

|  | TIERED                                | TOPIC                      | RESPONSE   | RESOURCES |  |
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| <b>General Info-<br/>Special Education</b> | <b>GEN INFO-SPECIAL ED<br/>TIER 1</b> |                            |  |           |  |
|  | <b>GEN INFO-SPECIAL<br/>EDUCATION</b> | What is special education? | Special education is "specially designed instruction" to meet the unique needs of a student with a disability. The special education process is explained in more detail in the booklet, <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> . Before a child is referred for special education services, there are many general education resources that should be considered first. General education resources may include classroom modifications, accommodations, interventions, Student Success Team, etc. If you have questions about these general education resources or would like the booklet " <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> ", please contact the staff at your child's school. |           |  |

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|  | How does a child become eligible for special education? | It must be determined by an IEP team that the child has a disability and that the child requires special education services in order to access the educational program.  |  |  |
|  | What disabilities are included?                         | Autism, Deaf, Deaf/Blind, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disabilities, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment, Established Medical Disability (for students ages three through four only), and Developmental Delay (for students ages three through five only).   |  |  |
|  | What is special education?                              | Special education is instruction that is specially designed to meet the unique needs of children who have disabilities. The District has a special education process to determine whether or not a child is eligible for special education and related services and if so, what special education and related services are appropriate for a child. The for basic steps of the special education process include 1) referral for assessment, 2) assessment, 3) development and implementation of an Individualized Education Program (IEP), and 4) IEP Review. | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 3)</a> |  |

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|  | <p>What programs do you offer for students with special needs?</p>  | <p>In order to support students with special needs, we will tailor their educational program to meet those needs. We believe every student deserves to be in an environment where they have the best chances of success. We are committed to serving all students, including those with special needs.</p>   |   |  |
|  | <p>Who is eligible (eligibility) for special education services?<br/>Who qualifies (qualify) for Special Education?</p> | <p>In order for a student to be eligible for special education the student must have a disability and a <b>unique learning need</b> that cannot be met through general education with appropriate accommodations and modifications, and must require special education services to meet his/her unique learning need as determined through assessment.</p> | <p><a href="#">Special Education Policies and Procewdures Manual Page 63</a></p>                            |  |
|  | <p>I am a principal and I need changing tables for Early Childhood Special Education.</p>                               | <p>Changing tables and privacy screens are available for all preschool special education classrooms including Preschool for All Learners (PAL) classes, Preschool Comprehensive (PSC) classes, and Preschool Collaborative Classrooms (PCC). Classrooms currently using a student desk and mat must order a Changing Table.</p>                            | <p><a href="#">Ordering Changing Tables for Earch Childhood Special Education Classrooms REF-6763.0</a></p> |  |

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| <b>GEN INFO - HOW PARENTS CAN RECEIVE TRAINING AND SUPPORT</b> | Where do I call if I want information about training or support for parents of students with disabilities? | The Community Advisory Committee for Special Education (CAC) serves to advise the District on the development of its Special Education Local Plan. CAC holds monthly informational and training meetings that are open to parents. Meeting dates are published in the Division of Special Education Parent Training calendar which is available at schools and also on the Division of Special Education website at <a href="http://sped.lausd.net/">http://sped.lausd.net/</a> . Also, the Complaint Response Unit/Parent Resource Network (CRU/PRN) in the Division of Special Education conducts monthly meetings on topics relevant to parents. Meeting dates are published in the Division of Special Education Parent Training calendar and on the Division of Special Education website. |  |  |
|  | Where do I call if I have a concern about my child's special education program?                            | If you have concerns about your child's special education program, contact your school principal to discuss the concern. I can also refer you to our Program Specialist and/or Specialist if you a specific concern or complaint.   |  |  |

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|                               | Where can I find parent resources?                              | You can visit the Division of Special Education Website for resources for parents, however, the Division cannot endorse or recommend any specific agencies or companies.  |  |                                  |
| <b>GEN INFO - ASSESSMENTS</b> | What should I do if I believe my child needs special education? | Call your public school for assistance. Document your request for a special education assessment in writing. If your child needs assessment for special education services, you will be asked to give permission for the assessment in writing.   |  |                                  |
|                               | How can I <b>request an assessment</b> for my child?            | As a parent/legal guardian, you can request your child to be assessed by submitting a written request to the school. Again, the request must be in writing. Once we have received your written request for an assessment, we will respond in 15 days.   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 3)</a> | <a href="#">CA Ed Code 56029</a> |
|                               | What should an assessment cover?                                | The student is to be assessed in all areas related to the suspected disability including, where appropriate, health and development - including vision and hearing, general ability, academic performance, language function, motor abilities, social-emotional status, self-help including orientation and mobility, and career and vocational |  |                                  |

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|  | <p><b>How long</b> do I have to <b>wait</b> for an assessment plan to have my child assessed?</p>  | <p>To be able to assist you better, can you provide me with the day you submitted your request to the school in writing <b>(write it down)? (NOTE TO SELF: if the request was submitted less than 15 days ago, proceed to file this occurrence as an inquiry and say statement below. If submitted more than 15 days ago refer to Tier 2).</b> Once a request for assessment is submitted to the school, you will be provided a written response within fifteen (15) days, not counting school vacations longer than five (5) days. If the District determines that an assessment is appropriate you will receive two forms. NO.1: Special Education Assessment notification and No. 2: Special Education</p> | <p><a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 3)</a></p> |  |
|  | <p>I have already signed the assessment plan to have my child assessed for special education services. <b>When will</b> I know if my child <b>qualifies</b>?</p> | <p>What day did you sign the assessment plan? <b>(Write it down) (less than 60 days have passed say?)</b> The school has sixty (60) days, not counting school vacations greater than five (5) days, from the receipt of your signed Assessment Plan to complete the assessment and hold an IEP meeting.</p>   | <p><a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 3)</a></p> |  |

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| <p><b>GEN INFO - SPECIAL EDUCATION PROCESS</b></p>                | <p>What are the steps in the special education process?</p> | <p>There are <b>4 basic steps</b> in the Special Education Process: <b>Step 1:</b> Referral for Assessment - Parents and others can refer students to be assessed for special education services. If your child is referred and determined in need of assessment, you will receive an Assessment Plan to review and sign if you consent to this assessment. The Assessment Plan describes the purpose of the assessments, the types of assessments, and the types of assessors. If it is determined that your child is not in need of assessment, information will be provided to you as to the reason why. If you are in disagreement with that decision you can appeal. <b>Step 2:</b> Assessment - Assessment involves gathering information about your child. It could include tests, observations, parent and teacher interviews, work samples, and/or school records. The results of these assessments will be used to help determine if your child needs special education services and will be</p> |   |  |
| <p><b>GEN INFO-SPECIAL EDUCATION-IEP and IEP TEAM MEETING</b></p> | <p>What is an <b>IEP</b>?</p>                               | <p>The acronym stands for Individualized Education Program. This is a written document that describes the educational program designed to meet a child's individual needs. The school/district staff and families follow a process to determine if the a child needs an IEP. The process begins by the parents submitting a <u>written</u> "REQUEST TO ASSESS" to the</p>  | <p><a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 5)</a></p> |  |

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|  | What can I expect at an IEP team meeting?       | You are an important member of the Individualized Education Program (IEP) meeting which will be held to share the results of your child's assessment and determine if your child has special needs which make him or her eligible for special education services. If your child is eligible, the IEP team will develop an IEP that will describe the services and programs that your child may need. If you are in disagreement with components of the IEP, you can disagree and request a form of dispute resolution such as informal dispute resolution, mediation, or |  |  |
|  | What type of information is included in an IEP? | Because there is a lot of information included in the IEP, I'm going to summarize what the "Parent's Guide to Special Education Services" covers about the IEP. Basically, it contains your child's present levels of performance and functional needs. It also includes the annual goals and objectives to achieve; the services, accommodations, and modifications needed and will receive; the least restrictive environment placement, if transportation services are needed, and how the progress will be monitored   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 5)</a> |  |
|  | Who develops my child IEP?                      | After your child has been assessed, an Individualized Education Program (IEP) meeting will be held. The IEP meeting will be held at a time and place reasonably convenient for both you and the District's representatives. At this meeting, the IEP team will discuss the <u>assessment results and determine whether your child is eligible for special education services. The IEP Team is composed of you, a school administrator, a special education</u>   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 5)</a> |  |

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|  | Can the school hold an IEP without the parent participating?  | You are an important member of the IEP team. If you cannot attend the IEP team meeting, you may ask the school to reschedule the meeting. The school will also try to facilitate your participation using other methods, such as conferencing by telephone or videoconferencing. If you choose not to attend you may agree to permit the District to hold the IEP team meeting without your attendance. To answer your question, the IEP team may proceed without the parent if there is detailed documentation of the attempts to arrange the meetings at mutually agreeable times and places. Documentation should include detailed records of <del>telephone calls made or attempted, copies of</del>  | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 5)</a>             |  |
|  | Can a parent take the IEP home to review it?<br>Can a parent get an "worksheet, non official document" "unofficial" copy of IEP? (key word "recessing") | At the conclusion of the IEP meeting, parents/guardians are to be provided a copy of the completed IEP for their signature and consent on page 10. They may decide to take the IEP home for review and consideration before completing page 10. <b>(NOTE TO BE READ FOR LAUSD STAFF ONLY: Reminder, prior to presenting an IEP to parents/guardians for signature it must be locked with the status of "Pending". If the IEP document has the statement "worksheet, not an official document" written on each page, then the IEP has not yet been locked with the status of "Pending".)</b> In those infrequent situations when an IEP team meeting is not concluded in one day and will be reconvened "recessing" on another day when the District will make its offer of a free | <a href="#">Individualized Education Program (IEPs) Presented for Parent Signature, REF-4133.0 dated March 19, 2008.</a> |  |

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|  | What can I do if I disagree with my child's assessment or IEP? | You have the right to voice your concerns. You have the option of discussing your concerns with District personnel at your child's school site to resolve the disagreement. You also have the right to use a dispute resolution process to resolve the disagreement. The dispute resolution processes consist of informal dispute resolution, mediation only, or due process hearing proceedings. Additional information can be found in the publication, <i>A Parent's Guide to Special Education Services (Including Procedural Rights and</i> |  |  |
|  | How do I go about requesting an IEP?                           | <b>(Ask)</b> Are you requesting a copy of the IEP or a review of your child's IEP through an IEP meeting? <b>(NOTE: For a copy of the IEP, refer to "How do I get a copy of my child's IEP?") (Note: If the request is for an IEP meeting to review student progress say)</b> If there are any educational concerns, either you or school personnel may request a reassessment or an IEP team meeting to review the IEP, at any time during the year. You may request an IEP team meeting by sending a   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 8)</a> |  |
|  | Can I get a copy of the reports before the IEP meeting?        |  |  |  |
|  | How can I request a translator for my child's IEP?             |  |  |  |

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|  | <p>What does the school do about <b>lack of parent response</b> to a parent notification letter for an annual or triannual? Do you hold the meeting? (parent not responding, canceling,</p> | <p>A meeting may proceed without the parent <b>if</b> there is detailed documentation of the attempts to arrange the meetings at mutually agreeable times and places. Documentation should include detailed records of telephone calls made or attempted, copies of correspondence sent to the parent and any responses received, and detailed records of visits made to the parent's home or place of employment and the results of those visits.</p>   | <p><a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 88)</a></p>            |  |
|  | <p>Can parents request and receive a copy of IEP guidelines?</p>  | <p>Yes. The Guidelines for the IEP Team are posted on the Division of Special Education's web site.</p>  |   |  |
|  | <p>How do I lock the IEP?</p>   | <p>There are two stages to locking the IEP. <b>In the first stage, entering the "Date Completed"</b> on the "IEP Meeting" screen will lock your documents from being modified with the exception of the Goals (page five), the Consent Page (page 10) and the Management screens. As soon as the IEP meeting is over, enter the "Date Completed" and your IEP will automatically be locked and will be in a "Pending" state allowing you to print the IEP for the parent/guardian to sign. <b>In the second and final stage, entering the "Parent Signature Date"</b> on the IEP Meeting screen will lock page 10 and the Management screens. Any necessary meeting notes should be entered on the IEP Meeting screen before entering the parent signature. Once the "Parent Signature" is entered on the IEP Meeting screen, the IEP will automatically become "Active". Then</p> | <p><a href="#">Individualized Education Program (IEPs) Presented for Parent Signature, REF-4133.0 dated March 19, 2008.</a></p> |  |
| <p><b>GEN INFO - TIMELINES FOR IEP TEAM MEETINGS</b></p> | <p>How often is an IEP team meeting held?</p>   | <p>Generally, after the initial IEP meeting, IEPs are held annually.</p>   |   |  |

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| <b>GEN INFO - TRANSITION PLANNING</b> | What are the important timelines for IEP team meetings?   | <p><b>15 days</b> - Within 15 days after your written request for a special education assessment is received by the District, the District must develop an Assessment Plan. You will receive the Assessment Plan from your child's school.</p> <p><b>60 days</b> - After you sign the Special Education Assessment Plan allowing assessment of your child, an IEP meeting must be held with 60 calendar days from the date the District receives your signed consent (school breaks lasting more than 5 days are not included in the 60 days).      <b>30 days</b> - If your child already has an IEP and is not making satisfactory progress, or for any other reason, you or a school staff member may request an IEP meeting before the regularly scheduled review date. The meeting must be held within 30 calendar days</p> |  |  |
|                                       | What is an Individual Transition Plan (ITP)? Does my child need an ITP?   | If your child is 14 years old or older, an ITP is part of the IEP. It is designed to assist you and your child in planning and transitioning your child to adult living and post school activities. An ITP is based on student needs and parent and student interests. It may involve the participation of other community   |  |  |
|                                       | How do we ensure that the <b>collaborative model</b> identified in the IEP for the student <b>matriculating</b> from middle school to high school is available at the receiving school? | If the collaborative model identified in the IEP is not available at the receiving school, an IEP meeting shall be held within 30 days of enrollment to determine how services will be provided in LRE (appropriate programs, services and placement for the student). <b>One way to ensure that an offer of FAPE is successfully implemented upon matriculation is to invite a representative from the receiving school to the IEP meeting prior to matriculation. Matriculation meetings held in</b>   |  |  |

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| <b>GEN INFO-FAPE</b> | When a student <b>moves</b> from one school to another, or from one classroom with certain <b>accommodations/modifications</b> to another, does a new IEP need to be developed to describe the offer of FAPE to | If the new program placement is consistent with the services specified in the offer of FAPE, then no. However, when a parent moves a student from one District school to another, the school administrator or their designee is responsible for reviewing the student's IEP at the time of enrollment to determine if the IEP services <b>can be implemented as written</b> . If the IEP services cannot be implemented or if the new school/classroom has services available that an NPA has been providing because that service was not available in the previous placement, an IEP | <a href="#">FAQ for Employees</a> |  |
|                      | Why is it necessary to put the school name in the offer of <b>FAPE</b> ?  | California law defines placement as a "unique combination of location, personnel, equipment and facilities." Therefore, the specific location is necessary as it is considered to be unique.  | <a href="#">FAQ for Employees</a> |  |
|                      | Many parents want to look at the school or program before they <b>consent</b> to the IEP. What is the District's policy on this? Can the parent go see the school prior to                                      | Parents have the right to provide informed consent. If the description of the specific services and location of the placement offered is not enough information for the parent to consent, the IEP team meeting may be <b>recessed</b> and reconvened at a later time in order for the parent to observe the proposed placement. The IEP team should assist the parent in contacting SESC-Operations for  | <a href="#">FAQ for Employees</a> |  |

