

# *Special Education Policy and Procedures Manual – July 2007*

## Revisions

This attachment provides a list of the revisions of the *Special Education Policy and Procedures Manual – July 2007*. The section that contains the revision is identified, the actual revision is bulleted and where the revision is in the *Manual* is provided in parentheses.

A new feature in the manual is entitled *2007 Manual Revisions* which is found below the shaded “*Contents*” box on the first page of each revised section. This assists the reader in determining which section the full text of the changes can be found.

In addition, in various sections of the *Manual* you will see the word “**Note**” in bold print. It provides further clarification or detail regarding the information presented. In many cases the revised information is found in the “**Note**” section.

### **I. Introduction** (Page 7)

- Notice of Final IDEA Regulations and subsequent District policy revisions (Page 7, II. Purpose, **Note**)
- Contents of Appendix B (Page 8, Appendix B: Forms, **Note**)

### **Part I. Overview** (Page 9)

- IEP timeline change from 50 days to 60 days (Page 14, II. *Special Education Process*, #7)

### **Part II. Chapter 1: Search and Serve Procedures** (Page 21)

- Students with disabilities transferring in from other school districts (Page 25, second **Note**)
- Procedures for students transferring into LAUSD with an IEP (Page 25, third **Note**)
- Assessment procedures for students transferring into LAUSD (Page 25, fourth **Note**)
- Students attending private schools (Page 26, IV. *Referring Students for Special Education Assessment*, second **Note**)
- Students with disabilities attending another school district on a general education permit (Page 26, fourth **Note**)

### **Part II. Chapter 2: Developing a Special Education Assessment Plan** (Page 29)

- Administering tests in the language and form most likely to yield accurate information (Page 32, #3)
- IEP timeline change from 50 days to 60 days (Page 33, III. *Next Steps*, #1, first **Note**)

- LAUSD may or may not pursue an initial evaluation if parents do not consent (Page 33, III. *Next Steps*, #4)
- Consent for assessment for students who are wards of the state (Page 34, **Note**)

**Part II. Chapter 3: Initial Assessment, Reassessment and Independent Educational Evaluation** (Page 35)

- Tests are to be administered in the language and form most likely to yield accurate information (Page 38, #2)
- No single measure or assessment procedure may be used (Page 38, #8)
- A student cannot be determined to be a student with a disability if the determining factor is a lack of instruction or limited English proficiency (Page 39, #13)
- Reassessments requested by parents may not occur more frequently than once a year unless LAUD and parent agree (Page 41, IV. *When to Conduct a Reassessment*; second bullet [•] )
- IEP timeline change from 50 days to 60 days (Page 42, V. *How to Determine if a Reassessment is Warranted*, #3, second paragraph)
- No more than one IEE at public expense may be provided annually in each area (Page 43, VII. *Independent Educational Evaluation*, first paragraph)
- If the District assessment in the area of concern was conducted more than one year previous to parent disagreement, the District has a right to conduct another assessment (Page 43, VII. *Independent Educational Evaluation*, **Note**)
- The District will not cover costs exceeding rates that are reasonable and customary for the community for each identified assessment (Page 43, VII. *Independent Educational Evaluation*, **Note**)
- To avoid conflict of interest, the District may choose not to fund an IEE by an evaluator who provides ongoing services or not fund services through the evaluator who's IEE the District agrees to fund (Page 45, C. *Independent Educational Evaluation at Public Expense*, second paragraph)

**Part II. Chapter 4: Getting Ready for an Individualized Education Program Meeting** (Page 47)

- IEP timeline change from 50 to 60 days (Page 50, II, *When Must an IEP Meeting be Held*, second bullet [•] from the bottom)
- IEP team member excusal (Page 52, #5 at top of page, **Note**)
- Parental consent for inviting agency representatives for transition planning (Page 52, #4 at bottom of page, **Note**)

- Post-secondary goals and transition services will be addressed for students 16 years old and older and this information must be included in the IEP meeting notification form (Page 54, V. *Notifying Participants of the IEP Meeting*, #1, **Note**)
- IEP meeting may be held via videoconference or audio conference (Page 54, V. *Notifying Participants of the IEP Meeting*, #8)

