and modifications listed on the students' IEPs. When preparing for the administration of the test, go on to the Welligent system and click on WellReports. Then click on the "Accommodations and Modifications" report and select your school from the list. Print the report and make sure that testing monitors are aware of and implement the required accommodations and accommodations during testing.

2. Prepare for the School Year

- Before the school year begins, use Welligent reports to review your school's special education program. Data in Welligent Reports comes from use of the Welligent system for routine tasks such as sending out an Assessment Plan and sending out a Parent Notification of IEP Meeting. It is not possible to enter information directly into the Report. If the Reports are incomplete, it indicates that staff may not be using Welligent properly for ongoing special education paperwork. In order to access Welligent reports:
 - Sign on to Welligent
 - Click on WellReports
 - Click on IEP Reports
 - Select desired reportWelligent provides a wide range of reports. Take time to familiarize yourself with the kind of information that the different reports provide. If you have questions about the Reports, or if you feel that information is incorrect, call the Welligent Helpline at (213) 241-4174.
- Review MCD school snapshot
- Identify problem areas and discuss them at staff meetings
- Meet with staff who have responsibilities to enroll new students, reminding them to implement procedures to identify students who receive special education services.

- Review special education and/or related services in IEPs and determine if adequate resources are available to implement the IEPs of students enrolled.
- Put in place a procedures to:
 - Provide access to the current IEP to all staff responsible for implementing each student's program;
 - Make sure that all staff responsible for implementing each student's program have a clear understanding of all points of the IEP they are responsible for implementing.
- Plan for pre-referral interventions
 - Class and school wide intervention programs
 - Student Success Team process
- Meet with staff to confirm or assign responsibility for the following special education tasks:
 - Student Discipline
 - Behavior Intervention Case Manager (BICM)
 - Creating and supervising the IEP Calendar and Welligent System
 - Creation of the Master Schedule and student programming (secondary)
 - Supervision of the Special Education Assistants/Trainees
 - Administrator/Administrative Designee at IEP meetings
- Put in place a procedure for special education teachers to complete and distribute progress reports to parents at all reporting periods
 - For K-12, the "IEP Report of Progress and Achievement"
 - For Pre-K, the "Creative Curriculum Child Progress and Planning Report"
- Plan for time to review the following documents with your staff
 - LAUSD Special Education Policies and Procedures Manual
 - A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards), Los Angeles Unified School District, Revised January 2006.
- Review current special education Memoranda, Bulletins, and Reference Guides in the e-library at spe.d.lausd.net (see below for a Topical Index).

3. Keep Track of IEP and Related Timelines

Special education timelines are designed to ensure that students who require special education services receive them in a timely manner. School site compliance with special education timelines is often indicative of the quality of the school's special education program as a whole. Schools that meet timelines frequently have better special education programs overall than those programs that do not meet timelines.

School site administrators are responsible for ensuring that their schools comply with the following special education timelines:

- Provide the parent with a Welligent-generated assessment plan or a written denial for assessment within 15 days of the written request for assessment.
- If requested by the parent, mail copies of assessment reports to the parent five working days before the date of the IEP team meeting.
- When an IEP team meeting is precipitated by an assessment or assessments (e.g., initial IEPs), hold the IEP team meeting within 60 days of receipt of written parental consent to the assessment plan.
- Conduct annual and three year review IEPs by the time designated in Welligent and on the students' IEPs.
- Hold a parent-requested IEP team meeting within 30 calendar days from the date of the parent's request.
- When a student transfers into the District, immediately put into place an interim program based on the previous school's IEP or implement a program agreed upon by the District and the parent(s). Convene an IEP team meeting to develop a District IEP within 30 days of the student's enrollment.
- If there is disagreement between the school and the parent at the end of an IEP team meeting make sure the parent has received a copy of the "Parents Guide to Special Education Services" and apprise the parent of the three dispute resolutions options (Informal Dispute Resolution, Mediation Only, Formal Due Process).
 - If the parent requests Informal Dispute Resolution (IDR):
 - Call the IDR Helpline at (213) 241-8135 within 24 hours of the dispute.
 - Meet with the parent within 24 hours of the dispute to clarify issues and concerns and to complete IDR Form A: "Request for Informal Dispute Resolution (IDR) Regarding Individualized Education Program (IEP) Issues." This form is Attachment B-1 to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution.
 - If the IDR dispute is assigned to your school site for resolution, complete resolution activities within five (5) business days.
 - If the IDR dispute is assigned elsewhere for resolution, resolution activities should be completed within twenty (20) business days.
 - If the parent requests State Mediation Only:
 - Provide the parent with a Mediation Only Request Form at the time of the request. This form is Attachment C to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution.
 - Call the LAUSD Due Process Unit at (213) 241-6718 immediately.

- If the parent requests Formal Due Process Proceedings:
 - Provide the parent with a Request for Mediation and Due Process Hearing Form at the time of the request. This form is Attachment D to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution.
 - Call the Due Process Helpline at (213) 241-5420 immediately.
 - Complete the District's written response within 10 (ten) calendar days of the District's receipt of the Complaint Form or Complaint Notice. The Due Process Specialist assigned to the case will provide guidance in completion of this written response.
 - Attend a resolution session with the parent within 15 (fifteen) days of District receipt of the Complaint Form or Complaint Notice. The Due Process Specialist assigned to the case will assist in scheduling the resolution session and may attend the resolution session.

