



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: School Self Review Checklist,
Students with Disabilities: 2019-2020

NUMBER: REF-2624.15

ISSUER: Anthony Aguilar
Chief of Special Education, Equity and Access
Division of Special Education

DATE: August 8, 2019

ROUTING
All Schools
Local District
Superintendents
Local District Directors
Charter Schools Division
Administrators
Special Education
Administrators
School Site Administrators
Independent Charter School
Administrators

DUE DATE: **September 27, 2019**

PURPOSE: The purpose of this Reference Guide is to inform site administrators (1) of the requirement to complete the online *School Self Review Checklist, Students with Disabilities: 2019-2020* (“Checklist”) and (2) that the Local District Superintendent, and Charter Schools Division Director, or designee, shall periodically conduct site level visits during the school year to determine the status of concerns identified by the Checklist as mandated by the Modified Consent Decree.

MAJOR CHANGES: This Reference Guide replaces REF-2624.14, dated August 27, 2018, of the same title, issued by the Division of Special Education. For substantial compliance monitoring purposes, Local District and Central office supervising administrators and offices will have read-only access to the online submissions using their single sign-on account.

INSTRUCTIONS: All site administrators shall:

1. Click on your applicable Local District (LD) or School Type (Independent Charter) below to complete and submit the online Checklist:

Independent Charter Schools
Local District (LD) Central
Local District (LD) East
Local District (LD) Northeast
Local District (LD) Northwest
Local District (LD) South
Local District (LD) West



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INSTRUCTIONS (Continued):

2. Sign in using your Single Sign-on;
3. Complete all sections of the online checklist and indicate the status of each item by marking "In Place", "Partially in Place", or "Not Applicable";
4. Please submit only one online checklist per school;
5. Ensure the completed Checklist is submitted online to the Division of Special Education no later than **September 27, 2019**.
6. Once submitted, a copy of the completed Checklist will be automatically emailed to the email address of the person completing the online form.
7. District schools send signed (by Principal) Checklist to the Local District Superintendent for signature.
8. Independent charter schools send signed (by Principal/Site Administrator) Checklist to the Charter Operated Programs Office:
CharterOperatedPrograms@lausd.net
9. All schools retain a signed copy of the Checklist at the school site for substantial compliance monitoring and review for purposes.
10. **Status Updates** - When items marked "Partially in Place" change to "In Place" status during the school year, the Checklist may be edited and resubmitted online. Signatures will not be required for updated versions of the Checklist, but schools are to retain all updated records at the school site.

Compliance item publication resources are available through the Special Education Electronic Policies and Procedures Manual in the following section, "General Information: Search Special Education Publications", "[Bulletins](#)", "[Memorandums](#)", and "[Reference Guides](#)."

Attachment A of this Reference Guide (REF-2624.15) may be used as a hard copy supplemental guide. (These are the same questions as listed on the Checklist.)



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INSTRUCTIONS (Continued): **SUBSTANTIAL COMPLIANCE MONITORING**

For substantial compliance accountability and monitoring purposes, Central and Local District office administrators may access the following link(s) for read-only access to the online submissions:

Independent Charter Schools
Local District (LD) Central
Local District (LD) East
Local District (LD) Northeast
Local District (LD) Northwest
Local District (LD) South
Local District (LD) West

ATTACHMENTS: Attachment A: School Self Review Checklist, Students with Disabilities: 2019-2020