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|                                  | <p>What are the procedures for responding to <b>parents who disagree</b> with the offer of <b>FAPE</b> and request placement in another local district because it is considered “safer” and more desirable?</p>   | <p>The IEP team is responsible for recommending an appropriate placement that meets the unique and individual needs of the student. If a parent disagrees with the IEP placement offer, for whatever reason, <b>procedural rights and safeguards should be explained to the parent to permit them to address their disagreement.</b></p>   | <p><a href="#">Special Education Dispute Resolution-The Three Options for Parents Wishing to Initiate a Form of Dispute Resolution Regarding the Proposed Components of an IEP: (1) Informal Dispute Resolution, (2) State Mediation Only, and (3) Formal Due Process Proceedings</a></p> |  |
| <p><b>GEN INFO-PLACEMENT</b></p> | <p>If the IEP team has determined that the student’s most appropriate placement is a <b>special day class</b>, and the special day class at the school the student is currently attending has <b>reached capacity</b>, should the team offer a special day class at</p> | <p>Placement at the school the student is attending should always be the first choice and the IEP team should complete a <b>FAPE Information Request form</b>, REF-5907 (Attachment A), and email to <a href="mailto:sesc-operations@lausd.net">sesc-operations@lausd.net</a> for information about support services that may be provided. Schools should not contact programs themselves.</p> | <p><a href="#">Requesting Information in Preparation of a Discussion Regarding a Free Appropriate Public Education (FAPE) During an IEP Team Meeting Nov. 9, 2012</a></p>   |  |

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|                           | Does a “placement form” need to be developed to present specific program options ahead of the IEP meeting?                                    | School sites should follow the processes defined in Reference Guide 5907. Included is a FAPE Information Request form, which is completed by the school site and email to sesc-operations@lausd.net.   | <a href="#">Requesting Information in Preparation of a Discussion Regarding a Free Appropriate Public Education (FAPE) During an IEP Team Meeting Nov. 9, 2012</a> |  |
| <b>GEN INFO-PRESCHOOL</b> | A preschool student’s IEP was held and parents agreed to all DIS services but not with placement. Can a DIS service be offered without a base | No   | <a href="#">FAQ for Employees</a>  |  |
|                           | Whose responsibility is it to ensure that a general education teacher is present at the IEP of a preschooler?                                 | If the child is receiving general education preschool services, the preschool teacher needs to be at the IEP meeting. If the child is not receiving general education preschool services, someone needs to be at the IEP meeting who has qualifications to teach general education preschool. The <b>administrator/designee is responsible for securing the attendance of someone qualified to</b> | <a href="#">FAQ for Employees</a>  |  |

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| <b>GEN INFO - SECTION 504</b> | What is <b>Section 504</b> ?                      | Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination against individuals with disabilities. The intent of Section 504 is to provide students with disabilities equal access to educational programs, services, and activities. Students with disabilities may not be denied participation in school programs and activities solely on the basis of disability. Section 504 defines disability on a broader basis than does IDEA. Section 504 is important for students with disabilities and their families as it guarantees “equal      | <a href="#">Special Education Unit III: What is Section 504</a> |  |
|                               | How can my child qualify for <b>Section 504</b> ? | A student with a disability may qualify for accommodations or classroom modifications under Section 504 of the Rehabilitation Act of 1973. You or your child's teacher may submit a written request to the school administrator for a Section 504 evaluation of your child in order to determine whether accommodations or modifications might be appropriate. You will be notified when the evaluation meeting is to take place and you are encouraged to participate in this meeting. Your child may then be provided with accommodations, modifications and intervention strategies in the | <a href="#">Special Education Unit III: What is Section 504</a> |  |
|                               | Why is <b>Section 504</b> important?              | Section 504 is important for students with disabilities and their families as it guarantees “equal access” to educational programs and activities. A student cannot be excluded from classes or extracurricular activities because of his or her  | <a href="#">Special Education Unit III: What is Section 504</a> |  |

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|  | <p>Are <b>Section 504</b> and Special Education the same?</p>                        | <p>No, Section 504 is a civil rights law that protects a broad range of students with disabilities from discrimination on the basis on their handicapping conditions. No federal funding is provided to districts to implement Section 504. It is the responsibility of the general education program to ensure compliance and funding. Special Education is a federally funded statute that ensures that a free, appropriate public education is provided</p> | <p><a href="#">Special Education Unit III: What is Section 504</a></p>   |  |
|  | <p>Who is eligible for <b>Section 504</b>?</p>                                       | <p>Students who meet the definition of a person with a disability are those who: 1) have a physical or mental impairment which substantially limits one or more major life activities; 2) have a record of such an impairment; or 3) are regarded as having such an impairment</p>   | <p><a href="#">Special Education Unit III: What is Section 504</a></p>   |  |
|  | <p>What process do I follow for evaluating a student for <b>Section 504</b>?</p>     | <p>While there is no specific timeline for completing the evaluation process, the evaluation must be completed within a reasonable period of time. Generally, it is not reasonable to exceed 60 days from the date of the Section 504 evaluation request, excluding vacation periods exceeding five days. Please refer to the attached Bulletin for specific</p>   | <p><a href="#">Section 504 of the Rehabilitation Act of 1973 BUL-4692.4 Nov. 14, 2014</a></p>  |  |
|  | <p>How do I file a <b>Section 504</b> complaint?</p>                                 | <p>Please contact the Education Equity Compliance Office at (213) 241-7682</p>   | <p><a href="#">Education Equity Compliance Office Section 504 and Students with Disabilities Brochure</a></p>  |  |
|  | <p>I am an Administrator and I need the guidance on <b>Section 504</b> mandates.</p> | <p>There is an online training module for all school sit administrators intended to provide them with key information to ensure they understand their roles and responsibilities as it relates to <b>Section 504</b>. Click on link to the right.</p>  | <p><a href="#">Administrators Role in Ensuring Compliance with Federal and State Special Education and Section 504 Legal Mandates REF-6337.1 Feb 2, 2015</a></p> |  |

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| <b>GEN INFO-RECORDS</b> | How do I get a copy of my child's psych report?   |  |  |  |
|                         | Who can I contact for records?  | SPECIAL ED CUSTODIAN OF RECORDS CONTACT PERSON Elias Juarez 213-241-6701. LAUSD STUDENT RECORDS CENTER: 323-224-5950.  |  |  |
|                         | How long does it take to <b>get a copy of my child's school records</b> (ie. transcripts; progress reports) | After we receive a signed letter requesting student records, we have 5 business days to respond.   |  |  |
|                         | How do I get a <b>copy</b> of my child's <b>IEP</b> ? How do I get a copy of my child's special ed records? | Send calls directly to Custodian of Records staff.   | <a href="#">Bulletin on Special Ed Documents Request for students enrolled in the district or have been in the district within 5 years).</a> | <a href="#">Bulletin on Special Ed Documents Request for students enrolled in the district or have been in the district within 5 years).</a> |
| <b>PARENT RESOURCES</b> | Parents Resources- Where can I find parent resources?   | Refer parent to LAUSD website  |  |  |
|                         | Parents Resources- Where can I find a copy of my parental rights and procedural safeguards?                 | I can assist you with that request. If you are in front of the computer I can walk you through our website to locate it, I can email to you, or you can visit your local LAUSD school. How can I be of assistance support (IF PARENT IS IN FRONT OF A COMPUTER WITH ACCESS TO INTERNET SAY) 1) Please type www.lausd.net/sped 2) click on "Families" 3) please find and click on "Frequently Asked Questions" Tab 4) Please find the underlined link titled "A | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 4)</a>                                 |  |

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| <b>GEN INFO-TRANSPORTATION</b> | When are <b>transportation</b> services provided?<br>Who gets transportation?<br>Qualify for transportation?  | Transportation is a service based on an identified need and is not provided for parent convenience or that of a child. It is also not provided if a parent places a child in a school without the approval of the District. Determination of whether a child needs transportation to school or to participate in extracurricular activities is made by the IEP team. Transportation is usually needed if the special education placement, services, or activities are not at a child's school of residence. Transportation may also be needed due to personal factors such as | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 7)</a> |  |
| <b>GEN INFO-SERVICES</b>       | How do I <b>change</b> my service <b>provider</b> ?   | The offer of FAPE (Free and Appropriate Public Education) is what the IEP Team, including you, have mutually agreed upon. You may contact your child's teacher, service provider, school, or site administrator at any time if you have any questions   |  |  |
|                                | How do I request <b>additional services</b> for my child?   | <b>(NOTE TO SELF: Follow same procedures for requesting an IEP meeting also included below)</b><br>If there are any educational concerns, either you or school personnel may request a reassessment or an IEP team meeting to review the IEP, at any time during the year. You may request an IEP team meeting by sending a written request to the school. Once your request is received, the meeting must be   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 3)</a> |  |
|                                | If the IEP team determines that a student should receive District provided therapy room or clinic-based OT, does the IEP team need to name the specific site in the | No. The summary offer of FAPE would only specify that the student "will receive therapy service by district staff at a district site." If not available at a district site, then an outside clinic-based OT would be recommended.   |  |  |

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| <b>GEN INFO-DISPUTE RESOLUTION</b> | What happens to my child's placement and services during Due Process, IDR, mediation or any other proceedings? | Except for certain alternative educational placements, during the process of resolving a disagreement, <u>your child will remain in his or her current placement, and will receive the services he/she was receiving at the time the due process hearing was initiated, unless you and the District agree to some other arrangement.</u> If the disagreement involves an application for initial admission to public school, your child, with your  | <a href="#"><u>A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 15)</u></a> |  |
|                                    | What is Informal Dispute Resolution?   | There is more detailed informaiton in "A Parent's Guide to Special Education Services," page 11. Let me share with you a shorter version: Informal Dispute Resolution or "IDR" is an optional dispute resolution process available to parents. IDR is a District process that is designed to be faster than mediation and due process proceedings. Through this process, parents identify their concerns and the District attempts to work with the parent to quickly resolve the issues identified. If you want to use the IDR process to resolve a disagreement regarding your child's IEP, ask for a meeting with the IEP administrator/designee to discuss your issues and concerns in more detail as soon as possible after the IEP team meeting. During the meeting you will work with the IEP administrator/designee to complete "A Request for Informal Dispute Resolution (IDR) Regarding Individualized Education Program (IEP) Issues – IDR Form A." After "IDR Form A" is completed, it is submitted to the District's Division of Special Education. Within a few business days you will be contacted by a District administrator to work on resolution of the | <a href="#"><u>A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 11)</u></a> |  |

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|  | What is Mediation Only?         | There is more detailed explanation in "A Parent's Guide to Special Education Services," page 11 and 12. Let me share with you a shorter version: "Mediation Only" is a voluntary dispute resolution process where a neutral mediator assists you and the District in discussing and attempting to resolve your disagreement. The mediators are selected on an impartial basis by the State. The Mediation Only process includes a mediation conference attended by you, the assigned mediator, and a District representative who has decision-making authority. To request "Mediation Only," you must complete a "Mediation Only Request Form" and mail or fax it to <del>two different places</del> 1) Office of Administrative | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (pages 11-12)</a> |  |
|  | What is Due Process?            | There is more detailed explanation in "A Parent's Guide to Special Education Services," page 12-15, but let me share with you a summarized version. Due process hearing proceedings are dispute <b>resolution proceedings required to be available to parents</b> and school districts by the Individuals with Disabilities Education Act (IDEA). A due process complaint may be resolved by mutual agreement of the parties at any stage of the proceedings.  | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (pages 12-15)</a> |  |
|  | How long does Due Process take? | There is more detailed explanation in "A Parent's Guide to Special Education Services," page 12-15, but let me share with you a summarized version. Per IDEA, there are 3 major timelines. (1) Resolution Window may take up to, but no more than, 30 days; (2) Due Process Hearing and written response, make take up to, but no more than 45 days. and (3)   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (pages 12-15)</a> |  |

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|  | How do I file a Due Process Complaint Notice?                             | To initiate due process proceedings you must submit a written due process complaint notice that contains the following information: (1) the name of the child, (2) the address of the residence of the child or available contact information for the child if the child is homeless, (3) the name of the school the child is attending, (4) a description of the nature of the problem, and (5) a proposed resolution to the problem to the extent known and available at the time. The statute of limitations for due process complaints is two years. The Office of Administrative Hearings has developed a model due process complaint notice form. You may request a copy of the model form from your child's school of attendance or you may obtain a copy of the form online at <a href="http://www.oah.dgs.ca.gov">www.oah.dgs.ca.gov</a> . A copy of this form needs to be dropped off at your child's school of attendance: a second copy is to be sent by email to | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (pages 13-15)</a> |  |
|  | How do I make changes to my Due Process Complaint notice once I've filed? | You may make changes to your complaint notice only if: (1) the District approves the changes in writing and is given a chance to resolve the due process complaint through a resolution meeting or (2) a hearing officer grants you permission to amend your complaint no later than five days before the due process hearing begins. You may not change your complaint notice after the hearing begins. If you make changes to your complaint, you will be required to submit an amended complaint   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (pages 13)</a>    |  |

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|  | <p>I am an Administrator at a school and a parent does not agree with the IEP, what do I do?</p> | <p>If a parent wishes to initiate a form of dispute resolution as to the components of the proposed IEP, the three options available are the following:<br/> 1) Informal Dispute Resolution; 2) State Mediation Only; 3) Formal Due Process Procedures<br/> A) A Parent may agree to all or some of the components of the proposed IEP. B) The District will implement those portions of the IEP to which the Parent agrees so as to not delay providing instruction and services. C) A Parent is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the Parent does not agree. IDR Form A has been modified : Schools are no longer</p> | <p><a href="#">Special Education Dispute Resolution-The Three Options for Parents Wishing to Initiate a Form of Dispute Resolution Regarding the Proposed Components of an IEP: (1) Informal Dispute Resolution, (2) State Mediation Only, and (3) Formal Due Process Proceedi</a></p> |  |
|  | <p>I am a school administrator, what is the IDR process?</p>                                     | <p>If a Parent chooses to pursue the IDR process to resolve the disagreement(s), the administrator/designee of the IEP meeting must do ALL of the following within ONE school day of the conclusion of the IEP meeting:<br/> 1) Meet with the Parent and complete "Request for Informal Dispute Resolution (IDR) Regarding IEP Issues - IDR Form A<br/> 2) Sign, and have the Parent sign, IDR Form A<br/> 3) Fax IDR Form A to the Compliance Support and Monitoring (CSAM) Department at (213) 241-8917; and<br/> 4) Call the IDR HELPLINE at (213) 241-8135 (district staff only)<br/> <b>Completion of IDR Form A and contact with the IDR HELPLINE must take</b></p>                   | <p><a href="#">Special Education Dispute Resolution-The Three Options for Parents Wishing to Initiate a Form of Dispute Resolution Regarding the Proposed Components of an IEP: (1) Informal Dispute Resolution, (2) State Mediation Only, and (3) Formal Due Process Proceedi</a></p> |  |

