



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Matriculation Procedural Guidelines for Students with Disabilities Residing Within the Catchment Area of a Conversion Independent Charter School or Public School of Choice Charter School

NUMBER: REF- 5972.1

ISSUER: Sharyn Howell, Associate Superintendent
 Division of Special Education

DATE: July 27, 2015

PURPOSE: The purpose of this Reference Guide is to provide information to schools about the matriculation procedural guidelines to follow when a student with disabilities resides within the attendance area of a conversion independent charter school or Public School of Choice charter school.

MAJOR CHANGES: Procedural updates.

BACKGROUND: The Charter Schools Act of 1992, EC 47605 (d)(1) states that a charter school “shall not discriminate against any pupil on the basis of characteristics listed in Section 220” of the California Education Code which includes discrimination on the basis of disability. All students have the right to apply. In addition, a public school converting partially or entirely to a charter school is required to “adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school” EC 47605 (d)(1). Within its school capacity, charter schools are required to admit all pupils who wish to attend the school. EC 47605 (d)(2) (A) and (B).

A uniform process shall be used by all schools when a student with disabilities residing within the catchment area of a conversion/independent charter school or Public School of Choice matriculates to a new school program. This process is described below.

PROCEDURES: The following outlines the responsibilities of each stakeholder in the matriculation process.

A. Special Education Service Center - Operations

1. Provide the conversion independent charter school and Public School of Choice charter school with a potential count of students with disabilities who reside within their attendance area and will be matriculating to a new school program. This will include the name of the sending school and type of special education program.

ROUTING
 All Schools
 Local District Superintendents
 Administrators of Instruction
 Administrators of Operations
 Special Education Service Center Administrators
 School Site Administrators
 Charter School Administrators
 Teachers



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PROCEDURES (Continued):

B. Sending Schools

1. For students who currently receive health care assistance or other program support, and will be matriculating to a new school program, complete the student's transition IEP by March 31. All other IEPs must be completed by May 1. This includes students who are matriculating from preschool to kindergarten, elementary to middle school, and middle school to high school. Prior to scheduling the IEP, utilize the "Resident Identifier" on lausd.net to determine if the student resides within the attendance area of a conversion independent charter school or a Public School of Choice charter school and the parent/guardian has expressed an interest in submitting an application to the school. When necessary, a charter representative may decide to attend the student's IEP.
2. Ensure that the Free Appropriate Public Education (FAPE) Part 1, FAPE Part 2, and Additional Discussion sections of the IEP clearly specify the offer of FAPE.

Include the following information in the FAPE Additional Discussion section:

{Student's Name} resides within the catchment area of _____, a conversion independent charter school/Public School of Choice charter school. Parent has expressed an interest in {Student's Name} attending {School's Name} and is/will be submitting an application to the school. If the student does not enroll at the charter school, then the District's offer of FAPE is {School's Name}. FAPE Part 1 should reflect the student's home school which is the charter or Public School of Choice.

Provide the parent with a copy of the conversion independent charter school or Public School of Choice charter school's application and assist the parent with the completion and submission of the document.

OR

{Student's Name} resides within the catchment area of _____, a conversion independent charter school/Public School of Choice charter school. Parent is not interested in {Student's Name} attending {School's Name} and is/will not be submitting an application to the school. If the student does not enroll at the charter school, then the District's offer of FAPE is {School's Name}. FAPE Part 1 should name the District school of attendance that reflects the most appropriate Least Restrictive Environment (LRE).



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PROCEDURES (Continued):

C. Receiving Schools

1. Ensure applications are available to the feeder schools.
2. Attend IEPs of students matriculating to a conversion independent charter school or Public School of Choice charter school.
3. Provide and assist interested parents in the completion of the application process.
4. Provide Special Education Service Center – Operations Unit with name, date of birth, and District ID of matriculating students enrolling in the conversion independent charter school or Public School of Choice charter school.

RELATED RESOURCES:

REF - 5907.0: “Requesting Information in Preparation of a Discussion Regarding a Free Appropriate Public Education (FAPE) During an Individualized Education Program (IEP) Team Meeting”

ASSISTANCE

For additional assistance or further information, please contact Sydney Quon, Director, Division of Special Education, at (213)241-6701, or your Charter Division specialist at (213) 241-2487. You may also contact the Special Education Service Center – Operations Unit and request to speak with an IEP Placement Support Specialist at (213)241- 6701 or email Center-Operations@lausd.net.