RELATED RESOURCES: *Modified Consent Decree*

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

SCHOOL SELF REVIEW CHECKLIST
STUDENTS WITH DISABILITIES: 2019-2020 – ALL SCHOOLS

Item #	Review Item	In Place	Partially in Place	Not Applicable
SECTION 1: SCHOOL TEAM AND DESIGNEES				
1	The school has identified a system to ensure compliance with special education legal requirements and Modified Consent Decree (MCD) outcomes. https://achieve.lausd.net/Page/14485			
2	The school establishes a Student Support and Progress Team (SSPT/SST applicable to independent charter schools)) within the first six weeks of the school year. BUL- 6730.1: A Multi-Tiered System of Support Framework for the Student Support and Progress Team <i>Nonpublic Schools (NPS) - Mark Not Applicable (N/A)</i>			
3	The school has identified a designee to coordinate the SSPT. BUL- 6730.1: A Multi-Tiered System of Support Framework for the Student Support and Progress Team <i>NPS-N/A</i>			
4	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-5159.9: Uniform Complaint Procedures			
5	The school has identified a Section 504 designee and notified staff and parents of the designee's responsibilities. BUL-4692.5: Section 504 of the Rehabilitation Act of 1973 <i>NPS-N/A</i>			
6	The school has identified a designee to attend IEP meetings at nonpublic schools and coordinate public school services for all dually enrolled students in accordance with their IEPs. <i>NPS-N/A</i>			
SECTION 2: ESTABLISHED SCHOOL PROCEDURES				
7	The school has procedures in place to monitor and address adherence to special education legal requirements by regularly: <ul style="list-style-type: none"> • Reviewing and maintaining evidence of Welligent Management reports • Analyzing and sharing relevant compliance data with staff • Monitoring and evaluating school-wide systems and practice 			
8	The school implements District procedures for safeguarding the confidentiality of IEPs and IEP related documents. <i>BUL-2469: Pupil Records, Access, Confidentiality, Notice of Ed Rights</i>			
9	The school maintains a roster of staff eligible to interpret at IEP meetings and submits a current copy to the Division of Special Education by October 16 th of each school year. <i>REF-1596.12: Oral Interpretation at an Individualized Education Program (IEP) Team Meeting</i> <i>Independent Charter Schools - Mark Not Applicable (N/A)</i>			
10	The school sends staff members to the District's Oral Interpretation training if the school does not have a sufficient number of trained and qualified interpreters			
11	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			

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STUDENTS WITH DISABILITIES: 2019-2020 – ALL SCHOOLS

Item #	Review Item	In Place	Partially in Place	Not Applicable
12	The school follows District procedures for requests for written translations of IEPs and Section 504 Plans, and maintains a log of completion dates. REF-6349.2: Submitting Requests for Written Translation of Individualized Education (IEP) and Related Documents			
13	For staff that has left the school, changed positions, and/or acquired different roles as Welligent users, the school updates Welligent account information Welligent Support			
14	The school maintains a list of resident students attending nonpublic schools. <i>Welligent IEP/IFSP Reports/ NPS Students by School of Residence (REP105), REPORT #741</i> NPS-N/A			
15	For parentally placed private school students, the public school follows procedures for developing an "Individual Services Plan" (ISP) for eligible students. REF-6846.0: Serving Parentally-Placed Private School Students with Disabilities including School of Residence Responsibilities NPS-N/A			
16	The school follows the procedures for requests for initial assessment for students on an inter-district permit. REF-5195.1: Special Education Assessments for Students Attending LAUSD on Gen. Ed. Inter-District Permits NPS and Independent Charter Schools- Mark N/A			
17	The school provides school level professional development which includes special education issues, and maintains corresponding agendas, sign-ins, and evaluation forms.			
18	The school facilitates parent involvement to improve services and results for students with disabilities.			
19	The school schedules IEP meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation.			
20	The school uses the <i>Notification to Participate in Individualized Education Program Meeting</i> to document attempts to get parents to attend IEP meetings. REF-6672.0: New Individualized Education Program (IEP) Team Meeting Requirements – Spring 2016			
21	All staff responsible for implementing the student's program, including substitute teachers, has access to, or a copy of, the IEP and a clear understanding of the supports and services required for the student.			
22	The school documents when a change in placement is to be discussed at an IEP meeting by selecting, "Change in Placement" on the <i>Notification to Participate in an IEP Meeting</i> form. REF-6672.0: New Individualized Education Program (IEP) Team Meeting Requirements – Spring 2016			
23	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/marking period) and distributing to parents when progress reports or report cards are issued for general education students. BUL-2332.7: Elementary School Progress Report Marking Practices and Procedures <i>BUL-1353.1: Marking Practices and Procedures in Secondary Schools (MyLAUSD – Single Sign-On Required)</i> https://achieve.lausd.net/Page/6215 (Secondary Grades)			