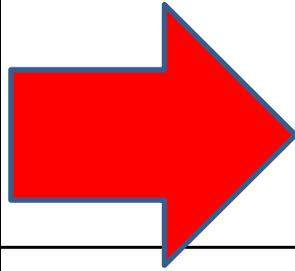
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|                             |                        | What is the status of my IDR request?  | "Let me contact the staff member who can assist you. May I place you on hold while I call them?" -----<br>- then contact the following individuals giving them the student's information. Once you have done this, make sure parent is connected with them. <b>Do not give parent the direct line to any staff member. Continue to case manage case until they get connected to a live person.</b>  | <a href="#">ext 16718; ext 18137; ext 18092</a>  |  |
| <b>GEN ED INFO TIER 2??</b> | <b>IS THIS TIER 2?</b> |  |   |  |  |
|                             | GEN INFO-IEP           | How long do I have to wait for an assessment plan to have my child assessed? (inquiry) | <b>(NOTE TO SELF: If parent is barely starting the process or contemplating the process, use next section tailored for "INQUIRIES." If the request was submitted more than 15 days ago and the parent has not heard from the school, proceed to file this occurrence as a "CONCERN" and read the underline section.</b> Have you submitted your written request to evaluate your child? How long ago was that? <b>INQUIRY:</b> Generally, once a parent submits a written request to assess a child, the school has 15 days to present parents with an assessment plan. <b>CONCERN:</b> <u>Because your request appears to be taking more than fifteen days I will need additional information to be able to follow up on your case. Who did you submit the request to?</u> | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 4)</a> |  |

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| <p><b>How long</b> do I have to <b>wait</b> for the assessments results?</p> | <p>The school has sixty (60) days, not counting school vacations greater than five (5) days, from the receipt of your signed Assessment Plan to complete the assessment and hold an IEP meeting. To better assist you, may I obtain additional information from you?<b>(NOTE TO SELF: If assessment plan was signed more than 60 business days file the call as a COMPLAINT and say the following)</b> It looks like it's been more than sixty (60) business days. I would like to assist you next by having someone look into this matter. Is that okay with you? What is your child's name <b>(write it down)</b>? What is your name and telephone number? <b>(Write it down)</b>. I</p>   | <p><a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 3)</a></p>                    |  |
| <p>What are my options if I <b>disagree</b> with the assessment?</p>         | <p>If there is a disagreement about your child's assessment you have the right to voice your concerns. You always have the option of discussing your concerns with District personnel at your child's school site to resolve any disagreement. Two options parents have are 1) You have the right, at any time, to obtain at your expense an assessment by a qualified examiner who is not employed by the school district (i.e., an independent assessor) and have the findings from the assessment considered at an IEP meeting. You may also present the assessment report as evidence at a due process hearing regarding your child. 2)You also have the right to request that the District pay for an independent educational evaluation of your child if</p> | <p><a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 4: last 2 paragraphs)</a></p> |  |

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|                                     | <p>What are my options if I <b>disagree</b> with the IEP?</p>       | <p>If there is a disagreement about your child's assessment, or IEP, you have the right to voice your concerns. You always have the option of discussing your concerns with District personnel at your child's school site to resolve any disagreement. If you consent in writing to the receipt of special education and related services for your child yet do not consent to all of the components of the IEP, those components of the program to which you consent shall be implemented so as not to delay providing instruction and services to your child. You are not required to initiate any form of dispute resolution as to components of the IEP to which you do not consent. If you wish to initiate a dispute resolution process, you may choose from a) informal Dispute Resolution, b) Mediation, or c) Due Process. Each one of these process is explained in detailed in "A Parent's Guide to Special Education Services" available on line pages 11-17. If you want to use the IDR process to resolve a disagreement regarding your child's IEP, ask for a meeting with the IEP administrator/designee to discuss your issues and concerns in more detail as soon as possible after the IEP team meeting During the</p> | <p><a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 11)</a></p> |  |
|                                     | <p>What are my options if I <b>disagree</b> with the placement?</p> | <p>If there is a disagreement about your child's placement you have the right to voice your concerns. You always have the option of discussing your concerns with District personnel at your child's school site to resolve any disagreement. If you wish to initiate a dispute resolution process, you may choose from a) Informal Dispute Resolution, b) Mediation, or c) Due Process. Each one of these process is explained in detailed in "A</p>  | <p><a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 11)</a></p> |  |
| <p><b>GEN INFO-SP ED TIER 3</b></p> |   |  |  |  |

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|  | <b>GEN INFO-SERVICES:</b>           |   |   |   |  |
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|  | <b>CHARTER SCHOOLS TIER 1</b>       |   |   |   |  |
|  | <b>CHARTER SCHOOLS GENERAL INFO</b> | How do I go about enrolling my child who has a disability?                          | All students are welcomed regardless of their disability. Parents are welcomed to contact the prospective charter school for an enrollment packet <del>on a letter form if the only has a few spaces to contact</del>   |   |  |
|  |                                     | Is the charter school required to enroll my child if I live in the attendance area? | For the most part "no". There are a few charter schools in LAUSD with an attendance area assigned to them. They are known as "Public School Choice" or PSC and "affiliated schools". PSC and Affiliated schools give priority to students who live in their <del>attendance area. If the school is full, they</del>   |   |  |
|  |                                     | Do you have SDC classes?  | We provide comparable services which are outlined in your child's IEP   |   |  |
|  |                                     | Do charter schools serve students with special needs?                               | Yes. Charter schools are tuition-free, public schools that are open to all students. <b>(NOTE TO SELF: All charter schools have adhered to the the following assurance and affirmation: "Charter School shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the</b> | <a href="#">LAUSD District Required Language 2014-15 for Independent Charter Schools.</a> |  |

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|  |                               | What are the charter schools in my area?  | I will be glad to assist you with your request. I can email you the list of the most current 2014-15 Charter Schools Directory or I can walk you through the steps in how to find the list on our LAUSD web page. How would you like me to assist you? <b>(NOTE TO SELF: If parent want a COPY EMAILED to them, please ask for email address and click on the hyperlink located on the left of this paragraph. Once the document appears email it to the parents. Parents have the option of a PDF or Excell version). NOTE TO SELF 2: SHOW PARENT HOW TO FIND DIRECTORY).</b> Do you have access to the internet? Step 1) please type www.lausd.net; Step 2) Please locate the "Serach LAUSD" window and type Charter Schools Directory. Step 3) A new window will appear with a | <a href="#">2014-15 Charter Schools Directory. Please note that this Directory is constantly being updated. Always use the copy available on this page.</a> |  |
|  |                               | Is my child automatically accepted to the charter school if he/she has special ed needs? Do children with disability have | All students must follow the same enrollment procedures. Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or   | <a href="#">LAUSD District Required Language 2014-15 for Independent Charter Schools.</a>   |  |
|  |                               | Which charter schools do you recommend?   | Every child is different and so are our Charter Schools. All parents are welcome to visit the prospective charter schools and read Elements 1,2,3 of their Charter Petition to learn more about their school focus and educational program. This may  |   |  |
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|  | <b>CHARTER SCHOOLS TIER 2</b> |   |   |   |  |
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|  | <b>CHARTER SCHOOL:<br/>ENROLLMENT</b>                   | Can the school say that they don't provide special ed services? Can the charter school advise me to enroll my child at a diferent school because they don't   |  |  |  |
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|  | <b>CHARTER SCHOOL:<br/>SUSPENSION AND<br/>EXPULSION</b> |   |  |  |  |
|  |   | Can a charter school give a parent the option of transferring a children to a different school instead of having an expulsion on the record of a student with a disability? Can the school tell me to find a different school or mv |  |  |  |
|  |   | Can a charter school suspend or expell a student with a disability?   |  |  |  |
|  |   | Can a charter school send a student with disabilitties home without suspending them?  |  |  |  |

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|                         |   | My child was expelled from a charter school, how do I reenroll my child back into the district?                                     |   |   |  |
|                         | <b>CHARTER SCHOOLS-<br/>Services</b>          | My child is at a charter school and is not getting (speech, resource, OT, ) services.   |   |   |  |
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|                         | <b>CHARTER SCHOOLS TIER<br/>3</b>             |   |   |   |  |
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| <b>K-12 INSTRUCTION</b> | <b>K-12 TIER 1</b>                            |   |   |   |  |
|                         | <b>A-G Requirements and HS<br/>Graduation</b> | Can my child with a disability ( <b>receiving resource</b> ) graduate from high school if he/she doesn't meet the A-G requirements? | Yes, students receiving support from the <b>RSP</b> program who do not complete the District's course requirements for earning a diploma, even after being eligible for waivers, may finish high school with a certificate of completion. For more information on the issuance of certificates of completion, see EF-6056.0 | <a href="#">High School "A-G" Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (page 2)</a> |  |

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| <p><b>High School SDC Core Curriculum - Language Arts</b></p> | <p>Where can I find information on Language Arts for High School Students in SDC classes</p>            | <p>To support students with mild to moderate disabilities working toward a high school diploma and their IEP goal, This program and the related professional development are only available to special day program teachers assigned to carry rosters for English 9, English 10, or the required English “b” requirement courses for Grades 11 and</p>  | <p><a href="#">Strengthening High School English Language Arts Instruction for Special Day Program-Core Curriculum Teachers MEM-6741.0</a></p> |  |
|   | <p>Can child with a disability (<b>receiving resource</b>) go to college and meet A-G requirements?</p> | <p>For SWDs who intend to enroll in a post-secondary school who receive resource (e.g., trade/vocational school, two- or four-year college/university), the IEP team should discuss the high school course of study, IEP goals, and/or transition preparatory activities that include readiness for post-secondary schooling. Development of the Individualized Transition Plan (ITP) should include consideration of the type and amount of services available at these types of post-secondary institutions, regardless of the type of special education services/program the student currently receives. For SWDs wishing to enroll in advanced “A-G” coursework designed to prepare them for admission to a four-year college/university, the IEP team should carefully</p> | <p><a href="#">High School “A-G” Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (page 2)</a></p>             |  |

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|                         |                       | <p>How can my child with a disability (in a <b>Special Day Program</b>) meet the A-G requirements and go to college?</p>  | <p>SWDs on the general education curriculum placed in a special day program (SDP) setting have goals in their IEPs and within their Individualized Transition Plans (ITPs) that indicate the supports needed to progress toward earning a high school diploma. During the high school years, the IEP team should carefully consider the amount of time, supports, services, aids, accommodations, and/or modifications that the student requires in order to earn a high school diploma. Students in the special day program who do not complete the District's course requirements for earning a diploma, even after being eligible for waivers, may finish high</p> | <p><a href="#">High School "A-G" Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (pages 2-3)</a></p> |  |
|                         |                       | <p>What is the recommended path for <b>students with disabilities</b> to follow in order to meet the A-G requirement?</p> | <p>It is always recommended to discuss your child's progress with teacher, counselor, and/or IEP team. LAUSD Bulletin 6257.0, pages 3-4, delineates a suggested path. A summary of the requirements includes a)History 2 years, <b>b)</b> English , <b>c)</b>Math 3 years, <b>d)</b>Biological and Pysical Science 2 years, <b>e)</b>Languages Other Than English (2 years) <b>f)</b> Visual</p>  | <p><a href="#">High School "A-G" Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (pages 2-3)</a></p> |  |
| <b>A-G REQUIREMENTS</b> | <b>A-G REQ TIER 1</b> |   |   |   |  |

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| <b>A-G Highly Qualified requirements and limitations</b> | Can <b>special day</b> program teachers teach "advanced", " <b>honors</b> ," or " <b>advanced placement</b> " courses? | Board Bulletin 6257.0, dated May 19, 2014 states that no courses labeled "advanced," "honors," or "advanced placement" either in the title or in the local/emphasis fields may be assigned to or taught by special day program teachers under any circumstances. Special day program teachers are allocated to schools to support SWDs who need significant support in core subjects only. Also stated in the bulletin, "Schools that authorize special education teachers to either teach general education courses or to perform non-teaching or unapproved duties during the school day are <b>not in</b> | <a href="#">High School "A-G" Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (page 9)</a> |  |
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|  | <p>Can my <b>resource</b> specialist teacher or special day teacher <b>teach PE</b> (Physical Education)?</p>            | <p>Board Bulletin 6257.0, dated May 19, 2014 states that secondary special education teachers (resource specialist teachers and special day program teachers) <b>may not</b> be assigned to teach physical education or athletics/sports courses during the school day. With the teacher’s consent and the proper physical education authorization, the school may assign an athletics/sports course to a special education teacher outside of the school day (e.g., zero or seventh period) provided that the school absorbs the cost of the teacher’s salary for the extra duty. A course offered outside the school day will not be funded by the Division of Special Education. Schools not in compliance with this policy may be <b>charged for staffing expenditures</b> not approved by the Division. Board Bulletin 6257.0, dated May 19, 2014 states that no courses labeled “advanced,” “honors,” or “advanced placement” either in the title or in the local/emphasis fields may be assigned to or taught by special day program teachers under any circumstances. Special day program teachers are allocated to schools to support SWDs who need <b>significant support in core subjects only</b>. Also stated</p> | <p><a href="#">High School “A-G” Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (page 9)</a></p> |  |
|  | <p>Can a special education teacher perform non-teaching duties (dean of discipline, instructional or athletic coach,</p> | <p>Board Bulletin 6257.0, dated May 19, 2014 states that special education teachers <b>may not</b> be allocated to perform non-teaching duties during the school day, including serving as dean of discipline, instructional or athletics coaches, and/or coordinators of school programs. Would you like me send you a copy of the Bulletin?</p>  | <p><a href="#">High School “A-G” Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (page 9)</a></p> |  |

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|                                    |   | <p>How do I assign an A-G course, graduation requirement, or elective to a special education teacher?</p> | <p>Board Bulletin 6257.0, dated May 19, 2014, states that "any "A-G" course, graduation requirement course, or elective course that is not listed in Bulletin 6257.0, Section V, page 8, but that the principal wishes to assign to a special education teacher, including those courses designated as requirements at pilot schools, must be approved by the Division of Special Education, Office of Instructional Programs prior to assigning the course to that teacher. Requests submitted either while the course is in session or after the course has been offered will not be accepted. Requests must be submitted in writing to Lisa Rogan, K-12</p> | <p><a href="#">High School "A-G" Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (page 9)</a></p> |  |
|                                    |   | <p>Where do I get a waiver of completing the "C" Math subject requirement for graduation?</p>             | <p>Board Bulletin 6257.0, dated May 19, 2014, Page 11. Instructions are also included in the bulleting.</p>  | <p><a href="#">High School "A-G" Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (page 9)</a></p> |  |
|                                    |   | <p>Where do I get a waiver of completing the "E" English subject requirement for graduation?</p>          | <p>Board Bulletin 6257.0, dated May 19, 2014, Page 12. Instructions are also included in the buleting.</p>   | <p><a href="#">High School "A-G" Graduation Requirements and Students with Disabilities. BUL-6257.0. May 19, 2014 (page 9)</a></p> |  |
| <p><b>ALTERNATE CURRICULUM</b></p> | <p><b>Alternate Curriculum TIER 1</b></p> |   |  |  |  |

