

SCHOOL SELF REVIEW CHECKLIST
STUDENTS WITH DISABILITIES: 2020-2021 – ALL SCHOOLS

Due Date: **September 30, 2020**

Item #	Review Item	In Place	Not in Place	Not Applicable
SECTION 1: SCHOOL TEAM AND DESIGNEES				
1	The school has developed a system to ensure compliance with special education legal requirements and has appointed a Special Education Designee. https://achieve.lausd.net/Page/14485			
2	The school establishes a Student Support and Progress Team (SSPT) and appoints an SSPT Coordinator within the first six weeks of the school year. BUL- 6730: A Multi-Tiered System of Support Framework for the Student Support and Progress Team Nonpublic Schools (NPS) - Mark Not Applicable (N/A)			
3	The school has notified staff of the designee assigned to assist individuals who seek to file a complaint through the District's "Uniform Complaint Procedures" (UCP) process or, for fiscally independent charter schools and NPS, through a similar complaint process. BUL-5159: Uniform Complaint Procedures			
4	The school has identified a Section 504 designee and notified staff and parents of the designee's responsibilities. BUL-4692: Section 504 of the Rehabilitation Act of 1973 NPS-N/A			
5	The school has identified a designee to attend IEP team meetings at nonpublic schools and coordinate public school services for all dually enrolled students in accordance with their IEPs. NPS-N/A			
SECTION 1 CERTIFICATION: SCHOOL TEAMS AND DESIGNEES				
SECTION 2: BEGINNING OF SCHOOL YEAR PROCEDURES				
6	The school plans and provides school-level professional development which includes special education topics and maintains corresponding agendas, sign-ins, and evaluation forms.			
7	The school plans and facilitates parent involvement activities and training to improve services and results for students with disabilities.			
8	The school schedules IEP team meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation. Annual IEPs are scheduled at least 60 days in advance and Triennial/Re-Evaluation IEPs are scheduled at least 90 days in advance.			
9	All staff responsible for implementing the student's IEP, including substitute teachers, have access to, or a copy of, the IEP and a clear understanding of the supports and services required for the student.			
10	The school has procedures in place to regularly review Welligent management reports, analyze & share relevant compliance data with staff and monitor & evaluate school-wide compliance systems.			
11	The school implements District procedures for safeguarding the confidentiality of IEPs and IEP related documents as outlined in BUL-2469: Pupil Records: Access, Confidentiality, Notice of Educational Rights			
12	The school implements the District recommended practices in classrooms where students with disabilities (SWDs) receive instruction in the core curriculum and as outlined in REF-2025: Development and Implementation of a Learning Center at the Secondary Level			
13	The school implements the District's recommended practices in classrooms where students with disabilities (SWDs) receive instruction in the alternate curriculum as outlined in BUL- 6049: Required Curriculum and Assessment for Students on the Alternate Curriculum			
14	The school implements the District's recommended practices in classrooms where students with disabilities (SWDs) receive instruction in the preschool curriculum as outlined in REF-6763: Ordering Changing Tables for Early Childhood Special Education Classrooms			