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Item #	Review Item	In Place	Partially in Place	Not Applicable
24	<p>The school reads aloud the following statements at every IEP team meeting, regardless of parent attendance:</p> <ul style="list-style-type: none"> • An IEP meeting is a collaborative process, and all participants will be provided the opportunity to ask questions and provide recommendations and suggestions; • The IEP team has the authority and responsibility to design a program in which the child can derive meaningful benefit; • The draft IEP, behavior intervention plan, or assessment plan might change as a result of the IEP team's deliberations; • The decision on related services and placement will occur during the IEP meeting, unless the team agrees that there is not sufficient information to make a placement determination; • The District considers the family equal partners in the educational decision-making process; and • Any team member may propose an objective or goal in the IEP, even if it is not included in the Welligent goal bank. <p>REF-6672.0: New Individualized Education Program (IEP) Team Meeting Requirements – Spring 2016</p>			
25	<p>The school recesses IEP meetings only under the following conditions and documents the Projected Reconvene Date:</p> <ul style="list-style-type: none"> • Parent Request • Parent Exploring Placement Options (Example: Magnet) • Parent Exploring NPS Placement Options • Emergency: Details in IEP Meeting Notes (Example: Lockdown, Collective Bargaining Agreement Limitations) <p>REF-6672.0: New Individualized Education Program (IEP) Team Meeting Requirements – Spring 2016</p>			
26	<p>The school provides instruction and support in behavior to all students, incorporating behavior within a Multi-Tiered System of Support (MTSS). Consistent and ongoing implementation of Tier I and Tier II behavior instruction and interventions are provided, with fidelity, before more restrictive behavioral supports are considered. All tiers of behavior instruction, support, and intervention are available to all students.</p> <p>BUL-6269.1: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities</p>			
27	<p>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.</p> <p>BUL-6269.1: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities</p>			
28	<p>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.</p>			
29	<p>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.</p> <p>REF-041781.0: Resource Specialist Program-Service Tracking, Documentation, and Monitoring</p>			
	<p>The school ensures that all service providers document through the Welligent Service Tracking System the frequency of contact and total number of minutes of service provided per week or month pursuant to students' IEPs.</p>			

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30	REF-4708.2: Responsibilities of School Site Administrators and the Itinerant Staff Assigned to Schools, March 6, 2014 REF-5941.2: Behavior Intervention Implementation Service Tracking Documentation Using the Welligent Service Tracking System			
31	<p>The school implements the following District recommended practices in classrooms where special education students receive instruction in the core curriculum:</p> <ol style="list-style-type: none"> 1. Implementation of classroom management procedures 2. Availability of core curriculum materials 3. Instruction guided by Common Core standards 4. Evidence of instructional planning 5. Academic rigor 6. Provision of IEP supports 7. Ongoing assessment of student progress 			
32	<p>The school implements the following District recommended practices in classrooms where special education students receive instruction in the alternate curriculum:</p> <ol style="list-style-type: none"> 1. Daily schedule/routines posted 2. Implementation of classroom management procedures 3. Availability of "Unique Learning System", and "Oxford Picture Dictionary" (<i>N/A- Independent Charters</i>) 4. Availability of age-appropriate instructional materials 5. Provision of IEP supports 6. Active student participation 7. Ongoing assessment of student progress BUL- 6049.2: Required Curriculum and Assessment for Students on the Alternate Curriculum			
33	<p>The school implements the following District recommended practices in classrooms where special education students receive instruction in the preschool curriculum:</p> <ol style="list-style-type: none"> 1. Daily schedule posted in words and pictures 2. Children work in large group, small group, and individual activities with various materials 3. Children work in teacher-directed activities and teacher-supported child-chosen activities 4. Provision of instructional adaptations 5. Teacher-student communication that extends learning and builds logical thinking skills 6. Teacher guiding student behavior in positive ways 7. Portfolios of student work to evaluate progress REF-6763: Ordering Changing Tables for Early Childhood Special Education Classrooms			
34	<p>Schools with preschool special education programs follow required guidelines for providing toileting assistance or diapering as part of the instructional program for early childhood special education students and annually complete the Early Childhood Special Education Health and Safety Review.</p> REF-6777.1: Procedures for Completing the Annual Early Childhood Special Education Health and Safety Review, July 3, 2017			