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| <b>ALT CURRICULUM</b> | How is the <b>alternative</b> curriculum decided for a student?  | Board Bulletin 6049.1, dated May 6, 2014, Page 1 states that "the type of curriculum ([meaning] <b>alternate or general curriculum</b> ) must be decided for each student by Individualized Education Program (IEP) teams based on assessment data that is reflected in the present level of performance section of the IEP... Unique Learning System is not required for students who participate on the alternate curriculum who are included in the <del>core general education program for more than 50%</del> | <a href="#">Board Bulletin 6049.1, dated May 6, 2014</a>    |  |
|                       | What steps (guidelines) needed to be followed to when considering alternative education for a student with disabilities? | A summary of the Reference Guide 6275.0, dated April 7, 2014, provides guidance to the IEP teams when considering a recommendation to instruct a student with a disability using an alternative assessment. It basically deliniates (1) how to prepare before the IEP, (2) it provides a list of suggested questions to be used during the IEP Team Discussion, and (3) clarifies the steps to document <del>and confirm why the team is recommending the</del>  | <a href="#">Reference Guide 6275.0 dated April 7, 2014.</a> |  |
|                       | What is LAUSD's <b>Alternative Curriculum</b> ?  | A summary fo the Board Bulletin 6049.1, dated May 6, 2014, Page 1 introduces <b>Unique Learning Sytem</b> curriculum as the alternative required material to be used by teacher K-12* teachers participating in special day program classrooms. There is more detailed information on the bulletin.  | <a href="#">Board Bulletin 6049.1, dated May 6, 2015</a>    |  |

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|                                    |                   | Are all students with disabilities <b>required</b> to be on the <b>alternative curriculum</b> ? Are all special education teachers required to follow the alternative curriculum? | Board Bulletin 6049.1, dated May 6, 2014, Page 1 states that "Unique Learning System is a research-based English language arts, math, science, and social studies curriculum and is specifically <b>designed for students with moderate to severe disabilities</b> who are participating in the alternative curriculum...Unique Learning System is not required for students who participate on the alternate curriculum who are included in the core  | <a href="#">Board Bulletin 6049.1, dated May 6, 2016</a> |  |
|                                    |                   | What is the <b>Unique Learning System</b> ?   | <i>Board Bulletin 6049.1, dated May 6, 2014, Page 1 states that "Unique Learning System is a curriculum featuring integrated, monthly thematic units that are aligned to Common Core State Standards (CCSS). Each unit contains 30 lesson plans with corresponding support activities and materials that teachers download for instructional planning and delivery. Unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with moderate to severe disabilities. The</i> | <a href="#">Board Bulletin 6049.1, dated May 6, 2017</a> |  |
|                                    |                   | How are <b>teachers trained</b> on the <b>Unique Learning System</b> (alternative curriculum)? Is there <b>training for teachers</b> on Unique Learning                           | Yes, we have online training available for teachers. The Board Bulletin 6049.1 (page 3) includes the details in how staff can take advantage of the Unique Learning System online training.  | <a href="#">Board Bulletin 6049.1, dated May 6, 2018</a> |  |
| <b>COMMUNITY BASED INSTRUCTION</b> | <b>CBI TIER 1</b> |   |  |  |  |

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| <b>COMMUNITY BASED INSTRUCTION</b> | What is Community Based Instruction (CBI)?  | A summary of the Board Bulletin 4438.0, dated January 12, 2009, Pages 1-2 state that “The primary focus [of Community Based Training is to] assist students in the development of independent living skills necessary to successfully transition into the adult world. CBI instruction consists of an individualized, coordinated set of classroom and community activities that are based on student needs and interests. The CBI teachers(s) and assistant(s) work as a team, sharing responsibility for all students. CBI activities are designed to support instruction in employment and independent living skills for students with moderate to severe disabilities on the alternate curriculum. The activities begin in the eleventh grade and continue until a student masters the expected learning or reaches the age of 22. The | <a href="#">A summary of the Board Bulletin 4438.0, dated January 12, 2009, Pages 1-2</a>  |  |
|                                    | What if something happens to a student while participating in Community Based Instruction (CBI)?    | A summary of the Board Bulletin 4438.0, dated January 12, 2009, Page 4 states that "If a student is injured as a result of inadequate supervision, the District and the courts may find that the employee was acting outside the course and scope of his/her employment and may hold the employee liable. As in all matters concerning supervision, the staff member should consult with his/her principal if there are any questions about supervision  | <a href="#">A summary of the Board Bulletin 4438.0, dated January 12, 2009, Page 4</a>     |  |
|                                    | What guidelines, protocols, or responsibilities are followed for Community Based Instruction (CBI)? | The LAUSD has approved Board Bulletin 4438.0, dated January 12, 2009,. It's a 10-page document deliniating the purpose of CBI, the staff roles and responsibilitites, liabilitites and additional useful informaiton.  | <a href="#">A summary of the Board Bulletin 4438.0, dated January 12, 2009, Pages 1-10</a> |  |
| <b>CBI TIER 2</b>                  |   |  |  |  |

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|                              |                                      | Who oversees the Community Based Instruction (CBI) Department? (who is in charge? Who can I talk to?) | For assistance or further information, please contact Geri Fuchigami, Coordinator of the District Office of Transition Services, at (213) 241-8050 or email at geri.fuchigami@lausd.net or contact your secondary Support Unit Administrator at: Support Unit North (818) 256-2800; Support Unit Central/West (323) 421-2950; Support Unit East |  |  |
| <b>ASSESSMENTS AND EVALS</b> | <b>ASSESS &amp; EVALS TIER 1</b>     |   |   |  |  |
|                              | <b>CAHSEE Exemptions and Waivers</b> | What is CAHSEE?   | CAHSEE is an acronym that stands for California High School Exit Examination.   | <a href="#">Reference Guide 5452, approved May 9, 2011</a> |  |
|                              |                                      | Are students with disabilities, my child, required to take the CAHSEE?                                | "State regulations require that all grade 10 students take the with disabilities continue to participate in the CAHSEE..."  | <a href="#">Reference Guide 5452, approved May 9, 2011</a> |  |

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|  | <p>What is the difference between a CAHSEE "<b>exception</b>" and a "<b>waiver</b>"?</p>                            | <p>Both the "CAHSEE Exception" and the "CAHSEE Waiver" are state measures in place to support students with disabilities. An abstract of the CAHSEE Exception procedures available in the Board Reference 5452 dated May 9, 2011 (pages 1-2) states, "California Education Code (EC) Section 60852.3 provides an <b>exemption</b> from meeting the CAHSEE requirement for graduation to eligible students with disabilities. This exemption applies to students in grades 11 and 12 who have individual education programs (IEPs) or Section 504 plans that indicate the student is scheduled to receive a high school diploma, and that the student has satisfied or will satisfy all other state and local requirements for the receipt of a high school diploma." On a different note, a <b>CAHSEE Waiver</b>, "Pursuant to EC Section 60851 (c), the Los Angeles Unified School District School Board approved on October 1, 2005 the granting of waivers for students with IEPs or Section 504 plans who took the</p> | <p><a href="#">Reference Guide 5452, approved May 9, 2011</a></p> |  |
|  | <p>If I sign a CAHSEE waiver for my child with a disability, can he/she graduate and get a high school diploma?</p> | <p>Signing a waiver means that a parent or legal guardian is allowing the school to <b>verify (1) if the student</b> with disabilities meet with state and local high school graduation requirements and (2) <b>That the student is eligible</b> to receive credit for the CAHSEE test taken with modifications. Please keep in mind that waivers are to be submitted the first Monday of each month. Waivers submitted in June will not be processed in time for graduation</p>   | <p><a href="#">Reference Guide 5452, approved May 9, 2011</a></p> |  |

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|                     |                            | How do I, as a parent, submit a CAHSEE waiver? Or what do I need to do, as a parent, to sign a CHASEE waiver? What are the steps to follow, as a parent, to sign a | A parent can begin the process by signing a "Parent Waiver Request" form. When a student qualify for a waver the school automatically sends parents a letter to notify them that their child is eligible. The letter will include an attached form to be signed by the parent. If you have not received this letter, and would like to see if your child qualifies, I encourage you to contact the school and set up a meeting with   | <a href="#">Reference Guide 5452, approved May 9, 2011</a>   |  |
|                     |                            | What happens if my my child doesn't qualify for the waiver for not passing the CAHSEE?   | Based on the Reference Guide 5452, approved May 9, 2011, "California Education Code (EC) Section 60852.3 provides an exemption from meeting the CAHSEE requirement for graduation to eligible students with disabilities. This exemption applies to students in grades 11 and 12 who have individual education programs (IEPs) or Section 504 plans that indicate the student is scheduled to receive a high school diploma, and that the student has satisfied or will satisfy all other state and local requirements for the receipt of a high school | <a href="#">Reference Guide 5452, approved May 9, 2011</a>   |  |
|                     |                            | Does a student with disabilitites have to take the <b>CAHSEE</b> every year? Does my child have to take the <b>CAHSEE</b> again?                                   | Based on the Reference Guide 5452, approved May 9, 2011, all grade 10 students are required to take the CAHSEE. Eleventh (11th) and twelve (12th) gaders with IEP's or 504 are encouraged to continue taking the CAHSEE and to participatge in remedial instruction.  | <a href="#">child came in late in the junior year, child was out during testing due to illness. Can the child be granted a waiver?</a> |  |
| <b>COURSE CODES</b> | <b>Course Codes TIER 1</b> |  |   |  |  |

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| <b>COURSE CODES</b> | Can class or course "X" be added as an <b>elective</b> to the <b>high school</b> master schedule for students with disabilities in <b>Alternate Curriculum</b> ? Or what elective classes can be offered to <b>high school students</b> with disabilities ( <b>moderate to severe</b> ) following alternate | For all electives classes offered to high school students with disabilities (moderate and severe) following alternate curriculum, back in April 4, 2011, the District has adopted Reference Guide 5445.0 to provide high schools codes and course descriptions to be used when developing electives. It is a 93 page document containing the classes' title, term/duration of course, grades to be offered, class code, a description of the course and the standards to be followed. Would you like me to email you a copy of this reference to verify if the course you are inquiring about is included as well as future references? <b>(NOTE TO SELF: Reference Guide 4875.0 dated September 14, 2009 is a 3 page</b> | <a href="#">Reference Guide 5445.0 approved April 4, 2011</a> |  |
|                     | Can class or course "X" be added as an <b>elective</b> to the <b>middle school</b> master schedule for students with disabilities in <b>Alternate Curriculum</b> ? Or what elective classes can be offered to <b>middle school</b> students with disabilities   | For all electives classes offered to middle school students with disabilities (moderate and severe) following alternate curriculum, the district has adopted Reference Guide 4294.0 to provide middle school leadership codes and course descriptions to be used for this purpose. It is a <b>a 3 page document containing codes, District Course Title, Course Maps Title, Credits, and Grades. It does not contain descriptions or standards.</b>   | <a href="#">Reference Guide 4294.0 dated June 16, 2008.</a>   |  |
|                     | What happens to my child if he/she doesn't pass (fails) the CAHSEE?   | Based on the Reference Guide 5452, approved May 9, 2011, if (1) a student meets the high school state and local HS requirements and (2) a student has taken the CAHSEE and not passed it, he or she may be eligible for "CAHSEE Exception." When a child qualifies for a "CAHSEE Exception" the school will be reaching out to parents to sign the appropriate  |   |  |

| ENGLISH LEARNERS | EL/ELD TIER 1, 2 & 3      |  |  |   |  |
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|                  | English Learners (EL/ELD) | Can a student with limited English be assessed for Special Ed?   | YES  |   |  |
|                  |                           | Why do parents have to be interviewed if my child is having difficulties in school and he is learning English? | The Parent Interview (PI) for Low-Verbal/Non-Verbal Students with Disabilities (Attachment B), identifies the dominant language used by the family in the home. A bilingual teacher or a teacher assisted by a bilingual individual must conduct the PI in the parent's home language  | <a href="#">LAUSD Board Bulletin 3778.0, dated October 2, 2007</a>  |  |
|                  |                           | Can a student with disabilities qualify as Low-Verbal/Non-Verbal potential English Learners (Els)?             | The answer is "yes". Based on the LAUSD Board Bulletin 3778.0, dated October 2, 2007, there are several steps the school needs to follow to determine if a student can be classified as Low-Verbal/Non-Verbal potential English Learners. A summary of the five (5) steps listed in the Bulletin include (1) Student Identification, (2) Initial alternate language development procedures, (3) Annual monitoring of alternate language development procedures, (4) Parent notification, and (5) Student Information System (SIS). It is important to note that each step includes multiple actions. | <a href="#">LAUSD Board Bulletin 3778.0, dated October 2, 2007, titled "Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-verbal and as Potential English Learners Els."</a> |  |

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| <p><b>ENGLISH LEARNERS TIER 2&amp;3</b></p> | <p><b>English Learners (EL/ELD)</b></p> | <p>How is it determined that a student with disabilities qualify as a low-verbal/non-verbal English Learner? (Student Identification Step 1/5)</p>  | <p>Based on the LAUSD Board Bulletin 3778.0, dated October 2, 2007, "Student Identification" is the first step to follow when considering if a student with disabilities can be identified as "Low-Verbal/Non-Verbal English Learner". For this step, two (2) conditions must exist (A) The student was unable respond to all components of the Initial CELDT in English (or the second language) or (B) received a minimal scale score in the CELDT.</p>   | <p><a href="#">LAUSD Board Bulletin 3778.0, dated October 2, 2007, titled " Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-verbal and as Potential English Learners Els.</a></p> |  |
|   |   | <p>What are the next steps if a student with disabilities took a CELDT and received a minimal (low) score? What are the "Initial Alternate Language Development Procedures"? (STEP 2/5)</p> | <p>Once it has been determined that a student with disabilities is a potential Low-Verbal/Non-Verbal English Learner, the following two (2) alternate assessments must be administered within 30 days after administration of the Initial CELDT, (Assessment 1) The Parent Interview or "PI" to identify the parent dominant language and (Assessment 2) the Observation Checklist or "OC". These assessments will help the school determine if a student is a "Limited English Proficiency" (LEP) or "English Only" (EO). Next, the school must complete the Planning, Assessment, and Research (PAR) request for Classification Level for Low Verbal/Non-Verbal Students with Disabilities and send it to the E.L. Coordinator and Eva Garcia, Specialists. It is also important to keep in mind that</p> | <p><a href="#">LAUSD Board Bulletin 3778.0, dated October 2, 2007, titled " Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-verbal and as Potential English Learners Els.</a></p> |  |