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15	Schools with preschool special education programs follow required guidelines for providing toileting assistance or diapering as part of the instructional program for students who receive early childhood special education services and annually complete the Early Childhood Special Education Health and Safety Review as outlined in REF-6777: Procedures for Completing the Annual Early Childhood Special Education Health and Safety Review			
16	The school has procedures in place for updating in Welligent the <i>IEP Report of Progress and Achievement from Current IEP</i> (see each goal page at each progress report card/marketing period) and distributing to parents when progress reports or report cards are issued for general education students as outlined in BUL-2332: Elementary School Progress Report Marking Practices and Procedures and in BUL-1353: Marking Practices and Procedures in Secondary Schools ; MISIS = (MyLAUSD – Single Sign-On Required) https://achieve.lausd.net/Page/6215			
17	The school completes Oral Interpreter at IEP team meetings section on the Designee Form in the Principal's Portal (Independent Charter Schools complete the Oral Interpreter at IEP team meetings Google form) as outlined in REF-1596: Oral Interpretation at an Individualized Education Program (IEP) Team Meeting			
18	The school uses the <i>Notification to Participate in Individualized Education Program Meeting</i> to document attempts to get parents to attend IEP team meetings.			
19	The school sends staff members to the District's Oral Interpretation for IEP Team Meetings training if the school does not have a sufficient number of trained and qualified oral interpreters.			
20	The school follows District procedures for requests for written translations of IEPs and Section 504 Plans, and maintains a log of completion dates as outlined in REF-6349: Submitting Requests for Written Translation of Individualized Education (IEP) and Related Documents			
21	School updates Welligent account information for staff that have left the school or have changed roles/positions through OneAccess and as indicated in the Welligent Support site . https://achieve.lausd.net/welligentsupport			
22	The school maintains a list of resident students attending nonpublic schools by running and downloading Welligent IEP/IFSP Reports/ NPS Students by School of Residence (REP105), REPORT # 741			
23	For students parentally placed in private schools, the public school follows procedures for developing an "Individual Services Plan" (ISP) for eligible students as outlined in REF-6846: Serving Parentally-Placed Private School Students with Disabilities Including School of Residence Responsibilities			
24	The school annually disseminates policies that address the elimination of hostile environments to staff, students, and parents as outlined in MEM-5818: Nondiscrimination Required Notices and Ordering of Student Brochures and Ed Equity Office . https://achieve.lausd.net/Page/3494			
25	The school displays the "School Family Support Services (SFSS)" poster for Parents of Students with Disabilities to easily access as outlined in REF-049897: Special Education School and Family Support Services			
26	The school follows the procedures for requests for initial assessment for students on an inter-district permit as outlined in REF-5195: Special Education Assessments for Students Attending LAUSD on Gen. Ed. Inter-District Permits			
27	The school ensures legal compliance with IEP timelines and service delivery through weekly monitoring of data to ensure that students with disabilities are provided a free appropriate public education. Services provided are monitored on a weekly basis using Welligent Management reports as outlined in REF-041781: Resource Specialist Program-Service Tracking, Documentation, and Monitoring ; & REF-4708: Responsibilities of School Site Administrators and the Itinerant Staff Assigned to Schools ; & REF-5941: Behavior Intervention Implementation Service Tracking Documentation Using the Welligent Service Tracking System			