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35	Responsible school personnel use the Welligent Section 504 Program module to conduct all phases of the Section 504 process: I. Management II. Evaluation III. Meeting IV. Follow-Up REF-6241.3: Mandatory Use of the Welligent Section 504 Program Module to Conduct all Section 504 Activities <i>NPS-N/A Independent Charter Schools – upload of Section 504 forms in Welligent</i>			
SECTION 3: BEGINNING OF SCHOOL YEAR				
36	The school annually disseminates policies that address the elimination of hostile environments to staff, students, and parents. https://achieve.lausd.net/Page/3650			
37	The school displays the "Complaint Response Unit (CRU) for Parents of Students with Disabilities" poster. 1-800-933-8133 REF-049897.2: Special Education School and Family Support Services - Call Center and CRU			
The school distributes at the beginning of each school year to all parents and students:				
38	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. BUL-5159.9: Uniform Complaint Procedures			
39	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)			
40	"Section 504 and Students with Disabilities" brochure. (Similar notification applicable to fiscally independent charter schools) BUL-4692.6: Section 504 of the Rehabilitation Act of 1973 <i>NPS-N/A</i>			
41	"Are You Puzzled by Your Child's Special Needs?" brochure Brochures and Guides Webpage			
The school distributes at the beginning of each school year to parents of students with disabilities:				
42	Complaint Response Unit (CRU) for Parents of Students with Disabilities "Notification Letter". REF-049897.2: Special Education School and Family Support Services - Call Center and CRU			
43	"Parent Resources for Engagement and Student Success" (PRESS) brochure. Parent Resources for Engagement and Student Success (PRESS) Webpage			
44	Complaint Response Unit (CRU) brochure REF-049897.2: Special Education School and Family Support Services - Call Center and CRU			
45	"Special Education Parent Workshops" calendars. Parent/Family Resources			

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Item #	Review Item	In Place	Partially in Place	Not Applicable
SECTION 4: DISTRIBUTION OF IEP RELATED DOCUMENTS				
46	Upon enrollment, or with initial referral for special education assessment, the school provides the parent a <i>"Request for Reasonable Accommodations"</i> form and maintains a copy in the student's green folder or special education confidential folder. (Attach form to inside front cover of folder) ePPM - Initial Assessment, Reassessment and Independent Educational Evaluation			
47	With the assessment plan, the school provides the parent <i>"A Parent's Guide to Special Education Services,"</i> revised September 2018. Brochures and Guides			
48	The school provides special education related forms in the parents' primary language when requested. REF-6349.2: Requests for Written Translation of Individualized Education Program (IEP) and Related Documents			
At least 10 days prior to the IEP meeting, the school provides the parent:				
49	<i>"A Parent's Guide to Special Education Services,"</i> revised September 2018 and <i>"IEP and You"</i> booklet. Brochures and Guides			
50	<i>"Notification to Participate in Individualized Education Program Meeting."</i> Welligent Downloads			
51	For Secondary Schools: <i>"The ITP and You"</i> booklet, revised September 2016. Brochures and Guides Webpage			
At the IEP meeting provides and explains to the parent:				
52	<i>"A Parent's Guide to Special Education Services,"</i> revised September 2018 Brochures and Guides Webpage			
53	<i>"Least Restrictive Environment"</i> Brochure. Brochures and Guides Webpage			
54	<i>"Parent Input Survey"</i> Welligent IEP			
At the IEP meeting when Extended School Year is being considered:				
55	The school provides and explains the <i>"Extended School Year (ESY) Services for Students with Disabilities"</i> brochure to the parent. Brochures and Guides Webpage			
At the IEP meeting when there is an IEP dispute:				
56	The school explains the <i>Informal Dispute Resolution for IEP Disagreements (IDR)</i> process including other dispute resolution and complaint options. REF 1410.9: Special Education Dispute Resolution - The Three Options for Parents			