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|  | At what point do we stop administrating the Communication Observation Matrix (COM)? (STEP 3/4) | When the student reaches a COM score of 5, the COM is no longer administered. From this point forward, the CELDT will now be administered.  |  |  |
|  | How are parents notified of Low-Verbal/Non-Verbal EL's classification? (Step 4/5)              | <i>The Parent Notification of Initial Language Test Results for a Low-Verbal/Non-Verbal Student with a Disability</i> (Attachment F-1) is used to notify parents of low-verbal/non-verbal ELs of their child's initial language classification and English and primary language proficiency assessment results. The parent notification letter should be signed by the parent and filed in the blue folder in the student's cumulative record. In addition an IEP |  |  |
|  | What are Master Plan options for students with disabilities? (Step 4/5)                        | There are three options: (1) ELD and <u>academic subject</u> through primary language instruction, (2) ELD and <u>academic subjects</u> through SDAIE support, (3) ELD and content using using SDAIE support. Please remember that IEP team shall discuss the service options with the parent to determine appropriate Master Plan service to address the   |  |  |
|  | Do special ed teachers need to have a EL Authorization?  | Yes all general and special ed teachers, K-12 must have the appropriate authorization to teach ELs or in the process of obtaining authorization in accordance with State regulation and District  |  |  |

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|                             |                                   | How is the Alternative Language Development Monitored for Low-Verbal/Non-Verbal English Learner? | The initial Communication Observation Matrix (COM) is administered annually to monitor progress towards English language acquisition. ICOM date, score, and level replaces IWEN. When the student reaches a COM score of 5, the COM is no longer administered. It is also important to keep in mind that Low-Verbal and Non-Verbal special education students who cannot respond to the CELDT questions must have booklets (K-2), or scannable answer books (3-12), <b>returned as scorable materials.</b> | <a href="#">LAUSD Board Bulletin 3778.0, dated October 2, 2007, titled " Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-verbal and as Potential English Learners Els.</a> |  |
|                             |                                   | Is the IEP different for EL's, Low-Verbal, or Non-Verbal students?                               | The answer is Yes, based on our LAUSD Board Bulletin 3778.0, dated October 2, 2007, <b>FOR ENGLISH LEARNERS</b> (students who have passed the COM with a 5 or did not score the minimum on the CELDT) an IEP need to be convened to determine what will be the best Master Plan Option and amend the IEP. There are three options: (1) ELD and academic subject through primary language instruction, (2) ELD and academic   | <a href="#">LAUSD Board Bulletin 3778.0, dated October 2, 2007</a>  |  |
| <b>EXTENDED SCHOOL YEAR</b> | <b>ESY TIER 1</b>                 |  |  |   |  |
|                             | <b>EXTENDED SCHOOL YEAR (ESY)</b> | How do I apply for a summer school position?   | Applicants must apply online at <a href="https://summer.lausd.net">https://summer.lausd.net</a> using an LAUSD single sign-on (the user name and password). However, the application period for administrators, teachers and para-professionals has passed for summer 2015. Please refer to memorandum 6443.1  | <a href="#">2015 Extended School Year (ESY Staff Application and Selection Procedures and Assignments MEM-6443.1</a>  |  |

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|  | What are the dates for ESY (summer school for special education)?                         | June 22, 2015 to July 17, 2015.   | <a href="#">2015 Extended School Year (ESY Staff Application and Selection Procedures and Assignments MEM-6443.1)</a> |  |
|  | What if there is an overlap in my basis assignment?                                       | In the event of a basis overlap between the ESY assignment and the regular assignment, E basis administrators will need to make up 6 hours per overlap day towards their regular duties. Those administrators should consult with their supervisors to determine the appropriate schedule. Please refer to memorandum 6443.1                            | <a href="#">2015 Extended School Year (ESY Staff Application and Selection Procedures and Assignments MEM-6443.1)</a> |  |
|  | I am an ESY principal, what are my hours?   | 8:00 am to 2:30 pm at elementary sites and 7:30 am to 2:00 pm at secondary sites and special education centers.   | <a href="#">2015 Extended School Year (ESY Staff Application and Selection Procedures and Assignments MEM-6443.1)</a> |  |
|  | I am an ESY teacher, what are my hours?   | ESY teacher assignments are 4 hours for each day of the summer session. 8:30 am to 12:50 pm at elementary sites. 8:00 am to 12:20 pm at secondary sites and special education centers. Selected teachers must report to work each day at least 10 minutes before their first class begins and remain on site for at least 10 minutes after dismissal of | <a href="#">2015 Extended School Year (ESY Staff Application and Selection Procedures and Assignments MEM-6443.1)</a> |  |
|  | I am an ESY teacher, do I have to perform supervision duties or participate in trainings? | ESY teachers are required to perform reasonable pupil supervision duties and other professional obligations, as assigned. If specialized training is provided for the program to which the teacher is assigned, the teacher must participate in the mandatory training.   | <a href="#">2015 Extended School Year (ESY Staff Application and Selection Procedures and Assignments MEM-6443.1)</a> |  |

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|  | Where will summer school (ESY) be held if my child attends..... School? | Please click on bulletin to the right for listing of schools.  | <a href="#">2015 Special Education Summer Session Extended School Year (ESY) Sites, Programs, and Feeder Schools MEM-6444.1 3/9/15</a> |  |
|  | Why should my child attend summer school (ESY)?                         | The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors during the summer/intersession period that might otherwise be lost or take an abnormally long time to recoup. ESY is not required or appropriate for all students with disabilities.   | <a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a>        |  |
|  | Who is eligible for ESY?  | Students with disabilities who may require an Extended School Year program are those students who are placed in special day classes or centers, or are students with disabilities whose IEP specifies an extended school year program.   | <a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a>        |  |
|  | How are students enrolled in ESY?                                       | Student enrollment is initiated and documented through the Welligent System. School administrators, SESAC teachers, or designated staff with Welligent access must use this process to successfully enroll eligible students for ESY. The "ESY Enrollment and Emergency Information" form must be sent home to the parent of every eligible student to be completed and returned to the school | <a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a>        |  |

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|  | What are the hours for ESY?   | School hours will be: 8:30 am - 12:50 pm at elementary sites and 8:00 am - 12:20 pm at secondary and special education centers.   | <a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a> |  |
|  | What if I missed the deadline to enroll in ESY, can I still enroll my child?    | Students may continue to apply for ESY up until May 29th. Thereafter student may register at the ESY site anytime during ESY session.                                   | <a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a> |  |
|  | How will I be notified that my child was approved for ESY and where it will be? | Prior to the start of ESY, parents will receive notification of the site to which their children will be assigned from the Special Education Service Center-Operations. | <a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a> |  |

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|  | <p>I am a school administrator, SESAC teacher or designee and I have students who missed the March 20th deadline to pre-enroll in ESY. What should I do?</p> | <p>Enrollment submitted after the March 20th due date will not be considered in determining the continuity for teacher and paraprofessional assignments and may adversely affect enrollment, assignment of classroom personnel and/or transportation service. Late student enrollment forms may continue to be updated in Welligent and MiSiS, and a copy of the enrollment form submitted to the Special Education Service Center (SESC) Operations until Friday, May 29, 2015. Schools receiving enrollment forms signed by the parent/guardian after May 29th must return the completed enrollment form to the parent and</p> | <p><a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a></p> |  |
|  | <p>What kinds of programs does ESY provide?</p>  | <p>ESY instructional programs are offered in a special education classroom to provide evidence-based intervention and/or specially designed instruction. These programs are available to support students in maintaining academic, social, and/or behavioral skills and to reduce the risk of regression. For students with severe disabilities, additional instruction will address the self-sufficiency and</p>  | <p><a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a></p> |  |
|  | <p>Will my child continue to receive related services and supports during ESY?</p>   | <p>Students who receive related services, as indicated in the IEP, will be provided with the appropriate service by the related service providers assigned to that ESY school site.</p>  | <p><a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a></p> |  |

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|                             |                               | Will my child get credits toward graduation when he/she attends ESY?   | Secondary ESY courses will provide 2.5 elective credits per course.   | <a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a>  |  |
|                             |                               | What data does the IEP team use when considering a student for ESY?  | A) Regression and Recoupment; B) Critical Skills for Students Accessing the Alternate Curriculum; C) Special Circumstances. For further information, please refer to Ref-5276.1 | <a href="#">Guidelines for the Individualized Education Program (IEP) Team when students with disabilities are being considered for Extended School Year (ESY) Programs and Services</a> |  |
| <b>EXTENDED SCHOOL YEAR</b> | <b>ESY Tier 2</b>             | ESY questions related to instruction, staff assignments, payroll time reporting, food services, transportation | Refer to Specialist/Program Specialist - Bulletins - Oscar's staff  | <a href="#">2015 Procedures for Extended School Year (ESY) Special Education Programs and Services MEM-6445.0 Feb. 16, 2015</a>  |  |
| <b>IEP Development</b>      | <b>IEP DEVELOPMENT TIER 1</b> |  |   |  |  |

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| <b>IEP DEVELOPMENT</b> | Can an IEP meeting be reconvened or recessed?   | The IEP team meeting may be reconvened, if necessary, to address the following issues: Programs for classes at other District Schools; additional adult assistance beyond existing school site personnel (for health or behavioral needs); non-public school placements; non-public agency services; specialized nursing; home/hospital instruction; and reimbursement for services obtained by parents. <b>However, a date to reconvene shall be documented on the IEP</b> |   |  |
|                        | What is the purpose of the school administrator at IEP meetings?  | School site administrators and administrative designees serve as representatives of the District at IEP team meetings. In this capacity, school site administrators are required under IDEA to be (1) qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, (2) knowledgeable about the general education curriculum, and (3) knowledgeable about the                                 | <a href="#">Roles, Responsibilities and Authority of Individualized Education Program (IEP) Teams BUL-1686.0 April 12, 2005</a> |  |
|                        | By when should all IEPs be completed?   | The District requires that schools complete all IEPs (except Initials) no later than May 1st.   | <a href="#">Timeline for Completion of Individualized Education Programs (IEPs) Oct. 6, 2014</a>                                |  |
|                        | By when should all IEPs be completed for students matriculating who receive support provided by health care assistants and/or program support | IEPs must be completed no later than March 31st   | <a href="#">Timeline for Completion of Individualized Education Programs (IEPs) Oct. 6, 2014</a>                                |  |

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|  | <p>Can I give a parent a copy of an IEP if they didn't agree with the IEP nor did they sign it?</p>                                   | <p>Parents/guardians are to be provided with a copy of the completed IEP at the conclusion of the IEP team meeting. Even in the event that the parents/guardians indicate that they are in <b>disagreement</b> with the IEP, the IEP must still be locked as "Pending" at the conclusion of the meeting. The specific disagreement can be noted on <del>page 10 after the IEP is locked with the status of</del></p>  | <p><a href="#">Individualized Education Program (IEPs) Presented for Parent Signature, REF-4133.0 dated March 19, 2008.</a></p> |  |
|  | <p>I need a translator for an IEP and 504, what is the process?</p>   | <p>In accordance with <a href="#">REF-1596.7</a>, Oral Interpretation at an Individualized Education Program Meeting, site administrators are responsible for utilizing eligible bilingual site staff to provide oral interpretation at IEP team meetings. School-site administrators are to send eligible bilingual site staff to the District IEP <b>oral interpretation training</b>, maintain a list of District trained oral interpreters and certificated staff otherwise eligible to interpret at IEP meetings at the school site, and annually submit the <i>School Roster of Staff Eligible to</i></p> | <p><a href="#">Oral Interpretation at an Individualized Education Program (IEP) Team Meeting REF-1596.7 Aug 11, 2014</a></p>    |  |
|  | <p>I have classified school staff that I'd like to select to interpret at IEPs, what is the process for eligibility?</p>              | <p>In order to be eligible to interpret at IEP team meetings, classified staff must meet the following criteria: (a) qualify as bilingual by District standards; (b) complete the District's IEP interpreter training; and (c) demonstrate sufficient knowledge of special education terminology <del>utilizing the District's Glossary of Special Education</del></p>  | <p><a href="#">Oral Interpretation at an Individualized Education Program (IEP) Team Meeting REF-1596.7 Aug 11, 2014</a></p>    |  |
|  | <p>I have certificated special education staff that I'd like to select to interpret at IEPs, what is the process for eligibility?</p> | <p>In order to be eligible to interpret at IEP team meetings, certificated special education bilingual personnel must meet the following criteria: (a) have A-level fluency or a BCLAD or BCC and (b) have attended the District's interpreter training and/or have been provided the District's IEP Interpretation <del>Protocol information</del></p>   | <p><a href="#">Oral Interpretation at an Individualized Education Program (IEP) Team Meeting REF-1596.7 Aug 11, 2014</a></p>    |  |

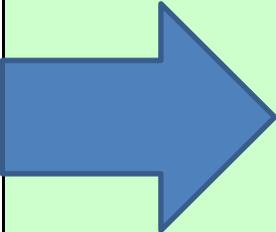
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|  | <p>I have certificated non special education staff that I'd like to select to interpret at IEPs, what is the process for eligibility?</p>  | <p>In order to be eligible to interpret at IEP team meetings, certificated non-special education bilingual personnel must meet the following criteria: (a) have A-level fluency or a BCC or BCLAD; (b) have attended the District's interpreter training and/or have been provided the District's IEP Interpretation Protocol information; and (c) demonstrate sufficient knowledge of special</p> | <p><a href="#">Oral Interpretation at an Individualized Education Program (IEP) Team Meeting REF-1596.7 Aug 11, 2014</a></p> |  |
|  | <p>I used a school site staff member to interpret at an IEP, <b>but she didn't meet the eligibility criteria.</b> What should I do?</p>  | <p>Any school site staff member who is currently being utilized to interpret at IEP team meetings, but who has not yet met the eligibility criteria above, must meet the eligibility criteria within six school months of the date of the IEP team meeting in which the school site staff member was used to interpret.</p>  | <p><a href="#">Oral Interpretation at an Individualized Education Program (IEP) Team Meeting REF-1596.7 Aug 11, 2014</a></p> |  |
|  | <p>I don't have anyone at my school meeting the eligibility requirements for <b>interpreters</b>, but I have staff that speak spanish. I need to hold an IEP soon. What should I do?</p> | <p>Any school site staff member who will be utilized in the future to interpret at IEP team meetings, but who has not yet met the eligibility criteria above, must meet the eligibility criteria within six school months.</p>   | <p><a href="#">Oral Interpretation at an Individualized Education Program (IEP) Team Meeting REF-1596.7 Aug 11, 2014</a></p> |  |