D. Topical Index for LAUSD's Special Education E-library

The following is an index of special education memorandum, reference guides, bulletins, and other material, arranged by topic in alphabetical order. To view the document, click on the document title.

1. Accessibility

Title	[MEM-2561.0] Summer Wheelchair Repair
Description	The purpose of this Memorandum is to provide procedures and a form for requesting the summer repair of wheelchairs owned by the District. The repairs will be made by students with disabilities participating in vocational educational wheelchair service and repair classes during the summer.
Issuing Organization	Special Education
Posting Date	05/22/2006

Title	[REF-1446.1] Facilities Requests Re: Prog. Accessibility Under IDEA
Description	The purpose of this Reference Guide is to inform school site staff of the existence of a unit in the Division of Special Education that addresses "on demand" facilities requests related to program accessibility for students covered under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.
Issuing Organization	Special Education
Posting Date	07/26/2005

2. Assessments

Title	[BUL-1309.0] Comprehensive Evaluation for Students Suspected of E.D.
Description	This Policy Bulletin sets District policy requiring a comprehensive evaluation for students suspected of having a disability of emotional disturbance. The Bulletin provides policy and procedures related to the requirements of this comprehensive evaluation.
Issuing Organization	Special Education
Posting Date	10/01/2004

Title	[BUL-743.0] Review and Consideration of Request for Sp Ed Evaluation
Description	This bulletin replaces Memorandum No. H-16 by the same name dated February 10, 2003 from the Division of Special Education. This bulletin provides guidance and procedures to schools reviewing such requests for special education evaluation. A sample parent notification letter in English and Spanish is attached.
Issuing Organization	Special Education
Posting Date	01/22/2004

Title	[REF-2371.0] Procedures for Requesting Additional Special Education Assessment Support
Description	The purpose of this Reference Guide is to provide procedures for principals to follow when requesting additional support for the timely completion of special education assessments.
Issuing Organization	Special Education
Posting Date	02/17/2006

3. Behavior Support and Discipline

Title	[MEM-1999.0] Behavior Support Plan Clinics
Description	The purpose of this Memorandum is to notify all school site administrators and certificated staff of monthly Behavior Support Plan Clinics that are available to school and Local District staff who would like assistance with developing a behavior support plan.
Issuing Organization	Special Education
Posting Date	09/23/2005

Title	[MEM-1998.0] Behavior Support Meetings
Description	The purpose of this memorandum is to notify school site administrators, certificated staff and instructional classified staff of monthly regional networking meetings to support staff who work with students with behavioral challenges. The purpose of the meetings is to provide opportunities to interact with others in the field, identify resources, to share ideas, and to develop solutions to common problems.
Issuing Organization	Special Education
Posting Date	09/23/2005

Title	[BUL-2075.0] Establishment and Documentation of Intervention Procedures for Students Suspected of ED
Description	This Bulletin notifies schools about nine required actions that must be taken prior to considering a student disabled under the category of emotional disturbance.
Issuing Organization	Special Education
Posting Date	10/31/2005

Title	[BUL-1309.0] Comprehensive Evaluation for Students Suspected of E.D.
Description	This Policy Bulletin sets District policy requiring a comprehensive evaluation for students suspected of having a disability of emotional disturbance. The Bulletin provides policy and procedures related to the requirements of this comprehensive evaluation.
Issuing Organization	Special Education
Posting Date	10/01/2004

Title	[H-50 (rev.)0] Behavior Intervention Regulations
Description	The purpose of this Bulletin is to provide information and procedures to implement requirements regarding behavior interventions for students with disabilities in compliance with State and federal regulations. This Bulletin also contains important forms and charts as attachments.
Issuing Organization	Special Education
Posting Date	09/08/2004

4. Data Systems, Reports and Technology

Title	Attention All Principals, Assistant Principals and Teachers!
Description	Important information regarding Bulletin BUL-971: "Modified Consent Decree Requirements in SIS and Welligent IEP Systems."
Issuing Organization	Announcements for LAUSDnet and Inside LA
Posting Date	05/05/2004

Title	[REF-1301.0] Directions for Completing the SESAC Report, 2004-05
Description	The purpose of this Reference Guide is to provide schools with directions for completing the Special Education Student Assignment Coordination (SESAC) report for the 2004-05 school year. Updates have been included that reflect due dates for the 2004-05 school year.
Issuing Organization	Planning Assessment and Research
Posting Date	09/22/2004

Title	[REF-1301.0] Directions for Completing the SESAC Report, 2004-05
Description	The purpose of this Reference Guide is to provide schools with directions for completing the Special Education Student Assignment Coordination (SESAC) report for the 2004-05 school year. Updates have been included that reflect due dates for the 2004-05 school year.
Issuing Organization	Planning Assessment and Research
Posting Date	09/22/2004

Title	[REF-1950.1] Resource Specialist Program Service Tracking Implementation and Training- Revised
Description	The purpose of this Reference Guide is to provide revised information and procedures, as well as additional options for resource specialist teachers to access training in the use of the Welligent Service Tracking System and to inform resource specialist teachers and their principals that this training is required.
Issuing Organization	Special Education
Posting Date	09/28/2005

Title	[REF-1538.0] ID of At Risk Factors for Students with Disabilities
Description	The purpose of this Reference Guide is twofold: (1) To inform school and Local District personnel about the process and procedures for accessing student data to identify and intervene with secondary students with disabilities who demonstrate potential dropout factors; and (2) To monitor progress toward graduation for secondary students with disabilities.
Issuing Organization	Special Education
Posting Date	02/04/2005