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Item #	Review Item	In Place	Partially in Place	Not Applicable
At the IEP meeting, the school provides to staff members:				
57	"Staff Input Survey." <i>Welligent IEP</i>			
SECTION 5: FOR HIGH SCHOOL STUDENTS				
58	The school supports and monitors the student's progress toward meeting the requirements for a diploma or certificate of completion. BUL-6257.1: High School "a-g" Requirements and Students with Disabilities REF-6056.6: Issuance of Diplomas and Certificates of Completion for All Eligible Students with Disabilities			
59	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. BUL-5796.1: Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age			
60	At the IEP meeting, the school provides the parent with information regarding student's progress towards graduation with a diploma or certificate of completion. REF-6056.6: Issuance of Diplomas and Certificates of Completion for All Eligible Students with Disabilities			
SECTION 6: TIMELINES				
61	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. ePPM – The Special Education Process			
62	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. ePPM – The Special Education Process- Developing a Special Education Assessment Plan			
63	If requested by the parent, the school provides copies of assessment reports to the parent 4 working days before the date of the IEP meeting. ePPM – The Special Education Process-Getting Ready for an IEP Meeting			
64	The school completes an initial assessment and develops an IEP within 60 calendar days of receipt of written parental consent to the assessment plan. ePPM – The Special Education Process- Developing a Special Education Assessment Plan			
65	For an annual review IEP, the school conducts the IEP within 12 months of the previous IEP. ePPM – The Special Education Process			
66	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. BUL- 6639.0: Three-Year Review Individualized Education Program (IEP) Psycho-Educational Reassessment Requirements			
67	The school convenes an IEP meeting within 30 calendar days of parent written request. ePPM – The Special Education Process			

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Item #	Review Item	In Place	Partially in Place	Not Applicable
68	When a student transfers into the District with an out-of-District IEP, the school develops an IEP within 30 calendar days of enrollment. ePPM – The Special Education Process			
69	For an initial assessment and a three-year reassessment, the school conducts vision and hearing screenings within the previous 12 months of the IEP meeting date and documents the screening dates in the IEP. ePPM – The Special Education Process			
70	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. BUL-5526.6: Procedures for Requesting Educationally Related Records of Students with Disabilities			
SECTION 7: ASSESSMENT				
71	The school documents the request for special education assessment on a "Request for Special Education Assessment" form and maintains a copy in the student's green folder or confidential special education folder. Welligent Downloads			
72	For a student transitioning from preschool to kindergarten, the school conducts a reassessment using the Classroom Team Assessment Report (CTAR) and develops an IEP. ePPM - Early Childhood – Guidelines for the IEP Team District Policy			
73	For a student with Emotional Disturbance eligibility, the school conducts a comprehensive reassessment for each three-year review IEP. BUL- 6639.0: Three-Year Review Individualized Education Program (IEP) Psycho-Educational Reassessment Requirements			
74	For students with the eligibility of Emotional Disturbance, the initial and three-year IEP includes an "Emotional Disturbance Disability Certification" form. BUL-4182.1: Parent Participation at Individualized Education Program (IEP) Meetings for Students Suspected of ED			
75	When standardized tests may be considered invalid for the student, the assessment plan documents alternative assessments. ePPM - Initial Assessment, Reassessment, and Independent Evaluation			
76	<u>Initial</u> assessment reports document all of the following required elements: <ol style="list-style-type: none"> 1. Use of multiple assessment measures 2. Results of tests (including primary language tests) administered 3. Tests given were valid for student's evaluation 4. Test results were a valid reflection of student's skills and aptitudes 5. If interpreter was used, a statement regarding validity of assessment 6. Whether student may need special education/related services 7. Basis for making the above determination 8. Relevant behavior noted during observation of student in an appropriate setting and relationship of that behavior to academic and social functioning 9. Educationally relevant health, development, medical findings 10. Determination concerning effects of environmental, cultural, or economic disadvantage 			