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|  | <p>I want my IEP translated or A parent wants their child's <b>IEP translated</b> and I don't know the process?</p> | <p>Written IEP translations in primary languages of the District must be completed within 30 days of parents' written request for the translation. Please make your request at the IEP meeting. Or provide a written request to your school administrator if you want the IEP translated after the meeting has ended. Follow new procedures in this reference guide.</p>     | <p><a href="#">Submitting Requests for Written Translation of Individualized Education Program (IEP) and Related Documents REF-6349.2</a></p>               |  |
|  | <p>Where do I find the form to translate an IEP?</p>  | <p>The form can be downloaded from Welligent from "My Tool Box" link, click on "Documents". Upon search, enter "Translation". Refer to the Bulletin to the right for how to access the translated IEP.</p>   | <p><a href="#">Submitting Requests for Written Translation of Individualized Education Program (IEP) and Related Documents REF-6349.0 Aug. 18, 2014</a></p> |  |
|  | <p>What is "The ITP and You" Booklet and Informational Guide"?</p>  | <p>The Modified Consent Decree requires the District to distribute the "ITP and You" informational guide or booklet to parents and students ages 14 and older. It provides information for students with disabilities, beginning at age 14, and their parents regarding their active participation in the Individual Transition Plan (ITP) portion of the Individualized</p> | <p><a href="#">The ITP and You Booklet and Informational Guide August 12, 2013</a></p>  |  |

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|  | I am a school employee, how do I order "The ITP and You" Booklet and Informational Guide"? | "The ITP and You" booklet and informational guide can be ordered, at no charge, from the Procurement Services Group, General Stores Warehouse using a requisition form, or the Legacy Replacement Program (LRP). The commodity code for ordering "The ITP and You" booklet, in packages of 25, is 966 50 26520; the commodity code for ordering "The ITP and You" informational guide, in packages of 25,                  | <a href="#">The ITP and You Booklet and Informational Guide August 12, 2013</a>   |  |
| <b>IEP TEAM MEMBERSHIP AND TEAM MEMBER EXCUSAL</b> | Who should be members of an IEP Team?  | Parent or legal guardian or person designated by parent, administrator or administrative designee, special education teacher, general education teacher, and a person who can interpret the instructional implications of evaluation results (may be one of the persons listed).   | <a href="#">Individualized Education Program (IEP Team Membership Requirements and the IEP Team Member Excusal Process REF-3804.0 July 23, 2007</a> |  |
|  | I am supposed to attend an IEP meeting but I can't attend, what should I do?               | If you are the special education teacher, general education teacher, or the person interpreting the instructional implications of evaluation results, then the IEP administrator or administrative designee of the upcoming IEP meeting must facilitate the completion of an IEP Team Member Excusal Form which is to be downloaded and printed from the "Documents" Section on the home page on the Welligent IEP system. | <a href="#">Individualized Education Program (IEP Team Membership Requirements and the IEP Team Member Excusal Process REF-3804.0 July 23, 2007</a> |  |

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|                       | What are the reasons that can excuse me from an IEP meeting?                            | (1) The parent and District agree that attendance of the IEP team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting, or(2) The meeting involves a modification to or discussion of the IEP team member's area of the curriculum or related services; the parent and the District consent in writing to the excusal; <b>and</b> the IEP team member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting. | <a href="#">Individualized Education Program (IEP Team Membership Requirements and the IEP Team Member Excusal Process REF-3804.0 July 23, 2007</a> |  |
|                       | Are there any additional steps to take to be excused from an IEP meeting?               | The IEP team administrator or administrative designee should contact the parents to explain the request and to determine if they are agreeable to the request for excusal. If the parents are agreeable, the IEP administrator or administrative designee should complete the Form and submit it to the parent for signature. Upon obtaining the parent's signature, the IEP team administrator or administrative designee is to provide a copy of the completed and signed Excusal Form to the parent.  | <a href="#">Individualized Education Program (IEP Team Membership Requirements and the IEP Team Member Excusal Process REF-3804.0 July 23, 2007</a> |  |
| <b>CITY OF ANGELS</b> | Where do I receive my counseling if I receive City of Angeles Independent Study School? | At your school of Residence.   | <a href="#">Procedures for Students with Disabilities Participating in City of Angeles Independent Study School Bul-5412.2 April 2, 2012</a>        |  |

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|  | What are the requirements for me to be considered for City of Angels?  | 1) Manage your time and schedule efficiently; 2) Work independently to complete assignments an average of 6 hours a day; 3) Work without daily supervision; 4) Access grade level standards and curriculum; 5) Understand that missing classes and not completing assignments will lead to removal from the program. | <a href="#">Procedures for Students with Disabilities Participating in City of Angels Independent Study School Bul-5412.2 April 2, 2012</a> |  |
|  | My student is returning back from a residential program or a hospital, can my child participate in City of Angels? | City of Angels is <b>not</b> recommended as a transition program for students returning from hospitalization or residential care.  | <a href="#">Procedures for Students with Disabilities Participating in City of Angels Independent Study School Bul-5412.2 April 2, 2012</a> |  |
|  | Can any student with an IEP enroll in City of Angels?  | In accordance with EC 51745 (c), an individual with a disability may not enroll in an independent study program unless they have an active IEP authorizing such enrollment.  | <a href="#">Procedures for Students with Disabilities Participating in City of Angels Independent Study School Bul-5412.2 April 2, 2012</a> |  |

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| <p><b>EMOTIONAL DISTURBANCE</b></p>  | <p>Where do I find the parent letter that is to be attached to the Notification to Participate in an IEP Meeting for a student being considered for ED?</p> | <p>Schools are to access this letter in the Welligent IEP System. On the Welligent home page in the Function Navigator, select Downloads. Once in Downloads, in the –Heading Keyword   text box, type IEP Parent Participation Letter – Considering/Discussing ED Eligibility. This letter is available in Welligent in English, Spanish, Armenian, Chinese, Korean, Russian, and Vietnamese. As needed, schools are to copy this letter on their school letterhead and fill in the appropriate information prior to mailing. Upon receipt of the signed letter from the parent, school</p> | <p><a href="#">Parent Participation at Individual Education Program (IEP) Meetings for Students Suspected of Emotional Disturbance (ED) BUL-4182.1 Aug. 9, 2010</a></p> |  |
|   | <p>I cannot attend my child's IEP but the school said I must because my child is ED or being considered for ED.</p>   | <p>If parents express that they are not able to attend the IEP meeting, the school site administrator must offer the parent the option to participate via teleconferencing.</p>   | <p><a href="#">Parent Participation at Individual Education Program (IEP) Meetings for Students Suspected of Emotional Disturbance (ED) BUL-4182.1 Aug. 9, 2010</a></p> |  |
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| <p><b>TRANSPORTATION</b></p>  | <p>How is transportation determined for students with disabilities?</p>   | <p>Transportation is provided as a <b>related service</b> for students with disabilities if the following exist: 1) A student is placed by the District at a school other than their school of residence; 2) A student's disability prohibits them from getting to school in the same manner as their non-disabled peers</p>  | <p><a href="#">Transportation Guidelines for Individualized Education Program (IEP) Teams Bul-5003.3 Jan 25 2010</a></p>  |  |

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|   | Can I get transportation if I decide to place my child at another school, other than my    | In accordance with the Special Education Policies and Procedures Manual, Page 216, transportation for students with disabilities IS NOT provided when a student is <u>unilaterally</u> placed in a school setting by their parent/guardian.   |   |  |
|   | What types of transportation can the District offer?                                       | The <i>least restrictive</i> transportation option: 1) School to School; 2) Home to School; 3) Public Transportation; 4) Reimbursement  | <a href="#">Transportation Guidelines for Individualized Education Program (IEP) Teams Bul-5003.3 Jan 25 2010</a> |  |
|   | Will the school provide transportation for my child to attend extra curricular activities? | It is the school's responsibility to provide access for all students to participate in school activities. When transportation is provided to non-disabled students for such purposes, the school is fiscally responsible to provide appropriate transportation for students with disabilities to participate in these activities. | <a href="#">Transportation Guidelines for Individualized Education Program (IEP) Teams Bul-5003.3 Jan 25 2010</a> |  |
| <b>Related Services:<br/>Adaptive PE, Audiology,<br/>Language and Speech<br/>Therapy, Occupational<br/>Therapy, Orientation and<br/>Mobility, Physical<br/>Therapy, Rehabilitation<br/>Counseling</b> | Any questions related to Related Services  | Please refer all calls to Related Services Unit   | <a href="#">find phone number for Related Services Staff</a>  |  |

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| <b>CALIFORNIA MODIFIED ASSESSMENT</b> | What are the new provision in the requirement that students with disabilities be included in the statewide assessment program? | In April 2007, the United States Department of Education amended regulations for both NCLB and IDEA to provide greater flexibility in assessing students with disabilities. Key provisions include: 1) Modified Assessment; 2) Requirement to Establish and Monitor Implementation; 3) Explanation to IEP Teams; 4) Grade Level Standards Based Goals; 5) Information for Parents; 6)  | <a href="#">California Modified Assessment: Guidelines for the Individualized Education Program Team REF-4487.0 Dec 12, 2008</a> |  |
|                                       | Which are the Standardized Testing and Reporting (STAR) Programs used?   | California Standards Test (CST); California Modified Assessment (CMA); California Alternate Performance Assessment (CAPA)  | <a href="#">California Modified Assessment: Guidelines for the Individualized Education Program Team REF-4487.0 Dec 12, 2008</a> |  |
|                                       | Does the IEP team decide which test the student will use?  | Yes, the IEP team must make a decision about which assessments the student will take under the STAR program as this directly affects instruction and the content of IEP goals. Students with disabilities participate in the STAR program in one of four ways:<br>1) CST, with or without accommodations and/or modifications.<br>2) CMA with or without accommodations (no modifications allowed).<br>3) CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English- | <a href="#">California Modified Assessment: Guidelines for the Individualized Education Program Team REF-4487.0 Dec 12, 2008</a> |  |
| <b>Interventions</b>                  |  |  |  |  |

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|  | <p>What are the 3 important questions to be discussed regarding educational placement at the IEP meeting?</p>   |  | <p><a href="#">Requesting Information in Preparation of a Discussion Regarding a Free Appropriate Public Education (FAPE) during an IEP Team Meeting Nov. 9, 2012</a></p>  |  |
|  | <p>What types of interventions are provided to elementary struggling students if they don't have an IEP?<br/>What types of interventions are provided to students before being evaluated for special education?</p> |  | <p><a href="#">Reference Guide 1275: "POSITION PAPERS NO. 2 AND 3: "EARLY PREVENTION AND INTERVENTION FOR ACADEMICALLY AT-RISK STUDENTS"; AND "ELEMENTARY LITERACY-SPECIAL EDUCATION, STUDENTS WITH MILD/MODERATE DISABILITIES." Dated September 8, 2004</a></p> |  |

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|  | <p>What is the difference between Position No 2 and Position Paper No 3 interventions? What resources are available for interventions for elementary students?</p> | <p>Based on LAUSD's Reference Guide 1275 (dated September 8, 2004), <b>Position Paper No. 2:</b> The purpose of this position paper is to describe an academic intervention framework that will identify students academically at-risk before they have failed, diagnose areas of reading weakness, and provide targeted intervention to address those areas of weakness. In addition, the utilization of this framework will better assure that the district is identifying the appropriate students for special education and providing the proper services.</p> |  |  |
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What's the Tiered Intervention for MS/HS? (Secondary, Position Paper, 3-Tiered Intervention)

Based on Reference Guide 1276, dated September 8, 2014, the District requires a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that is aligned and linked to the California Content Standards for secondary students. Special Education is service to support student achievement in the core curriculum in an integrated setting. **The tiers are not synonymous with placement.** In a tiered approach, IEP teams consider the level and type of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom. The **two elements** for the tier include (1) **All students** with **M/M** disabilities participate **in academic content** instruction in the general education classroom with appropriate supports provided within that environment. A student may **only be removed** from this environment when there is significant **evidence** to indicate that the **student's needs cannot be met** in this environment even with supplemental supports and services. (2) When special education services are needed **outside the general** education setting, all courses continue to be **based on grade level** content standards and expectations. In order for

[Reference Guide 1276:](#)  
["POSITION PAPER NO. 4:](#)  
["SECONDARY INSTRUCTION](#)  
[AND SERVICES-STUDENTS](#)  
[WITH DISABILITIES](#)  
[ACCESSING THE CORE](#)  
[CURRICULUM" dated](#)  
[September 8, 2004.](#)

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|  | <p>What are the LAUSD parameters for Tier 1 Middle School or High School (secondary) interventions?</p> | <p><b>Tier 1 or also known as "Base Instruction"</b> consists of the use of research-based curriculum and strategies in grade level content and performance standards that are effectively delivered. Base instruction includes the use of accommodations as outlined in a student's IEP. This provides opportunities for students with disabilities to learn content; access grade level curricula and textbooks; access general ed instruction; and integrate with general ed peers. Base instruction requires the use of research-based instructional practices that support access to rigorous content curriculum. Special education services are layered and may consist of any or all of the following: (Layer 1): Accommodations within the general education</p> | <p><u><a href="#">Reference Guide 1276: "POSITION PAPER NO. 4: "SECONDARY INSTRUCTION AND SERVICES-STUDENTS WITH DISABILITIES ACCESSING THE CORE CURRICULUM" dated September 8, 2004.</a></u></p> |  |
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|  | <p>What are the LAUSD parameters for Tier 2 Middle School or High School (secondary) interventions?</p> | <p><b>Tier 2 or also known as "Extended Instruction"</b> consists of Extended instruction is that which is provided above the base program. It refers to the provision of additional support and services beyond the instruction and interventions embedded in the core program. This level of intervention is intensive and explicit, and is provided above the base program. Intervention is based on the identification of specific needs and the use of research-based intervention materials designed to address the individual needs of the student. This is provided in addition to the classroom interventions described in Tier 1. This level of intervention is intensive and explicit, and is provided above the base program. Intervention is based on the identification of specific needs and the use of research-based intervention materials designed to address the individual needs of the student. This is provided in addition to</p> | <p><a href="#">Reference Guide 1276: "POSITION PAPER NO. 4: "SECONDARY INSTRUCTION AND SERVICES-STUDENTS WITH DISABILITIES ACCESSING THE CORE CURRICULUM" dated September 8, 2004.</a></p> |  |
|  | <p>What are the LAUSD parameters for Tier 3 Middle School or High School (secondary) interventions?</p> | <p>Tier 3 or also known as "Intensive Instruction" refers to the provision of significant instruction that is explicit, focused, based on ongoing progress monitoring. Group size for this instruction is small to provide for the level of intensity needed to bridge the achievement gap. Students assigned to this level demonstrate severe literacy or math deficits requiring more specialized, intensive instruction. Instruction is provided at the highest level of intensity, frequency, and duration, and is provided in an environment with a lower teacher-student ratio (possibly a learning center or a special day class) for</p>  | <p><a href="#">Reference Guide 1276: "POSITION PAPER NO. 4: "SECONDARY INSTRUCTION AND SERVICES-STUDENTS WITH DISABILITIES ACCESSING THE CORE CURRICULUM" dated September 8, 2004.</a></p> |  |

| Least Restrictive Environment | LRE TIER 1 |  |   |   |  |
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|                               | LRE        | What does Least Restrictive Environment Mean?                                    | <p>The Individuals with Disabilities Education Act (IDEA) requirement that students with disabilities be placed in the “least restrictive environment” means that <b>students with disabilities must be educated with</b> their nondisabled <b>peers</b>, to the maximum extent appropriate, as determined by the individualized education program (IEP) team. Students with disabilities must have <b>access to the general education</b> curriculum, or any other program to which their nondisabled peers have access, to the degree appropriate based on their individual needs. The general education classroom where the student has the greatest opportunity to <b>be integrated with their nondisabled peers is the</b></p> | <p><a href="#">"Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment (LRE)." Bull-5901.3 dated March 30, 2015.</a></p> |  |
|                               |            | Will my child be educated in classes with students who do not have disabilities? | <p>The law states that students must be educated in the general curriculum and/or participate in activities with other students who are not disabled to the maximum extent appropriate. This is often referred to as the least restrictive environment, or LRE. The general education classroom where the student has the greatest opportunity to be integrated with their nondisabled peers is the first educational setting that the IEP team must consider. The IEP will include a discussion and</p>  |   |  |