**Part II. Chapter 5: Conducting an Individualized Education Program (IEP) Meeting** (Page 59)

- IEP timeline change from 50 days to 60 days (Page 65, #10, **Note**)
- The Senior Transition Inventory form replaces the Student Exit Interview form (Page 66, **Note** at top of page)
- Rationale for services based on research required in discussion (Page 70, VIII. *Services and Supports*, #1)
- Assistive technology excludes surgically implanted medical devices (Page 70, VIII. *Services and Supports*, #7, **Note**)
- In cases of IEP disagreement, three processes of dispute resolution are identified and explained (Page 76, XII. *Completing the Meeting*, #4)

**Part II. Chapter 6: Resolving Disagreements** (Page 79)

- Dispute resolution procedures (Pages 82-88)
- Office of Administrative Hearings contact information (Page 84, B. *Mediation Only*, #2)
- Complaint procedures and contact information (Pages 88-91)

**Part III. Chapter 3: Prevention and Elimination of Hostile Environments** (Page 105)

- Distribution of Title IX and Nondiscrimination brochure (Page 109, #7)

**Appendix A: 1. Access to and Maintenance of Student Records** (Page 133)

- The parent/guardian has the right to request (orally or in writing) copies of their child's records and receive the requested records within five business days of the date that the request was made (Page 136, V. *Parental Access*, B, #1)
- Draft Welligent IEP pages are considered student records (Page 136, V. *Parental Access*, B, #1, **Note**)
- Green folders maintained five years (Page 137, VI. *Maintenance of Records*, G)
- Procedures for transfer of records to charter schools. (Page 138, D)

**Appendix A: 2. Appointment of a Surrogate Parent** (Page 139)

- Appointment of Surrogate Parent within 30 days  
(Page 139, I. *Los Angeles Unified School District Policy*, first paragraph)
- Homeless youth not in physical custody of parent or guardian  
(Page 139, I. *Los Angeles Unified School District Policy*, first bullet [•] )

**Appendix A: 3. Assistive Technology and Low Incidence Program** (Page 143)

- Assistive technology excludes surgically implanted medical devices.  
(Page 147, **Note** above A. *Prior to Meeting*)
- IEP timeline change from 50 days to 60 days  
(Page 148, #4, D)
- Additional information on the appropriate use of low incidence funds  
(Pages 150-151, IV. *Low Incidence*)

**Appendix A: 4. Behavior Supports for Students with Disabilities** (Page 157)

- IEP timeline change from 50 days to 60 days  
(Page 160, D. *The Individualized Education Program (IEP) Meeting [Specific Information Pertinent to Functional Analysis Assessment]*, 1.)

**Appendix A: 6. Determining Eligibility** (Page 169)

- Lack of appropriate instruction precluded as determining factor in establishing eligibility  
(Page 169, II. *IEP Team Guidelines for Determining if a Student has a Disability*, first paragraph)
- Tourette Syndrome added to Other Health Impaired categories  
(Page 175, *Other Health Impaired*)
- Written reports from school psychologist and special education teacher and assessment by school nurse are needed to establish eligibility of Other Health Impaired due to characteristics of Attention Deficit Hyperactivity Disorder  
(Page 176, #1-3 under **Note**)

**Appendix A: 8. Determining Transition Services for Students with Disabilities, Beginning at Age 14** (Page 205)

- An assessment plan is needed for transition assessments for students 14 and 15 years of age unless the assessment is generally administered to students in the class, school, or District and assessments embedded in instruction (such as Learning Style Preferences and Strengths) do not require the development of an assessment plan  
(Page 207-208, III. *IEP/ITP Team Procedures*, 1. *Assessment of Transition Needs For Students by Age 14 and 15 Years Old*, b and c)
- The IEP process for students 14 and 15 years of age differs from the IEP process for students 16 years of age and older  
(Page 207, A. *Transition Services for Students with Disabilities Age 14 Years Old*, first paragraph; page 209, B. *Transition Services for Students With Disabilities Age 16 and Above*, first paragraph)

- Post-secondary goals are required for students age 16 and older (Page 212, Step 5, top of page)
- A Summary of Performance is required for students graduating with diploma or turning age 22 (Page 212-213, 1. *Summary of Performance*)
- The *Senior Transition Inventory* form replaces the *Student Exit Interview* form (Page 214, *Senior Transition Inventory*)