Title	[REF-1168.0] Migration of IEP Data from Welligent to Elem & Sec SIS
Description	District policy requires schools to enter and maintain demographic and other data for every student with an Individualized Education Plan (IEP) in Welligent and in SIS (see BUL-971 dated May 3, 2004). The purpose of this bulletin is to notify schools that selected fields from Welligent will be downloaded into SIS and can only be updated from Welligent in order to synchronize and to eliminate any duplicate or redundant data.
Issuing Organization	Planning Assessment and Research
Posting Date	08/09/2004

5. Dispute Resolution

Title	[REF-1410.2] Special Education Dispute Resolution - The Three Options For Parents with IEP Disputes
Description	The purpose of this Reference Guide is to provide school sites and District staff with updated information and instructions regarding the three options available to parents for resolving special education disputes: Informal Dispute Resolution; State Mediation Only; and Formal Due Process Proceedings.
Issuing Organization	Special Education
Posting Date	01/20/2006

Title	[REF-1341.1] Establishment of Complaint Response Unit
Description	The purpose of this Reference Guide is to inform schools and offices that the Complaint Response Unit (CRU)/Parent Resource Network (PRN) has been established to respond to the concerns of parents of students with disabilities. This Reference Guide includes sample parent notification letters in English, Spanish, Armenian and Korean as attachments.
Issuing Organization	Special Education
Posting Date	08/11/2005

6. Graduation, CAHSEE and ITPs

Title	[REF-1369.0] "The ITP and You" Booklet
Description	The purpose of this Reference Guide is to provide secondary administrators and instructional staff information about the distribution of "The ITP and You Booklet." This booklet provides information for students with disabilities, beginning at age 14, and their parents needed to take part in the Individualized Education Program/Individual Transition Plan (IEP/ITP) team meeting. The information in "The ITP and You Booklet" has been taken from "The ITP and You" pocket guide, as an alternate version designed for students or adults with developmental disabilities. Each school administrator or administrative designee shall provide a copy of "The ITP and You" pocket guide and/or "The ITP and You Booklet", as appropriate, with the notification of the IEP/ITP meeting.
Issuing Organization	Special Education
Posting Date	10/27/2004

Title	[REF-1368.0] "The ITP and You" Pocket Guide
Description	The purpose of this Reference Guide is to provide secondary school staff with information about their responsibility to provide a copy of this pocket guide to every student 14 years or older and their parents with a copy of the IEP team meeting notification. The Reference Guide also informs staff of other instructional uses for the pocket guide.
Issuing Organization	Special Education
Posting Date	10/27/2004

Title	[REF-1367.0] Student with Disabilities Exit Interview Form
Description	The purpose of this Reference Guide is to inform all secondary staff that high school students with disabilities 14 years and older are to receive a Student Exit Interview form to be completed during the final Individualized Education Program/Individual Transition Plan (IEP/ITP) meeting prior to the completion of the student's educational program. The IEP team shall assist the student in the completion of the Student Exit Interview form. The IEP team shall forward the completed Student Exit Interview form through school mail to the District Office of Transition Services immediately following the conclusion of the IEP/ITP meeting.
Issuing Organization	Special Education
Posting Date	10/27/2004

7. IEP Development

Title	[MEM-1999.0] Behavior Support Plan Clinics
Description	The purpose of this Memorandum is to notify all school site administrators and certificated staff of monthly Behavior Support Plan Clinics that are available to school and Local District staff who would like assistance with developing a behavior support plan.
Issuing Organization	Special Education
Posting Date	09/23/2005

Title	[BUL-1686.0] Roles, Responsibilities & Authority of IEP Teams
Description	The purpose of this policy bulletin is to (1) clarify the roles, responsibilities and authority of IEP teams in regards to provision of non-public agency services and placements, (2) clarify the role of non-public agency providers at IEP meetings, and (3) clarify the role and authority of school site administrators in the development of IEPs and reiterate the basic principle that no single individual can control IEP Teams decisions.
Issuing Organization	Office of the Chief Operating Officer
Posting Date	04/14/2005

Title	[H-9.0] The IEP and You, Pocket Guide
Description	This bulletin informs staff when to distribute the IEP and You pocket guide and how to order it.

Issuing Organization	Special Education
Posting Date	06/11/2003

Title	[H-66.0] New Eligibility Code for Speech or Language Impairment
Description	This bulletin establishes a code change from "LAS" (language and speech) and "APH" (aphasia) to a single eligibility code. It also provides guidelines for determining eligibility under the new code "SLI" (speech or language impairment).
Issuing Organization	Special Education
Posting Date	01/27/2003

Title	[REF-2481.0] Additional Adult Assistance (AAA) for Students with Behavioral and/or Health Concerns
Description	The purpose of this Reference Guide is to provide schools and IEP teams with guidelines and procedures for assigning additional adult assistance (AAA) to students who have behavioral or health concerns.
Issuing Organization	Special Education
Posting Date	05/09/2006

Title	[REF-2475.0] Percentage of Time in General Education - Modified Consent Decree (MCD) Outcome 7
Description	The purpose of this Reference Guide is to assist schools and IEP teams in calculating the amount of time needed in general education in order to comply with Modified Consent Decree (MCD) Outcome 7.
Issuing Organization	Special Education
Posting Date	05/24/2006

Title	[REF-1887.0] Revised Sp. Ed. Parents Guide and Rights
Description	The purpose of this Reference Guide is to notify schools of the availability of the revised "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" and to provide instructions on how to order copies at no cost.
Issuing Organization	Special Education
Posting Date	07/26/2005