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|  | <p>Definition of Least Restrictive Environment (LRE) based on Special Education Policies and Procedures Manual.</p>   | <p>Least Restrictive Environment is (1) Required by Federal and State law; (2) Where students with disabilities attend schools that are as close to their home as possible; (3) An individualized determination of the appropriate placement for educating a student with a disability which is made by a team, including the student's parents and, when appropriate, the student; (4) Consideration of the full continuum of educational options to meet individual student needs; (5) Placement of students with disabilities with peers who are at or near the same chronological age; (6) Bringing supports and services to students where students need them; (7) Providing access to the general education curriculum; (8) Collaboration and shared responsibility between general and special educators, administrators, parents, and students</p> | <p><a href="#">Special Education Policies and Procedures Manual Page 200</a></p>  |  |
|  | <p>What kind of support should students with disabilities receive in a "least restrictive environment" placement? What is the school supposed to provide to students with disabilities?</p> | <p>Students with disabilities must be provided the supplementary aids and services necessary to achieve their IEP goals in a setting with their nondisabled peers. In general, supplementary aids and services include, but are not limited to, equipment, technology, materials, related services, specialized personnel, program modifications or accommodations, etc., that a student with disabilities needs to receive educational benefit from their educational program.</p>  | <p><a href="#">"Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment (LRE)." Bull-5901.3 dated March 30, 2015.</a></p> |  |

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|                                    |                   | How is the "Least Restrictive Environment Determined?"  | The IEP team must apply the following four (4) basic principles in discussing the supplementary aids and services and educational placement for students with disabilities: (1) Special education is a service that students with disabilities receive, not a place where students are sent; (2) IEP team determinations, including placement and supplementary aids and services, must be based on the individual needs of the student; (3) To the extent feasible, student supplementary aids and services to promote learning must be moved to the student as opposed to the student moving to the |   |  |
| <b>Resource Specialist Program</b> | <b>RSP TIER 1</b> |   |   | -4  |  |
|                                    | <b>RSP</b>        | What is resource?<br>What is Resource Specialist Program?<br>What are the responsibilities of Resource Specialist Program? (RST, RSP) | Based on Bulletin 1258.1, dated November 15, 2004, the resource specialist program (RSP), as outlined in California Education Code, shall provide (1) instruction and services for students identified in and IEP assigned to general education classroom teachers for the majority of a day. (2) Information and assistance to students disabilities and their parents. (3) provide resource information consultation and materials regarding students with disabilities., (4) coordinate Sp Ed Services with reg school programs. (5) Monitoring students' progress,                                | <a href="#">Bulletin 1258.1: Description of the Resource Specialist Program and the Role of the Resource Specialists Teacher- Revised. Dated November 15, 2004.</a> |  |

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|  | What are the roles of the Resource Specialist Teacher (RST) (RSP)?   | Based on Bulletin 1258.1, dated November 15, 2004, the resource specialist has four (4) main roles (1) to provide instructional services to students with disabilities; (2) to provide consultation to others material regarding students with Disabilities; (3) to coordinate and collaborate with all service providers who work with students with disabilities; (4.a) Assistant Principal, (APEIS/APSIS) to oversee special education and may be assigned as                                 | <a href="#">Bulletin 1258.1: Description of the Resource Specialist Program and the Role of the Resource Specialists Teacher-Revised. Dated November 15, 2004.</a> |  |
|  | Can a Resource Specialist Teacher teach an elective class?   | Based on Bulletin 1258.1, dated November 15, 2004, The resource specialist program is considered support for the general education class not a separate class. The only exception to this would occur when a secondary resource specialist teacher is assigned to provide support through the elective class   | <a href="#">Bulletin 1258.1: Description of the Resource Specialist Program and the Role of the Resource Specialists Teacher-Revised. Dated November 15, 2004.</a> |  |
|  | How do we account for Resource Specialist Teacher providing services in the general education class (secondary level MS/HS, inclusion, co-teaching)? | Based on Bulletin 1258.1, dated November 15, 2004, when a secondary resource specialist is providing services within the general education classroom, schools should use course number 800301 to indicate a non-roll carrying position. Additionally, resource specialist teachers shall not simultaneously be assigned to serve as resource specialist teacher and register carrying teacher in general education classes. However, the RST may provide special education services to a student | <a href="#">Bulletin 1258.1: Description of the Resource Specialist Program and the Role of the Resource Specialists Teacher-Revised. Dated November 15, 2004.</a> |  |

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|  |   | How do I know what services my child is getting and verify that they are getting them? | Based on Bulletin 1258.1, dated November 15, 2004, the following resources will show what a student is expected to receive and if the students are receiving them: (1) IEP The IEP must accurately reflect the services students receive; (2) Service Logs Service logs are required to document the delivery of service students are required to receive both within the general education setting and outside of the general education setting, as | <a href="#">Bulletin 1258.1: Description of the Resource Specialist Program and the Role of the Resource Specialists Teacher-Revised. Dated November 15, 2004.</a> |  |
|  | <b>Specialized Instruction and Services</b>   |  |  |  |  |
|  | <b>Trainings/Workshops</b>  |  |  |  |  |
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| <b>TEST OPERATIONS MANAGEMENT SYSTEM (TOMS) TIER 3</b> |   |  |  |  |  |
|  | <b>Any calls from school administrators including Principals, APEIS, Assistant Principals regarding curriculum, instructional programs, and assessment for SWDs</b> |  |  |  |  |
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|                            | School staff regarding setting up Master Schedule at secondary sites or classroom organization at elementary schools            |  |  |  |  |
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|                            | ESY questions about curriculum, grading (operations questions, i.e. transportation, should go to Operations on 18 <sup>th</sup> |  |  |  |  |
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|                            | Setting up Learning Centers   |  |  |  |  |
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|                            | Specific accommodations or modifications to curriculum, delivery of instruction   |  |  |  |  |
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| K-12 INSTRUCTION<br>TIER 2 |   |  |  |  |  |
|                            | Calls from attorneys or advocates regarding provision of services   |  |  |  |  |

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|                         | <b>Calls which can be referred to SESC for clarification and follow up</b> |   |  |                                   |  |
|                         | <b>Training for new teachers</b>   |   |  |                                   |  |
|                         | <b>SBAC questions refer to Testing Unit</b>                                |   |  |                                   |  |
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| <b>NONPUBLIC SCHOOL</b> | <b>NPS TIER 1</b>  |   |  |                                   |  |
|                         | <b>NPS AND NPA</b>   | Is a nonpublic school placement (NPS) considered a temporary placement?   | No. <b>Nonpublic School placement</b> is not a temporary placement. However, placement in a nonpublic school is to be reviewed annually to determine whether nonpublic school remains the  | <a href="#">FAQ for Employees</a> |  |
|                         |  | Is nonpublic school placement an appropriate option for a student whose main challenge is significant behavior? | All options are based on student needs. All students are to be educated in their least restrictive environment. Behavioral challenges are related to a number of factors. IEP teams must review and analyze these factors including instructional, environmental, social and behavioral. This information assists an IEP team in determining whether NPS is an appropriate option for the student. If the IEP team determines that the student's needs would best be met in a nonpublic school setting, they will make that recommendation | <a href="#">FAQ for Employees</a> |  |

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|  | <p>Will contracting nonpublic schools allow parents to visit prior to an IEP team decision?</p>  | <p>Parents and students must be interviewed and students must meet admission criteria for acceptance at the <b>NPS</b>. A nonpublic school must review students' IEPs in order to determine whether they are able to implement all aspects of</p>   | <p><a href="#">FAQ for Employees</a></p> |  |
|  | <p>Do NPS placement offers always require a reconvened IEP team meeting; or is it possible that arrangements may be made ahead of time to be interviewed and be accepted by an NPS, therefore eliminating</p>                                      | <p>NPS placement offers require a reconvened IEP meeting. A nonpublic school must review students' IEPs in order to determine whether they are able to implement all aspects of the IEP. Parents and students must be interviewed and students must meet admission criteria for acceptance at the NPS. Then, it is necessary for an IEP team to meet and complete the components necessary to help determine the appropriate placement.</p> | <p><a href="#">FAQ for Employees</a></p> |  |
|  | <p>Is it appropriate to name the <b>Nonpublic Agency</b> provider in the IEP?</p>  | <p>No, do not name a specific <b>NPA</b> provider in the IEP. SESC-Operations identifies the availability of appropriate nonpublic agency services and informs the parent for their consideration.</p>  | <p><a href="#">FAQ for Employees</a></p> |  |
|  | <p>I have a student with <b>ED who is awaiting NPS placement</b>. I have been informed that the process for this student will take three weeks. The student is engaging in behavior that could result in injury. Is it possible to arrange for</p> | <p>Federal and state law requires that students remain in their last agreed upon and implemented placement, unless the IEP team, including the parent(s), determines otherwise. If a temporary placement, such as home instruction, is necessary, the IEP team must document that in the IEP and <b>parents must agree before a temporary placement can be implemented.</b></p>   | <p><a href="#">FAQ for Employees</a></p> |  |

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|  | <p>Does the Nonpublic Services Department have to approve of a specific nonpublic school and does this have to be documented in the IEP?</p>  | <p>Initial nonpublic school placement offers always require that the student be interviewed and meet the admission criteria of the NPS and that the NPS be able to implement all aspects of the IEP. SESC-Operations will assist the parent in locating an appropriate NPS option. The IEP team then reconvenes, with participation of the NPS to determine an appropriate FAPE offer which</p>  | <p><a href="#">FAQ for Employees</a></p> |  |
|  | <p>Please discuss transportation issues when a student is <b>dually enrolled</b> in a <b>nonpublic school and general education campus</b>. If we want students to be enrolled in their home schools, how do we transport when the home school is</p> | <p>Dual enrollment provides an option for students with disabilities placed in a nonpublic school to interact with nondisabled peers, to have access to the general curriculum, or to transition from nonpublic school to public school placement. The public school may be in the student's neighborhood or near the nonpublic school. Transportation is usually only in one direction, to or from the attending district. Transportation can be arranged through the SESC-Operations at 213-241-6701, ask for the Coordinating Specialist.</p> | <p><a href="#">FAQ for Employees</a></p> |  |
|  | <p>Does a student who attends an NPS and who has been placed away from school of residence, due to a severe behavior incident (such as assault) have "the right" to return for</p>  | <p>According to the IEP Guidelines (revision 2003) "a student enrolled at a nonpublic school who is eligible to receive either a high school diploma or a certificate of completion may be eligible to participate in graduation ceremonies" at the school of residence. Failure by a student to meet school citizenship standards may result in the denial of participation in graduation ceremonies and in the denial of participation in senior activities.</p>   | <p><a href="#">FAQ for Employees</a></p> |  |

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|                                | <b>NPS/NPA PROVIDERS AT IEP MEETINGS</b>  | What is the role of Non-Public Agency Providers at IEP Meetings? | IEP teams should be aware that NPS/NPA providers may attend IEP team meetings and, as collaborative participants in the IEP meetings, provide feedback on student progress and offer services recommendations in their area of service and expertise. | <a href="#">Roles, Responsibilities and Authority of Individualized Education Program (IEP) Teams BUL-1686.0 April 12, 2005</a> |  |
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| <b>K-12 INSTRUCTION TIER 3</b> | <b>K-12 INSTRUCTION TIER 3</b>  |  |   |   |  |
|                                | <b>Any calls from school administrators including Principals, APEIS, Assistant Principals regarding curriculum, instructional programs, and assessment for SWDs; questions about gifted</b> |  |   |   |  |
|                                | <b>School staff regarding setting up Master Schedule at secondary sites or classroom organization at elementary schools</b>   |  |   |   |  |

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|                       | <b>ESY questions about curriculum, grading (operations questions, i.e. transportation, should go to Operations on 18th</b> |   |  |   |  |
|                       | <b>Setting up Learning Centers</b>   |   |  |   |  |
|                       | <b>Specific accommodations or modifications to curriculum, delivery of instruction</b>                                     |   |  |   |  |
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| <b>PRIVATE SCHOOL</b> | <b>PRIVATE SCHOOL TIER 1</b>   |   |  |   |  |
|                       | <b>PRIVATE SCHOOL-FUNDING</b>  | Can the District pay for my special education child to attend private school? | The District is not required to pay for the private school education, including special education services, of a child with disabilities if the District made available to the child appropriate special education services at a District school, but you chose to place your child in a private school or | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 17)</a> |  |

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|                                  |   | If my child previously received Special Education services with LAUSD and is now in private school, can the district pay for private school? | If your child previously received special education services at a District school and you enrolled your child in a private school without the consent of or referral by the District, a court or a due process hearing officer may require that the District reimburse the parents for the private school placement <u>if the District did not make the appropriate special education services available to the child in a timely manner prior to the child's enrollment in the private school.</u> Reimbursement may be reduced or denied if you did not give the District notice that a) You were rejecting the   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 17)</a>                     |  |
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| <b>BEHAVIOR &amp; DISCIPLINE</b> | <b>BEHAVIOR &amp; DISCIPLINE TIER 1</b> |  |   |   |  |
|                                  | <b>BEHAVIOR</b>                         | What are <b>Positive Behavioral Interventions and Supports (PBIS)</b> ?  | Positive Behavior Intervention and Support (PBIS) is a set of research-based strategies used to increase positive behavior, decrease problem behavior and increase quality of life by teaching new skills and making changes in a person's environment. PBIS applies evidence-based practices and strategies to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and | <a href="#">Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support BUL-6231.0 February 14, 2014</a> |  |

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|  | Can my child only receive positive behavior support if it is specified in the IEP?                    | No, it is the school staff's responsibility to implement positive behavior support even if such support is not specified in the IEP. <b>The IEP does not supplant the school's responsibility for holding all staff accountable for implementing Positive Behavioral Interventions and Supports (PBIS).</b>  | <a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a> |  |
|  | How is behavior addressed with students with IEPs?  | It is the responsibility of the IEP team to design a plan to address student behavior through teaching. Students with disabilities experiencing behavioral challenges in the school environment must be afforded the opportunity to be supported using the evidence-based practices found in Multi-Tiered System of Supports (MTSS).   | <a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a> |  |
|  | What are the requirements for schools to support students with disabilities with behavior challenges? | 1) <b>Every school must have a team in place</b> that regularly supports the implementation of a multi-tiered approach; 2) Tier I instruction and supports must be implemented for all students; 3) Tier II and Tier III instruction and supports must be implemented for students based on need. Refer to <a href="#">Bulletin for specifics on Tiers.</a>  | <a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a> |  |
|  | When does a student receive a <b>Behavior Support Plan (BSP)</b> ?                                    | A <b>Behavior Support Plan</b> is a required element of the Individualized Educational Program (IEP) when: (1) a student with disabilities exhibits behavior that impedes learning; and (2) when good first teaching in the area of behavior and social skills has not proven to be adequate. The BSP will utilize relevant data to identify antecedents to the behavior, a possible function of the behavior, and changes to the student's environment to support the | <a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a> |  |

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|  | <p>What is Behavior Intervention Consultation (<b>BIC</b>)?</p>   | <p><b>BIC</b> is a Tier III data-driven service unique to the Division of Special Education and delivered by certificated and classified staff trained in positive behavior interventions and applied behavior analysis. This is an indirect service which supports school site staff in delivering behavioral interventions to individual students per the IEP.</p>  | <p><a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a></p> |  |
|  | <p>What is Behavior Intervention Development (<b>BID</b>)?</p>    | <p><b>BID</b> is a Tier III data-driven behavioral related service. BID involves consultation with the student's educational team to support the student with identified behavioral needs in acquiring appropriate behavior while reducing the student's need to use the target behavior. It is the BID provider's responsibility to train the educational team, which may include Behavior Intervention Implementation (BII) provider(s), on the implementation of the plan and the collection of data. BID is provided by qualified District staff or a</p> | <p><a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a></p> |  |
|  | <p>What is Behavior Intervention Implementation (<b>BII</b>)?</p> | <p><b>BII</b> is a Tier III data-driven behavioral related service that supports an individual student who exhibits significant behaviors in her or his educational environment which require a specialized plan for implementation. BII emphasizes direct support of a student's program through the implementation of the behavior support plan. BII is provided by qualified District</p>  | <p><a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a></p> |  |

Who can provide BID and/or BII services?