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28	Responsible school personnel use the Section 504 Program module in Welligent to conduct all phases of the Section 504 process as outlined in REF-6241: Mandatory Use of the Welligent Section 504 Program Module to Conduct all Section 504 Activities			
29	The school has procedures in place for ensuring the attendance of an eligible interpreter at the IEP team meeting or the Section 504 meeting, when requested by parents.			
THE SCHOOL DISTRIBUTES AT THE BEGINNING OF EACH SCHOOL YEAR TO ALL PARENTS AND STUDENTS:				
30	Written notice regarding Uniform Complaint Procedures or similar complaint process. Notice may be in any form that will reach the school community, e.g. newsletter, Parent-Student Handbook, memorandum or brochure as outlined in BUL-5159: Uniform Complaint Procedures			
31	Parent-Student Handbook containing the District's nondiscrimination statement and sexual harassment policy. (Similar statement and policy applicable to fiscally independent charter and nonpublic schools)			
32	"Section 504 and Students with Disabilities" brochure. (Similar notification applicable to fiscally independent charter schools) BUL-4692: Section 504 of the Rehabilitation Act of 1973 , Brochures available Ed Equity Compliance Office https://achieve.lausd.net/Page/3581			
33	"Are You Puzzled by Your Child's Special Needs?" brochure (available for download in multiple languages on Division of Special Education website)			
THE SCHOOL DISTRIBUTES AT THE BEGINNING OF EACH SCHOOL YEAR TO ALL PARENTS OF SWDs:				
34	School Family Support Services "Notification Letter" (SFSS) for Parents of Students with Disabilities as outlined in REF-049897: Special Education School and Family Support Services - Call Center and CRU			
35	"Parent Resources for Engagement and Student Success" (PRESS) brochure and refers them to the Parent Resources for Engagement and Student Success (PRESS) webpage, accessible from the Division of Special Education website.			
36	"Special Education Parent Workshops" calendars, accessible from the Division of Special Education website under Parent/Family Resources.			
37	School's website contains a special education section where visitors can easily get information on special education and the name of a contact person. (See Attachment B for guidance on the information that must be included on school's website).			
SECTION 2 CERTIFICATION: BEGINNING OF SCHOOL YEAR PROCEDURES				
SECTION 3: COMPLIANCE PROCEDURES				
38	The school provides instruction and support in behavior to all students, incorporating behavior within a Multi-Tiered System of Support (MTSS) as outlined in BUL-6269: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities and in BUL-095902: Multi-Tiered System (MTSS): Identification and Educational Supports for Students with Attentional Challenges .			
39	School teams use the Multi-Tiered Implementation Assessment (MIA) on a regular and ongoing basis to assess the fidelity and effectiveness of behavior support within a MTSS as outlined in BUL-6269: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities			
40	The school supports the development of appropriate behaviors by including a Behavior Intervention Plan (BIP) in Welligent in the Individualized Educational Program (IEP) when: (1) a student with disabilities exhibits behavior that impedes learning; and (2) when good first teaching and supplementary supports in the areas of academics, behavior, and social skills have not proven to be adequate. Based on current and relevant data, the BIP outlines a description of the target problem behavior(s), antecedents to the behavior(s), a hypothesized function of the behavior, and strategies and interventions to be implemented.			

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41	The school reads aloud the IEP Introductory Statements/Virtual IEP Team Introductory Statements at every IEP team meeting which are located in A Parent's Guide and also available as a Welligent Download regardless of parent attendance as outlined in REF-6672: New Individualized Education Program (IEP) Team Meeting Requirements – Spring 2016			
42	The school uses the Notification to Participate in Individualized Education Program Meeting form and documents in Welligent the attempts to get parents to attend IEP team meetings.			
43	The school documents when a change in placement is to be discussed at an IEP team meeting by selecting, "Change in Placement" on the Notification to Participate in an IEP team meeting form.			
44	The school recesses IEP team meetings only under specific parental requests or District emergency and documents the Projected Reconvene Date as outlined in REF-6672: New Individualized Education Program (IEP) Team Meeting Requirements – Spring 2016			
45	The school follows the procedures outlined in REF-3804.0: Individualized Education Program (IEP) Team Membership Requirements and the IEP Team Member Excusal when an IEP team member needs to be excused from an IEP team meeting. The school ensures that parents/guardians are provided prior written notice and that parental consent is received by the school before an IEP team member is excused.			
DISTRIBUTION OF IEP RELATED DOCUMENTS AND ASSOCIATED TIMELINES				
46	Upon enrollment, or with initial referral for special education assessment, the school provides the parent a "Request for Reasonable Accommodations" form and maintains a copy in the student's green folder or special education confidential folder. (Attach form to inside front cover of folder). Additional information is available in the <i>ePPM - Initial Assessment, Reassessment and Independent Educational Evaluation</i>			
47	With the assessment plan, the school provides the parent "A Parent's Guide to Special Education Services," revised September 2018. (available for download in multiple languages on the Division of Special Education website)			
48	The school provides special education related forms in the parents' primary language when requested as outlined in REF-6349: Requests for Written Translation of Individualized Education Program (IEP) and Related Documents			
49	At least 10 DAYS PRIOR (or 15 days as a best practice) to the scheduled date of the IEP team meeting, the school will provide parents a "Notification to Participate in Individualized Education Program Meeting" and will include "A Parent's Guide to Special Education Services," revised September 2018 and "The IEP and You" booklets with the notification. (For Secondary Schools: "The ITP and You" booklet, revised September 2016 will also be included in the notification)			
AT THE IEP TEAM MEETING, THE SCHOOL PROVIDES				
50	Parents with the following publications: 1.) "A Parent's Guide to Special Education Services," revised September 2018; 2.) "Least Restrictive Environment" brochure; 3) "Parent Input Survey." An explanation of these publications is also provided.			
51	Parents with an overview of "Extended School Year (ESY) Services for Students with Disabilities," completes Attachment A of BUL-059905: Guidelines for IEP Teams when SWD are Being Considered for ESY Programs & Services , and makes available the ESY brochure if <u>ESY</u> is being considered.			
52	Parents with an explanation of the Informal Dispute Resolution for IEP Disagreements (IDR) process including other dispute resolution and complaint options when there is an <u>IEP dispute</u> as outlined in REF-1410: Special Education Dispute Resolution - The Three Options for Parents			
53	School staff who participated in the IEP team meeting a "Staff Input Survey."			