Title	[REF-1596.0] Oral Interpretation at an IEP Team Meeting
Description	The purpose of this Reference Guide is to (1) remind school administrators of their responsibility to provide a parent with oral interpretation in the parent's home language when requested, and (2) to provide procedures, forms and resources to assist schools in providing oral interpretation at IEP meetings when requested by a parent.
Issuing Organization	Special Education
Posting Date	04/06/2005

Title	[REF-1233.0] English/Spanish Glossary of Special Education Terms
Description	The purpose of this Reference Guide is to provide schools with a copy of the District's "English/Spanish Glossary of LAUSD Terminology" which includes special education terms and phrases for schools to use in oral and written communication with parents. The glossary is also available online using the web address given in the Reference Guide.
Issuing Organization	Special Education
Posting Date	01/26/2005

Title	[REF-854.0] Scheduling, Notification, and Completion of IEPs
Description	The purpose of this Reference Guide is to provide information to remind all District staff of their obligation in meeting the following requirements: To complete the special education assessment and conduct an IEP meeting within legally required timelines; to document the type and number of attempts to contact the parent to schedule the IEP meeting; to complete annual reviews within legally required timelines.

Issuing Organization	Special Education
Posting Date	03/17/2004

8. Intervention

Title	[BUL-2075.0] Establishment and Documentation of Intervention Procedures for Students Suspected of ED
Description	This Bulletin notifies schools about nine required actions that must be taken prior to considering a student disabled under the category of emotional disturbance.
Issuing Organization	Special Education
Posting Date	10/31/2005

Title	[REF-2025.0] Development and Implementation of a Learning Center at Secondary Schools
Description	The purpose of this Reference Guide is to provide guidelines for the development and implementation of a Learning Center at secondary schools. The purpose of the Learning Center is to provide a range of supports for students with disabilities.
Issuing Organization	Special Education
Posting Date	01/13/2006

Title	[REF-1538.0] ID of At Risk Factors for Students with Disabilities
Description	The purpose of this Reference Guide is twofold: (1) To inform school and Local District personnel about the process and procedures for accessing student data to identify and intervene with secondary students with disabilities who demonstrate potential dropout factors; and (2) To monitor progress toward graduation for secondary students with disabilities.
Issuing Organization	Special Education
Posting Date	02/04/2005

Title	[REF-1276.0] Secondary Instruction & Services for Students w/Disabilities
Description	The purpose of this Reference Guide is to provide Division of Special Education Position Paper No. 4: "Secondary Instruction and Services - Students with Disabilities Accessing the Core Curriculum" and to inform Secondary District Instructional staff of their responsibility to read this paper. This position paper states the District's position in regard to the participation of students with disabilities in the instructional programs at the secondary level.
Issuing Organization	Special Education
Posting Date	09/08/2004

Title	[REF-1275.0] Prevention-Intervention, and Elem. Literacy Position Papers
Description	The purpose of this Reference Guide is to provide District staff with the Division of Special Education Position Papers No. 2: "Early Prevention and Intervention for Academically At-Risk Students," and No. 3: "Elementary Literacy - Special Education, Students with Mild/Moderate Disabilities," and to inform all Pre-K and elementary instructional staff of their responsibility to read both position papers. These papers define the District's position on early intervention and prevention, and participation in elementary literacy for students with mild to moderate disabilities.
Issuing Organization	Special Education
Posting Date	09/08/2004

9. Least Restrictive Environment

Title	[REF-2475.0] Percentage of Time in General Education - Modified Consent Decree (MCD) Outcome 7
Description	The purpose of this Reference Guide is to assist schools and IEP teams in calculating the amount of time needed in general education in order to comply with Modified Consent Decree (MCD) Outcome 7.
Issuing Organization	Special Education

Posting Date 05/24/2006

Title [\[REF-1388.0\] Least Restrictive Environment Brochure](#)
Description The purpose of this Reference Guide is to provide procedures for school site administrators to follow in meeting the Modified Consent Decree requirement to articulate the school vision of integrated instructional services for students with disabilities.
Issuing Organization Special Education
Posting Date 11/03/2004

Title [\[REF-1276.0\] Secondary Instruction & Services for Students w/Disabilities](#)
Description The purpose of this Reference Guide is to provide Division of Special Education Position Paper No. 4: "Secondary Instruction and Services - Students with Disabilities Accessing the Core Curriculum" and to inform Secondary District Instructional staff of their responsibility to read this paper. This position paper states the District's position in regard to the participation of students with disabilities in the instructional programs at the secondary level.
Issuing Organization Special Education
Posting Date 09/08/2004

Title [\[REF-1275.0\] Prevention-Intervention, and Elem. Literacy Position Papers](#)
Description The purpose of this Reference Guide is to provide District staff with the Division of Special Education Position Papers No. 2: "Early Prevention and Intervention for Academically At-Risk Students," and No. 3: "Elementary Literacy - Special Education, Students with Mild/Moderate Disabilities," and to inform all Pre-K and elementary instructional staff of their responsibility to read both position papers. These papers define the District's position on early intervention and prevention, and participation in elementary literacy for students with mild to moderate disabilities.
Issuing Organization Special Education
Posting Date 09/08/2004

10. Modified Consent Decree

Title [\[MEM-2076.0\] School Study Regarding Delivery of Special Education Services](#)
Description The purpose of this Memorandum is to inform school staff of an approved study regarding the provision of special education services in accordance with the requirements of students' Individualized Education Programs (IEPs).
Issuing Organization Special Education
Posting Date 10/31/2005