Title 5 of California Code of Regulations states that: (BID) Behavior intervention shall be designed or planned only by personnel who have: (1) pupil personnel services credential that authorizes school counseling or school psychology; or (2) credential authorizing the holder to deliver special education instruction; or (3) license as a Marriage, Family, and Child Counselor issued by a licensing agency within the Department of Consumer Affairs; or (4) license as a Clinical Social Worker issued by a licensing agency within the Department of Consumer Affairs; or (5) license as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or (6) license as a Psychologist issued by a licensing agency within the Department of Consumer Affairs; or (7) master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field. (BII) To be eligible for certification to provide behavior intervention, including implementation of behavior modification

[Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014 \(attachment E\)](#)

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|  | <p>What is an <b>FBA</b> (Functional Behavior Assessment)?</p>  | <p>An <b>FBA</b> is a systematic process of identifying and understanding behavior(s) that impede learning. Functional Behavior Assessment utilizes data collection (direct and indirect) to gather and analyze information about the student's behavior and accompanying environments in order to hypothesize the purpose or intent (function) of the target behavior and guide the development of function-based, positive antecedent-based, and consequence-based behavioral interventions</p>                 | <p><a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a></p> |  |
|  | <p>What if I have an immediate need to respond to a behavior that cannot wait for an <b>FBA</b>?</p>  | <p>In the event that an immediate and interim plan for preventing and responding to behaviors is necessary, the school team may develop an Interim Behavior Response Plan, please refer to Attachment C in Bulletin 6269.0. The IBRP describes planned responses to behavior and identifies key school site personnel who will implement the plan.</p>  | <p><a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a></p> |  |
|  | <p>When offering FAPE, what District resources or personnel are available to provide behavior intervention or support to a student rather than using an <b>NPA</b>?</p> | <p>Appropriate resources at the school level include the Student Success Team and collaboration between special education and general education staff. Principals, Assistant Principals and the School Psychologist are frequently excellent sources of plan development and support. A student who has behavior that impedes learning should have a positive behavior support plan, developed by a knowledgeable IEP team. It is essential that there be consistent implementation of the student's positive</p> |  |  |

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|  | Can I still send some of my staff to the <b>BICM</b> training?   | <b>Behavior Intervention Case Manager (BICM)</b> training is now obsolete and will be replaced with Functional Behavior Assessment (FBA) training. Each school will be required to have a minimum of one full time staff member trained to conduct FBA.   | <a href="#">Multi-tied System of Behavior Support for Students with Disabilities BUL-6269.0 April 7, 2014</a>      |  |
|  | How do I sign up for and access Nonviolent Crisis Intervention (NCI) training and who should attend this training? | All NCI trainings are listed on the Learning Zone. NCI is a two day certification training with an annual one day refresher training to maintain certification. NCI training is for school site teams with a minimum requirement of two members. The team may include special education teachers, general education teachers, site administrators, paraeducators and support staff working with students with an Individualized Education Program (IEP) who have the potential for assaultive behavior. The purpose and philosophy of NCI is focused on providing the best "Care Welfare Safety | <a href="#">Behavior Related Professional Development for the 2014-2015 School Year MEM - 6361.1 Nov. 24, 2014</a> |  |
|  | How do I sign up for and access Functional Behavior Assessment (FBA) training?                                     | All in person, one day, FBA trainings are listed on the Learning Zone. A prerequisite to the one day in person training is the online FBA overview. This training and it's accompanying assessment must be completed in order to register for the in person FBA training.   | <a href="#">Behavior Related Professional Development for the 2014-2015 School Year MEM - 6361.1 Nov. 24, 2014</a> |  |

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| <b>BEHAVIOR PROBLEMS</b>                     | My child is having behavior problems, what can the district do to help me? | You should review the codes of conduct with your child so that he/she is aware of what behavior is expected at school. If your child is having behavioral problems at school, either you or school personnel may request an IEP team meeting to discuss appropriate instruction, behavioral management techniques, a behavioral supports that may assist in improving your child's behavior. If the behavior is serious, either you or school personnel may request a behavior assessment. Findings from a behavior | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 18)</a> |  |
| <b>BEHAVIOR -DISCIPLINE &amp; SUSPENSION</b> | Can the District suspend my child from school?                             | School personnel may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days. If school personnel recommend a change in placement, an IEP team meeting will be held as soon as possible, but no later than within 10 school days,  | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 18)</a> |  |
|  | What are alternatives to suspension?                                       | There are many alternatives to out-of-school suspensions that can be utilized by schools to address behavior. Some alternatives to out-of-school suspension may include mentoring, check-in and check-out systems, in-school suspension room and Saturday school. The hallmark of suspension alternatives are support for developing positive alternatives to misconduct and continued access to  |   |  |
|  | How many days can a student with an IEP be suspended?                      | Students with disabilities may not be suspended for more than 10 school days a year. They may not be suspended for more than 5 consecutive days for single incident   |   |  |

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| <b>BEHAVIOR &amp; DISCIPLINE-<br/>SUSPENSION NOT AS A<br/>RESULT OF DISABILITY</b> | Can the District discipline my child if what he/she did is not because of his/her disability?    | If the IEP team determines that the behavior was not a manifestation of the child's disability, the school may discipline the child in the same manner in which it would discipline children without disabilities. If the discipline involves a change of placement, the new placement will be determined  | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 18)</a> |  |
| <b>BEHAVIOR &amp; DISCIPLINE-<br/>REMOVAL FROM SCHOOL</b>                          | What kinds of things would cause my child to be removed from his/her school and for how long?    | School personnel may remove a student to an interim alternative placement for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child carries or possesses a weapon, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 18)</a> |  |
| <b>BEHAVIOR &amp; DISCIPLINE-<br/>STUDENT NOT YET IN<br/>SPECIAL EDUCATION</b>     | Can my child have special education protections if they are not yet receiving special education? | If a child who has not been determined eligible for special education violates a code of student conduct, but the District had knowledge BEFORE the behavior at issue occurred that the child had a disability, the child may assert any of the special education protections described above. The District is deemed to have knowledge that the child had a disability if before the behavior occurred: a) The parent expressed concern in writing that the child is in need of special education to District administrative personnel or to the child's teacher; b) The parent requested a special education | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 18)</a> |  |

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|                          | <b>BEHAVIOR &amp; DISCIPLINE STUDENT NOT IN SPECIAL EDUCATION BUT PARENT WANTS PROTECTIONS</b> | What if I didn't consent to a special education evaluation but now I want my child to be protected by special education because now I see the behavior problems? | The District will not be deemed to have knowledge if the child's parent has not allowed an evaluation or has refused special education services. The District will also not be deemed to have knowledge if the child has been evaluated and was found not eligible for special education and related services or if the parent has revoked consent for the continued provision of special education and related services. In such cases, the District may discipline the child in | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 19)</a>    |  |
|                          | <b>BEHAVIOR &amp; DISCIPLINE-CRIME</b>   | What happens if my child commits a crime?  | The IDEA does not prohibit the District or its personnel from reporting a crime committed by a child with a disability to appropriate authorities. Nor does it prevent law enforcement and judicial authorities from exercising their responsibilities under the law. If the District reports a crime committed by a child with a disability, the District will ensure that copies of special education and   | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 19)</a>    |  |
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| <b>SURROGATE PARENTS</b> | <b>SURROGATE PARENTS TIER 1</b>  |  |   |  |  |
|                          | <b>SURROGATE PARENT-GEN INFO</b>   | When are surrogate parents needed for IEPs? What is the process?   | Surrogate parents are needed when the following occurs: a) A homeless youth not in physical custody of a parent or guardian, and/or; b) The student is adjudicated a dependent or ward of the court and/or; c) The court has specifically limited the right of the parent or guardian to make educational decisions and/or; d) No parent of the student can be identified and/or; e) The District, after reasonable efforts, cannot locate a parent.                              | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 19-20)</a> |  |

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|  | How do I request a surrogate parent for a student?   | The request for a Surrogate Parent must be made by the school administrator as soon as the need for one is known in order to maintain IEP timelines. School administrators are to complete the <i>Request for a Surrogate Parent</i> form and contact the Special Education Administrator in their ESC.  | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 19-20)</a> |  |
|  | Can a family member be a surrogate?  | First preference, when selecting a surrogate, should be given to a relative, caretaker, foster parent, or court appointed special advocate.  | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 19-20)</a> |  |
|  | What are the qualifications to be a surrogate parent?  | The individual is an adult. The individual has no conflict of interest. The individual is not an employee of the District, the California Department of Education or any other agency that is involved in the education or care of the student. As far as practical, the individual should be culturally sensitive to the assigned student. <b>The individual is</b> | <a href="#">A Parent's Guide to Special Education Services by LAUSD last revised February 2014. (page 19-20)</a> |  |
|  | Is there someone that can assist the school administrator and Sp. Ed Area Administrator with obtaining a surrogate parent? | Yes, they can contact the Foster Youth Achievement Program Counselor assigned to their school.   | <a href="#">Foster Youth Achievement Program Counselor list by school</a>  |  |

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| <b>SUPERVISING SPECIAL EDUCATION ASSISTANTS</b> | What do Supervising Special Education Assistants do?                              | Supervising Special Education Assistant (SSEA) supervise Special Education Assistants, Trainees, and Health Care Assistants (HCA) assigned to schools and may supervise those staff members working as itinerant staff assigned to more than one location in support of students with Individualized Education Programs (IEPs). The purpose of these assignments is to ensure students with disabilities are supervised during bus arrival and departure, transfer of students between locations on the school site | <a href="#">Selection, Assignment, and Role of the Supervising Special Education Assistant at School Sites and Support Locations REF-6405.0 Oct. 27, 2014</a> |  |
|   | How does one become eligible to become a Supervising Special Education Assistant? | To be eligible for the position of Supervising Special Education Assistant the applicant must have twelve semester units from a recognized college or university in child growth and development, sociology, psychology, health, education, or other courses directly related to the physical care or psychology of children with disabilities. Other criteria apply, refer to Bulletin.  | <a href="#">Selection, Assignment, and Role of the Supervising Special Education Assistant at School Sites and Support Locations REF-6405.0 Oct. 27, 2014</a> |  |
|   | Who supervises the Supervising Special Education Assistant?                       | Supervising Special Education Assistant is under the direct supervision of the school principal or their designee. Those assigned to the position are evaluated by the school principal or their designee.  | <a href="#">Selection, Assignment, and Role of the Supervising Special Education Assistant at School Sites and Support Locations REF-6405.0 Oct. 27, 2014</a> |  |

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|                                 |                                      | How are Supervising Special Education Assistants assigned?   | The Division of Special Education assigns Supervising Special Education Assistants to identified schools based on the number of Special Education Assistants, Special Education Trainees, and Health Care Assistants required to meet the identified needs of students with IEPs.   | <a href="#">Selection, Assignment, and Role of the Supervising Special Education Assistant at School Sites and Support Locations REF-6405.0 Oct. 27, 2014</a> |  |
|                                 | <b>STUDENTS REACHING MAXIMUM AGE</b> | What is the <b>Summary of Performance (SOP)</b> ?  | The Summary of Performance ( <b>SOP</b> ) is required for all students with disabilities who are completing high school or reaching <b>maximum age</b> . The purpose of the SOP is to provide students with a summary of their academic achievement and functional performance, which must include recommendations on how to assist them in meeting their postsecondary goals. It is a separate document from the IEP.  | <a href="#">Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age of Attendance BUL-5796.1 Feb.5, 2013</a>     |  |
|                                 |                                      | I am graduating from high school or my child is <b>graduating from high school</b> , or my child has now reached <b>maximum age</b> , what does he/she need? | The IDEA mandates that local educational agencies provide all students with an Individualized Education Program (IEP) or Section 504 Plan who are graduating from secondary school with a diploma, or due to exceeding the age of eligibility, with a summary of the student's academic achievement and functional performance, which must include recommendations for how to assist the student in meeting the postsecondary goals. This information is important for determining eligibility for services from any agency that requires | <a href="#">Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age of Attendance BUL-5796.1 Feb.5, 2013</a>     |  |
| <b>Professional Development</b> | <b>Employees</b>                     |  |   |   |  |

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|  |  | Do you offer orientation for Special Education Trainees?                                  | Yes, however, your site administrator must approve and select the training for which you can attend. Refer to Memorandum 6769.0   | <a href="#">One-Day Orientation Program for First and Second Year special Education Trainees Mem-6769.0</a>                 |  |
|  |  | How do I monitor First Aid and CPR Certification for Special Education Paraprofessionals? | Special Education Operations will notify employees each year of their responsibility to maintain a valid certification. However, Principals must follow procedures in this reference guide as well. | <a href="#">Procedure for Monitoring First Aid and CPR Certification for Special Education Paraprofessionals REF-6770.0</a> |  |
|  |  | Where can I find Special Education Professional Development Opportunities?                | There is a fall 2016 schedule of special education PD opportunities for all general ed and sp ed staff. See Memorandum  | <a href="#">2016-2017 Special Education Professional Development Opportunities MEM-6719.2</a>                               |  |