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FOR SCHOOLS SERVING HIGH SCHOOL STUDENTS				
54	At the IEP team meeting, the school provides the parent with information regarding student's progress towards graduation with a diploma or certificate of completion as outlined in REF-6056: Issuance of Diplomas and Certificates of Completion for All Eligible Students with Disabilities			
55	The school supports and monitors the student's progress toward meeting the requirements for a diploma or certificate of completion as outlined in BUL-6257: High School "A-G" Graduation Requirements and Students with Disabilities and in REF-6056: Issuance of Diplomas and Certificates of Completion for All Eligible Students with Disabilities			
56	During the student's final semester in high school, the school develops a "Summary of Performance" (SOP), a summary of the student's academic achievement and functional performance which must include recommendations for how to assist the student in meeting postsecondary goals. Upon completion, it is provided to the student with a copy filed in the student's cumulative record as outlined in BUL-5796: Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age			
SECTION 3 CERTIFICATION: COMPLIANCE PROCEDURES				
SECTION 4: COMPLIANT TIMELINES				
57	The school provides the parent with a "Special Education Assessment Plan", in the language requested by the parent unless clearly not feasible to do so, within 15 calendar days of the written request for assessment as detailed in the <i>ePPM-The Special Education Process: Developing a Special Education Assessment Plan</i>			
58	If requested by the parent, the school provides copies of assessment reports to the parent 4 working days before the date of the IEP team meeting as detailed in the <i>ePPM – The Special Education Process: Getting Ready for an IEP team meeting</i>			
59	For an annual review IEP, the school conducts the IEP within 12 months of the previous IEP as detailed in the <i>ePPM-The Special Education Process: Getting Ready for an IEP team meeting</i>			
60	School office staff and administrators follow the procedures for student enrollment forms so that students with IEPs or Section 504 Plans are identified upon enrollment and parent referrals for special education assessment are processed within mandated timelines as detailed in the <i>ePPM-The Special Education Process: Child Find and Search & Serve</i>			
61	For a three-year review IEP, the school conducts the IEP within 36 months of the initial IEP, previous three-year review IEP, or previous comprehensive reassessment IEP as outlined in BUL-6639: Three-Year Review IEP Psycho-Educational Reassessment Requirements			
62	The school convenes an IEP team meeting within 30 calendar days of parent written request as detailed in the <i>ePPM-The Special Education Process: Getting Ready for an IEP team meeting</i>			
63	When a student transfers into the District with an out-of-District IEP, the school develops an IEP within 30 calendar days of enrollment detailed in the <i>ePPM-The Special Education Process: Getting Ready for an IEP team meeting</i>			
64	For an initial assessment and a three-year reassessment, the school conducts vision and hearing screenings within the previous 12 months of the IEP team meeting date and documents the screening dates in the IEP as detailed in the <i>ePPM-The Special Education Process: Initial Assessment, Reassessment, and Independent Educational Evaluation</i>			
65	If requested by parents, the school provides copies of their child's educational records within 5 business days of the date the request was made as outlined in BUL-5526: Procedures for Requests for Educationally Related Records of Students with or Suspected of Having Disabilities and as detailed in the <i>ePPM-Guidelines for the IEP Team: Student Records</i>			