Title [\[BUL-2075.0\] Establishment and Documentation of Intervention Procedures for Students Suspected of ED](#)
Description This Bulletin notifies schools about nine required actions that must be taken prior to considering a student disabled under the category of emotional disturbance.
Issuing Organization Special Education
Posting Date 10/31/2005

Title [Attention All Principals, Assistant Principals and Teachers!](#)
Description Important information regarding Bulletin BUL-971: "Modified Consent Decree Requirements in SIS and Welligent IEP Systems."
Issuing Organization Announcements for LAUSDnet and Inside LA
Posting Date 05/05/2004

Title [\[REF-2475.0\] Percentage of Time in General Education - Modified Consent Decree \(MCD\) Outcome 7](#)
Description The purpose of this Reference Guide is to assist schools and IEP teams in calculating the amount of time needed in general education in order to comply with Modified Consent Decree (MCD) Outcome 7.
Issuing Organization Special Education

Posting Date	05/24/2006
---------------------	------------

Title	[REF-1847.0] School Self Review Checklist for Students w/Disabilities
Description	The purpose of this Reference Guide is to inform administrators at all school sites, including charter schools, of the requirement to complete the "School Self Review Checklist, Students with Disabilities: 2005-2006 as mandated by the Modified Consent Decree. The checklist assists schools in determining compliance with the Individuals with Disabilities Education Act (IDEA) and the District's special education policies and procedures.
Issuing Organization	Special Education
Posting Date	07/07/2005

Title	[REF-1388.0] Least Restrictive Environment Brochure
Description	The purpose of this Reference Guide is to provide procedures for school site administrators to follow in meeting the Modified Consent Decree requirement to articulate the school vision of integrated instructional services for students with disabilities.
Issuing Organization	Special Education
Posting Date	11/03/2004

11. Parent Resources

Title	[MEM-2026.0] Training for Parents of Students with Disabilities
Description	The purpose of this Memorandum is to provide the Fall and Spring semester calendar of special education parent training to school site administrators for distribution to all parents of students with disabilities. It is imperative that parents of students with disabilities receive notice of these training sessions no later than October 18, 2005, or before, if possible.
Issuing Organization	Special Education
Posting Date	09/27/2005

Title	[H-9.0] The IEP and You, Pocket Guide
Description	This bulletin informs staff when to distribute the IEP and You pocket guide and how to order it.
Issuing Organization	Special Education
Posting Date	06/11/2003

Title	[REF-1920.0] Schedule of Monthly Sp Ed Informational Parent Meetings
Description	The purpose of this Reference Guide is to announce the schedule of monthly informational parent meetings sponsored by the Special Education Complaint Response Unit/Parent Resource Network, and to remind principals of their responsibility to monthly inform parents of students with disabilities of these monthly meetings.
Issuing Organization	Special Education
Posting Date	08/12/2005

Title	[REF-1887.0] Revised Sp. Ed. Parents Guide and Rights
Description	The purpose of this Reference Guide is to notify schools of the availability of the revised "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" and to provide instructions on how to order copies at no cost.
Issuing Organization	Special Education
Posting Date	07/26/2005

Title	[REF-1388.0] Least Restrictive Environment Brochure
Description	The purpose of this Reference Guide is to provide procedures for school site administrators to follow in meeting the Modified Consent Decree requirement to articulate the school vision of integrated instructional services for students with disabilities.
Issuing Organization	Special Education
Posting Date	11/03/2004

Title	[REF-1369.0] "The ITP and You" Booklet
Description	The purpose of this Reference Guide is to provide secondary administrators and instructional staff information about the distribution of "The ITP and You Booklet." This booklet provides information for students with disabilities, beginning at age 14, and their parents needed to take part in the Individualized Education Program/Individual Transition Plan (IEP/ITP) team meeting. The information in "The ITP and You Booklet" has been taken from "The ITP and You" pocket guide, as an alternate version designed for students or adults with developmental disabilities. Each school administrator or administrative designee shall provide a copy of "The ITP and You" pocket guide and/or "The ITP and You Booklet", as appropriate, with the notification of the IEP/ITP meeting.
Issuing Organization	Special Education
Posting Date	10/27/2004

Title	[REF-1368.0] "The ITP and You" Pocket Guide
Description	The purpose of this Reference Guide is to provide secondary school staff with information about their responsibility to provide a copy of this pocket guide to every student 14 years or older and their parents with a copy of the IEP team meeting notification. The Reference Guide also informs staff of other instructional uses for the pocket guide.
Issuing Organization	Special Education
Posting Date	10/27/2004

Title	[REF-1341.1] Establishment of Complaint Response Unit
Description	The purpose of this Reference Guide is to inform schools and offices that the Complaint Response Unit (CRU)/Parent Resource Network (PRN) has been established to respond to the concerns of parents of students with disabilities. This Reference Guide includes sample parent notification letters in English, Spanish, Armenian and Korean as attachments.
Issuing Organization	Special Education
Posting Date	08/11/2005

Title	[REF-1233.0] English/Spanish Glossary of Special Education Terms
Description	The purpose of this Reference Guide is to provide schools with a copy of the District's "English/Spanish Glossary of LAUSD Terminology" which includes special education terms and phrases for schools to use in oral and written communication with parents. The glossary is also available online using the web address given in the Reference Guide.
Issuing Organization	Special Education
Posting Date	01/26/2005