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Item #	Review Item	In Place	Partially in Place	Not Applicable
	<p>11. (For psychologist's report only) For students with learning disabilities, whether there is a significant discrepancy between achievement and ability that cannot be corrected without special education and/or related services</p> <p>12. (For students with low incidence disabilities only) Need for specialized services, materials, and equipment. ePPM - Initial Assessment, Reassessment, and Independent Evaluation</p>			
SECTION 8: IEP CONTENT				
77	<p>The IEP documents the student's present levels of performance which includes the following elements:</p> <ul style="list-style-type: none"> • Strengths • Needs • Impact of Disability Statement (how the disability affects involvement and progress in the general education curriculum) <p>ePPM - Conducting an IEP Meeting</p>			
78	<p>The IEP documents a direct relationship between the present levels of performance, goals, supports, and services to be provided to the student.</p> <p>ePPM - Conducting an IEP Meeting</p>			
79	<p>The IEP documents a statement of measurable annual goals, including academic and functional goals, designed to:</p> <ul style="list-style-type: none"> • Meet the student's needs resulting from the disability • Enable the student to participate and make progress in general education curriculum • Designed to meet each student's unique needs • Reasonably calculated to result in educational benefit <p>ePPM - Conducting an IEP Meeting</p>			
80	<p>The IEP documents participation in State and District assessments and indicates the accommodations, if applicable</p> <p>ePPM - Conducting an IEP Meeting</p>			
81	<p>For students with low incidence disabilities (blind, deaf, or severe orthopedic impairment), the IEP documents that the team considered the need for specialized services and materials.</p> <p>ePPM - Conducting an IEP Meeting</p>			
82	<p>The IEP documents, as appropriate:</p> <ul style="list-style-type: none"> • Program accommodations and modifications, supplementary aids and services, and related services provided to the student. • Supports for school personnel that will assist the student to advance toward attaining annual goals, progress in the general or alternate curriculum, and participation in extra-curricular activities. <p>ePPM - Conducting an IEP Meeting</p>			
83	<p>The IEP documents the percentage of time outside of general education.</p> <p>ePPM - Conducting an IEP Meeting</p>			

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Item #	Review Item	In Place	Partially in Place	Not Applicable
84	The percentage of time services are provided outside of general education matches the percentage of time outside of general education documented in the IEP. ePPM - Conducting an IEP Meeting			
85	For students with Speech Language Impairment eligibility or Language and Speech services, the initial and three-year IEP includes a "Speech Language Impairment Eligibility Certification" or "Language and Speech Services Certification" form. BUL-4191.2: Speech Language Impairment Eligibility Certification (SLI); and Language and Speech Eligibility Certification (LAS Certification)"			
86	For limited English proficient students, the IEP includes an English Language Development (ELD) PLP and ELD goal as appropriate. E-PPM - English Learner Students with Disabilities			
87	For students, beginning at age 14, the IEP includes an Individual Transition Plan (ITP) that is: <ul style="list-style-type: none"> Based on the individual student's needs, considering the student's strengths, preferences, and interests; Focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation; and Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. REF-6125.1: "The ITP and You" Booklet and Informational Guide District Office of Transition Services (DOTS) Website			
88	The IEP documents the offer of FAPE that includes: <ul style="list-style-type: none"> FAPE Part 1 – Eligibility, Placements, and Supports FAPE Part 2 – As applicable ePPM - Conducting an IEP Meeting 			
SECTION 9: INDEPENDENT CHARTER SCHOOLS ONLY – ALL OTHERS MARK N/A				
89	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.			
90	Front line charter school staff are trained and informed in non-discriminatory practices regarding application and enrollment questions from families of children with disabilities.			
91	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.			
92	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 ensure charter school staff are included on appropriate district email listservs.			
93	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.			
94	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.			

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Item #	Review Item	In Place	Partially in Place	Not Applicable
	OneAccess			
95	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.			
96	Charter school ensures that all RST caseload managers, including those assigned from non-public agencies, have caseloads of 28 or less students.			