**Appendix A: 11. Developing Collaborative Services in the Individualized Education Program**  
(Page 241)

- Indicate the collaborative service delivery model recommendation, including a summary statement, on page 12 of the IEP (Page 245, *Summary Statement*)

**Appendix A: 12. Disciplinary Procedures for Students with Disabilities** (Page 247)

- Criteria for unilateral implementation of 45 day alternative interim placement (Page 251, A. *Overview of the Expulsion Analysis*, #4)
- Change in expulsion considerations (Page 252, B. *Expulsion Considerations*, first paragraph and # 1-2)
- Placement during appeal of disciplinary action through due process (Page 254, D. *Appeal of Disciplinary Action Through Due Process*, c)

**Appendix A: 13. Extended School Year Services** (Pages 255)

- New Guideline for the IEP Team: *Extended School Year Services* (Pages 255-258)

**Appendix A: 14. High School Graduation and Commencement Participation** (Page 259)

- Evaluation not required for terminating special education eligibility due to graduation with a diploma or becoming age 22 (Page 260, C. *Commencement Exercises for Students with Disabilities*, **Note**)
- Exiting students due to graduation with a diploma or becoming age 22 must be provided a summary of academic/functional performance with recommendation for transition goals. (Page 262, #3. *Final IEP for Student's Graduating with a Diploma*, **Note**; page 264, #4. *Final IEP for Student's Who Are Becoming Age 22*, **Note**)
- The *Senior Transition Inventory* form replaces the *Student Exit Interview* form (Page 265, C. *Senior Transition Inventory*)
- The Final IEP directions for students (1) graduating with a diploma, (2) becoming age 22, and (3) **voluntarily** electing to exit from school and receive a certificate of completion have been updated and upon completion of the Final IEP meeting, the Final IEP will be placed in an inactive status until the effective date (Page 263, **Note** above #4; page 264, **Note** above #5; page 265, first **Note**)

**Appendix A: 15. Inter-District Permit Guidelines for Special Education** (Page 267)

- Requests for assessments of resident students attending a District other than LAUSD (Page 269, III. *Requests for Assessment of Resident Students Attending District Other Than LAUSD*)

**Appendix A: 17. Preschool Policies and Procedures** (Page 275)

- Referral procedures for children enrolled in elementary school-based preschool programs (Page 277, B. *Referral*, third paragraph)
- Referral procedures for children enrolled in Early Education Centers (Page 278, *Children Enrolled in Early Education Center Referral*, #1-4)
- Assessment procedures for children at Early Education Centers (Page 278, *Children Enrolled in Early Education Center Referral*, #4-8)
- Assessment procedures for children enrolled in elementary school-based preschool programs (Page 278, C. *Assessment*, #1-2)
- Assessment requirement for transition from Preschool (Page 279, #3. *Transition from Preschool*, top of page)
- After school Early Education Program is no longer a service option. (Pages 280-283, II. *Program and Service Options*)
- *Community Afterschool Resource Team (CART) Program* is a new service option. (Page 281, D. *Community Afterschool Resource Team [CART] Program*)

**Appendix A: 18. Private School Students with Disabilities** (Page 285)

- LAUSD locates, identifies, and evaluates all parentally placed private school students suspected of having a disability who attend private schools located within LAUSD boundaries regardless of where the student resides (Page 286, II. *Procedures for Serving Student's with Disabilities Placed by Their Parents at Private Schools*, A. *Child Find*)
- LAUSD provides alternative services to eligible students with disabilities whose parents choose to place them in private school located within District boundaries (regardless of where the student resides) (Page 286, II. *Procedures for Serving Student's with Disabilities Placed by Their Parents at Private Schools*, A. *Child Find*)

**Appendix B: Forms** (Page 297)

- Most of the forms previously included in this section have been removed because they were not the forms currently used and if a form has been referenced in the procedures described in this *Manual* and is not included in this section, the location of the most current version is identified (Page 303, *Directions*)

## **Appendix C: Chapter 1. Glossary (Page 309)**

- Assistive technology device  
(Page 311)
- Core academic subjects  
(Page 313)
- Essential components of reading instruction  
(Page 314)
- Illegal drug  
(Page 316)
- Limited English proficient  
(Page 316)
- Parent  
(Page 317-318)
- Related Services  
(Page 319)
- Serious bodily injury  
(Page 319)