12. Procedures

Title	[MEM-2561.0] Summer Wheelchair Repair
Description	The purpose of this Memorandum is to provide procedures and a form for requesting the summer repair of wheelchairs owned by the District. The repairs will be made by students with disabilities participating in vocational educational wheelchair service and repair classes during the summer.
Issuing Organization	Special Education
Posting Date	05/22/2006

Title	[MEM-2176.0] Distribution of Augmented Allocation of Special Education IMA Funds (2544)
Description	The purpose of this Memorandum is to inform schools how to receive an augmented allocation in their Instructional Materials Account (IMA) #2544.
Issuing Organization	Special Education
Posting Date	01/23/2006

Title	[MEM-2118.0] Special Allocation for Support of Special Education Compliance (Program 2817)
--------------	--

Description	The purpose of this Memorandum is to inform schools and Early Childhood Education Centers regarding procedures for the provision of supplemental support for special education activities for 2005-2006.
Issuing Organization	Special Education
Posting Date	11/29/2005

Title	[H-66.0] New Eligibility Code for Speech or Language Impairment
Description	This bulletin establishes a code change from "LAS" (language and speech) and "APH" (aphasia) to a single eligibility code. It also provides guidelines for determining eligibility under the new code "SLI" (speech or language impairment).
Issuing Organization	Special Education
Posting Date	01/27/2003

Title	[H-10.0] Serving Parentally placed Private School Students
Description	This bulletin explains the District's policy for the provision of special education services to parentally placed private school students with disabilities, ages 5 to 21, whose parents reside within the District. It also provides procedures to ensure the District's obligations for alternative services to these students are met.
Issuing Organization	Special Education
Posting Date	09/12/2002

Title	[H-9.0] The IEP and You, Pocket Guide
Description	This bulletin informs staff when to distribute the IEP and You pocket guide and how to order it.
Issuing Organization	Special Education
Posting Date	06/11/2003

Title	[REF-2371.0] Procedures for Requesting Additional Special Education Assessment Support
Description	The purpose of this Reference Guide is to provide procedures for principals to follow when requesting additional support for the timely completion of special education assessments.
Issuing Organization	Special Education
Posting Date	02/17/2006

Title	[REF-2024.0] Preschool Collaborative Classrooms at Elem. Schools & Early Childhood Centers
Description	The purpose of this Reference Guide is to provide guidelines for the Preschool Collaborative Classroom (PCC), a collaborative program jointly supervised by the Early Childhood Education Division and Division of Special Education.
Issuing Organization	Special Education
Posting Date	03/28/2006

Title	[REF-1888.0] Required Use of the Sp. Ed. Policies & Procedures Manual (July 2005)
Description	The purpose of this Reference Guide is to inform district personnel of the distribution of the Special Education Policies and Procedures Manual (July 2005) and to announce school staff training regarding the Manual's organization and content.
Issuing Organization	Special Education
Posting Date	08/23/2005

Title	[REF-1847.0] School Self Review Checklist for Students w/Disabilities
Description	The purpose of this Reference Guide is to inform administrators at all school sites, including charter schools, of the requirement to complete the "School Self Review Checklist, Students with Disabilities: 2005-2006 as mandated by the Modified Consent Decree. The checklist assists schools in determining compliance with the Individuals with Disabilities Education Act (IDEA) and the District's special education policies and procedures.
Issuing Organization	Special Education
Posting Date	07/07/2005

Title	[REF-1596.0] Oral Interpretation at an IEP Team Meeting
Description	The purpose of this Reference Guide is to (1) remind school administrators of their responsibility to provide a parent with oral interpretation in the parent's home language when requested, and (2) to provide procedures, forms and resources to assist schools in providing oral interpretation at IEP meetings when requested by a parent.
Issuing Organization	Special Education
Posting Date	04/06/2005

Title	[REF-1253.1] Substitute Policy for Sp. Ed. Assistants/Trainees Revised
Description	The purpose of this Reference Guide is to (1) provide procedures for school to determine when a substitute may be requested for a special education assistant; (2) explain the process for requesting a substitute; and (3) provide a log to track coverage for an absent assistant who provides additional adult assistance.
Issuing Organization	Special Education
Posting Date	03/09/2005

13. Specialized Instruction and Services

Title	[MEM-2429.0] 2006 Special Education Summer Session Extended School Year (ESY) Sites and Programs
Description	The purpose of this Memorandum is to provide the tentative sites, feeder schools and programs for the 2006 Special Education Summer Session Extended School Year (ESY) program. Due to Proposition BB and Maintenance and Operations projects, sites may be changed.
Issuing Organization	Special Education
Posting Date	03/16/2006

Title	[BUL-1258.1] Description of the RSP and Role of the RST-Revised
Description	The purpose of this Policy Bulletin is to provide policies and procedures related to the resource specialist program and the role of the resource specialist teacher.
Issuing Organization	Special Education
Posting Date	11/15/2004

Title	[BUL-1229.1] Carlson Home/Hospital Instructional Program-Revised
Description	This Policy Bulletin provides personnel with the current policies, procedures and forms for referring a student to the Carlson Home/Hospital Instructional Program. This Policy Bulletin replaces Memorandum No. H-13 entitled, "Medical Referral- Home Instructional Program" issued May 12, 2001 from the Divisions of Special Education and Student Health and Human Services.
Issuing Organization	Special Education
Posting Date	11/29/2005