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SPECIAL EDUCATION ASSESSMENTS AND EVALUATIONS				
66	The school documents the request for special education assessment on a "Request for Special Education Assessment" form and maintains a <u>copy in the student's green folder</u> or confidential special education folder. Form available in Welligent Downloads in multiple languages.			
67	For a student transitioning from preschool to kindergarten, the school conducts a reassessment using the Classroom Team Assessment Report (CTAR) and develops an IEP as detailed in the <i>ePPM-Guidelines for the IEP Team District Policy: Early Childhood</i>			
68	For a student with Emotional Disturbance eligibility, the school conducts a comprehensive reassessment for each three-year review IEP as outlined in BUL- 6639: Three-Year Review Individualized Education Program (IEP) Psycho-Educational Reassessment Requirements			
69	For students with the eligibility of Emotional Disturbance, the initial and three-year IEP includes an "Emotional Disturbance Disability Certification" form as outlined in BUL-4182: Parent Participation at Individualized Education Program (IEP) Meetings for Students Suspected of ED			
70	When standardized tests may be considered invalid for the student, the assessment plan documents alternative assessments as detailed in the <i>ePPM-The Special Education Process: Initial Assessment, Reassessment, and Independent Evaluation</i>			
71	Initial assessment reports document all of the required <u>10-12</u> elements as detailed in the <i>ePPM-The Special Education Process: Initial Assessment, Reassessment, and Independent Evaluation</i>			
SECTION 4 CERTIFICATION: COMPLIANT TIMELINES				
SECTION 5: SPECIAL EDUCATION SUPPORTS AND RESOURCES				
72	School regularly accesses LAUSD's Division of Special Education website, the electronic Policies and Procedures manual (ePPM) and the eLibrary platform to retrieve all mandates and policy documents.			
SECTION 5 CERTIFICATION: SPECIAL EDUCATION SUPPORTS AND RESOURCES				
SECTION 6: FOR CHARTER SCHOOLS ONLY				
73	Specific information notifying parents that the school is open to enroll and provide services to all students is included in the charter school's general outreach materials, website, community meetings, and open forums.			
74	Front line charter school staff are trained and informed in non-discriminatory practices regarding application and enrollment questions from families of children with disabilities.			
75	The charter school does not require a copy of a student's IEP prior to participating in the lottery and/or as any condition for enrollment.			
76	Charter school staff regularly accesses MyPLN and the Division of Special Education website to view updates and/or participate in training on special education topics and ensures charter school staff are included on appropriate district email listservs.			
77	The charter school maintains evidence specifically documenting the provision of professional development regarding service to students with disabilities, including students with moderate to severe disabilities.			
78	The charter school uses and can provide evidence of consistent use of the Welligent system to document the IEP process, service tracking and development of the IEP.			
79	All resource specialist teachers and related services providers employed by charter schools use the Welligent Service Tracking System to document the provision of special education and/or related services; the school has identified an individual who regularly monitors this use.			
80	Charter school ensures that all RST caseload managers, including those assigned from non-public agencies, have caseloads of 28 or less students.			

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**School Website Checklist
for Special Education Section/Webpage**

School Self-Review Checklist Item #37: School's website contains a special education section where visitors can easily get information on special education and the name of a contact person.

	Description	Yes	No
1	Is there a section for special education on the school's website/main landing page?		
2	Can the special education section of the website be easily located?		
3	Is there a contact person listed for special education inquiries?		
4	Is the language used for the special education section of the website parent-friendly?		
5	Does the special education section of the website provide parents/visitors with information about special education?		
6	Can parents/visitors access the following special education publications on the school's website? <ul style="list-style-type: none"> • A Parent's Guide to Special Education Services: Including Procedural Rights & Safeguards • The IEP & You • The ITP & You (Secondary Schools) 		

To mark "Yes" on Item 37 on Attachment A of the School Self-Review Checklist, all six items noted above must be present on the school's website.