Title	[H-10.0] Serving Parentally placed Private School Students
Description	This bulletin explains the District's policy for the provision of special education services to parentally placed private school students with disabilities, ages 5 to 21, whose parents reside within the District. It also provides procedures to ensure the District's obligations for alternative services to these students are met.
Issuing Organization	Special Education
Posting Date	09/12/2002

Title	[H-4.0] Use of Mini Trampolines By Special Education Personnel
Description	This bulletin provides for the limited use of mini trampolines for the provision of adapted physical education, occupational therapy, and physical therapy. It is the responsibility of the site administrator to ensure that mini trampolines are used only under the conditions specified by this bulletin.
Issuing Organization	Special Education
Posting Date	06/11/2003

Title	[REF-2025.0] Development and Implementation of a Learning Center at Secondary Schools
Description	The purpose of this Reference Guide is to provide guidelines for the development and implementation of a Learning Center at secondary schools. The purpose of the Learning Center is to provide a range of supports for students with disabilities.
Issuing Organization	Special Education
Posting Date	01/13/2006

Title	[REF-2024.0] Preschool Collaborative Classrooms at Elem. Schools & Early Childhood Centers
Description	The purpose of this Reference Guide is to provide guidelines for the Preschool Collaborative Classroom (PCC), a collaborative program jointly supervised by the Early Childhood Education Division and Division of Special Education.
Issuing Organization	Special Education
Posting Date	03/28/2006

Title	[REF-1950.1] Resource Specialist Program Service Tracking Implementation and Training-Revised
Description	The purpose of this Reference Guide is to provide revised information and procedures, as well as additional options for resource specialist teachers to access training in the use of the Welligent Service Tracking System and to inform resource specialist teachers and their principals that this training is required.
Issuing Organization	Special Education
Posting Date	09/28/2005

Title	[REF-1932.0] Instructional Roles & Resp. in Delivering Sp. Ed. Services
Description	The purpose of this Reference Guide is to clarify the instructional roles and responsibilities of teachers and special education assistants/trainees in special education programs.
Issuing Organization	Special Education
Posting Date	08/10/2005

Title	[REF-1276.0] Secondary Instruction & Services for Students w/Disabilities
Description	The purpose of this Reference Guide is to provide Division of Special Education Position Paper No. 4: "Secondary Instruction and Services - Students with Disabilities Accessing the Core Curriculum" and to inform Secondary District Instructional staff of their responsibility to read this paper. This position paper states the District's position in regard to the participation of students with disabilities in the instructional programs at the secondary level.
Issuing Organization	Special Education
Posting Date	09/08/2004

Title	[REF-1275.0] Prevention-Intervention, and Elem. Literacy Position Papers
Description	The purpose of this Reference Guide is to provide District staff with the Division of Special Education Position Papers No. 2: "Early Prevention and Intervention for Academically At-Risk Students," and No. 3: "Elementary Literacy - Special Education, Students with Mild/Moderate Disabilities," and to inform all Pre-K and elementary instructional staff of their responsibility to read both position papers. These papers define the District's position on early intervention and prevention, and participation in elementary literacy for students with mild to moderate disabilities.
Issuing Organization	Special Education
Posting Date	09/08/2004

14. Staffing

Title	[BUL-1258.1] Description of the RSP and Role of the RST-Revised
Description	The purpose of this Policy Bulletin is to provide policies and procedures related to the resource specialist program and the role of the resource specialist teacher.
Issuing Organization	Special Education

Posting Date	11/15/2004
---------------------	------------

Title	[BUL-900.0] Shortage of Special Education Teachers
Description	It is the District's policy to staff schools in the area of special education with "highly qualified" teachers.
Issuing Organization	Human Resources
Posting Date	04/06/2004

Title	[H-43.0] Teacher Allocation and Credential Req. for Adapted Phys.Ed.
Description	Adapted physical education (APE) services are provided to all individuals with exceptional needs whose individualized Education Program (IEP) specifies adapted physical education. Administrators of secondary schools may choose an APE using the guidelines outlined in this bulletin. This bulletin replaces Bulletin No. 43 (rev.) of the same subject, dated May 4, 1987, issued by the Division of Special Education. The content has been updated to reflect current credential requirements.
Issuing Organization	Special Education
Posting Date	01/27/2003

Title	[H-63..0] Norms For Special Day Classes
Description	This document informs schools of revised norms for special day classes. The norm table is attached.
Issuing Organization	Special Education
Posting Date	05/27/2003

Title	[REF-2481.0] Additional Adult Assistance (AAA) for Students with Behavioral and/or Health Concerns
Description	The purpose of this Reference Guide is to provide schools and IEP teams with guidelines and procedures for assigning additional adult assistance (AAA) to students who have behavioral or health concerns.
Issuing Organization	Special Education
Posting Date	05/09/2006

Title	[REF-2024.0] Preschool Collaborative Classrooms at Elem. Schools & Early Childhood Centers
Description	The purpose of this Reference Guide is to provide guidelines for the Preschool Collaborative Classroom (PCC), a collaborative program jointly supervised by the Early Childhood Education Division and Division of Special Education.
Issuing Organization	Special Education
Posting Date	03/28/2006

Title	[REF-1932.0] Instructional Roles & Resp. in Delivering Sp. Ed. Services
Description	The purpose of this Reference Guide is to clarify the instructional roles and responsibilities of teachers and special education assistants/trainees in special education programs.
Issuing Organization	Special Education
Posting Date	08/10/2005

15. Training

Title	[MEM-2583.0] Professional Institutes for Special Education Assistants and Trainees, Summer 2006
Description	The purpose of this Memorandum is to inform principals and special education assistants and trainees of additional opportunities to participate in required training during Summer 2006.
Issuing Organization	Special Education

Posting Date	06/21/2006
---------------------	------------

Title	[MEM-2460.0] Special Education Ongoing Assistant Principals Academy Make-Up Sessions
Description	The purpose of this Memorandum is to provide principals and their assistant principals who have special education responsibilities with the procedure to register for make-up sessions to complete requirements for the Special Education Assistant Principals Academy.
Issuing Organization	Special Education
Posting Date	04/11/2006

Title	[MEM-1999.0] Behavior Support Plan Clinics
Description	The purpose of this Memorandum is to notify all school site administrators and certificated staff of monthly Behavior Support Plan Clinics that are available to school and Local District staff who would like assistance with developing a behavior support plan.
Issuing Organization	Special Education
Posting Date	09/23/2005

Title	[MEM-1998.0] Behavior Support Meetings
Description	The purpose of this memorandum is to notify school site administrators, certificated staff and instructional classified staff of monthly regional networking meetings to support staff who work with students with behavioral challenges. The purpose of the meetings is to provide opportunities to interact with others in the field, identify resources, to share ideas, and to develop solutions to common problems.
Issuing Organization	Special Education
Posting Date	09/23/2005

Title	[REF-1950.1] Resource Specialist Program Service Tracking Implementation and Training- Revised
Description	The purpose of this Reference Guide is to provide revised information and procedures, as well as additional options for resource specialist teachers to access training in the use of the Welligent Service Tracking System and to inform resource specialist teachers and their principals that this training is required.
Issuing Organization	Special Education
Posting Date	09/28/2005

Title	[REF-1920.0] Schedule of Monthly Sp Ed Informational Parent Meetings
Description	The purpose of this Reference Guide is to announce the schedule of monthly informational parent meetings sponsored by the Special Education Complaint Response Unit/Parent Resource Network, and to remind principals of their responsibility to monthly inform parents of students with disabilities of these monthly meetings.
Issuing Organization	Special Education
Posting Date	08/12/2005

Title	[REF-1888.0] Required Use of the Sp. Ed. Policies & Procedures Manual (July 2005)
Description	The purpose of this Reference Guide is to inform district personnel of the distribution of the Special Education Policies and Procedures Manual (July 2005) and to announce school staff training regarding the Manual's organization and content.
Issuing Organization	Special Education
Posting Date	08/23/2005

Title	[REF-1786.1] Required Paraprofessional Institutes for Sp. Ed Assistants-Revised
Description	The purpose of this Reference Guide is to inform principals and special education trainees/assistants of the extension of the timeline to complete required training programs and to notify staff of canceled training sessions. Principals are required to share this Reference Guide with all their special education trainees/assistants.
Issuing Organization	Special Education
Posting Date	09/21/2005

Title	[REF-1596.0] Oral Interpretation at an IEP Team Meeting
Description	The purpose of this Reference Guide is to (1) remind school administrators of their responsibility to provide a parent with oral interpretation in the parent's home language when requested, and (2) to provide procedures, forms and resources to assist schools in providing oral interpretation at IEP meetings when requested by a parent.
Issuing Organization	Special Education
Posting Date	04/06/2005

Title	[REF-1233.0] English/Spanish Glossary of Special Education Terms
Description	The purpose of this Reference Guide is to provide schools with a copy of the District's "English/Spanish Glossary of LAUSD Terminology" which includes special education terms and phrases for schools to use in oral and written communication with parents. The glossary is also available online using the web address given in the Reference Guide.
Issuing Organization	Special Education
Posting Date	01/26/2005

Title	[REF-1495.1] Dedicated Clerical Support for Special Education and 504 Responsibilities
Description	The purpose of this Reference Guide is to clarify the specific roles and responsibilities of the dedicated special education and Section 504 clerical support position. The provision of this additional clerical support by the District does not release certificated staff from their ultimate responsibility related to all aspects of IEP and Section 504 compliance in their roles as administrators and teachers.
Issuing Organization	Special Education
Posting Date	06/15/2006

Title	[REF-1253.1] Substitute Policy for Sp. Ed. Assistants/Trainees Revised
Description	The purpose of this Reference Guide is to (1) provide procedures for school to determine when a substitute may be requested for a special education assistant; (2) explain the process for requesting a substitute; and (3) provide a log to track coverage for an absent assistant who provides additional adult assistance.
Issuing Organization	Special Education
Posting Date	03/09/2005

Title	[REF-1252.1] Allocation of Staff to Support Students w/Disabilities-Rev.
Description	The purpose of this Reference Guide is to provide information , procedures and forms related to the allocation of school personnel to support students with disabilities. This Reference Guide replaces memorandum No. MEM-162: "Class-Size Norms and Trainee/Assistant Assignments in Special Education Programs" and REF-1252 dated August 25, 2004 of the same title. This Reference Guide includes an important Special Education Teacher Allocation Chart and two other necessary forms.
Issuing Organization	Special Education
Posting Date	09/15/2004

Title	[REF-752.0] School Site Changes in Assignment Hours of Sp. Ed. Assistants
Description	The purpose of this Reference Guide is to provide procedures for school site administrators to follow when requesting a change in the assignment hours of a special education assistant or trainee at a school site. The appropriate request form is included as an attachment.
Issuing Organization	Special Education
Posting Date	02/03/2004