

Division of Special Education Responses to March 20, 2019 CAC Meeting Questions

Submitted April 2, 2019

What is the definition of significant disproportionality? The Individual with Disabilities Education Act (IDEA) requires states to identify districts with "significant disproportionality" in special education—that is, when districts identify, place in more restrictive settings, or discipline children from any racial or ethnic group at markedly higher rates than their peers.

When is the comment period for the California Department of Education (CDE) Special Education federal funding application? Please email the date to CAC members. Source: California Department of Education webpage <https://www.cde.ca.gov/sp/se/as/fndapp19.asp>
The California Department of Education (CDE), Special Education Division, completed its preliminary application for FFY 2019 federal funding under the Individuals with Disabilities Education Act (IDEA), as Amended in 2004, Public Law 108-446. The state application is available for 60 days and public written comment will be accepted for at least 30 days prior to submission to the U.S. Department of Education, Office of Special Education Programs (OSEP). Written comments will be accepted from March 29 to April 30, 2019.

How is the Comprehensive Review different from the DVR process? What is the outcome of the comprehensive review? The CDE conducts the Comprehensive Review (CR). It may include any, or all, of the following monitoring activities: (a) review of selected pupil records including IEPs and IFSPs to determine compliance, service provision, and accuracy of data reported to the CDE; and review of school age student records for educational benefit (b) interviews and follow-up discussions with parents or guardians, general and special education teachers, and other school personnel, (c) Interviews with LEA administrators regarding noncompliance identified in record reviews and through data analysis, (d) general parent/guardian input about special education programs and services collected from parent surveys, Parent Training and Information Centers, and Family Empowerment Centers serving families within the LEA's boundaries, (e) review of local policies, procedures, and the Special Education Local Plan for compliance with the IDEA, (f) fiscal review. The parent input component of the CR uses three sources of parent input: Input from the local Parent Training and Information Center and Family Empowerment Center, Input from the local Community Advisory Committee, and Input from parents of students with an IEP in the LEA.

Annually, the LAUSD conducts the District Validation Review (DVR) in selected schools. School site DVR activities include: (a) a review of student records (IEP and IFSPs) to measure compliance with legal requirements; (b) IEP and Section 504 implementation activities which include review of service delivery data, classroom observations and staff interviews; (c) classroom observations to determine adherence to District LRE policies and procedures; (d) record review activity to determine if IEPs result in educational benefit; (e) review of specific documents and data reports to measure the compliance with District policies and procedures with regard to staff development, student discipline, IEP meeting oral interpretation and IEP

written translation, pre-referral intervention process, distribution of parent notices, IEP timelines and service delivery. Parent and Guardian input activities include completed parent surveys with written comments and parent group interviews. Administrator and staff input activities include a review of completed surveys and written comments concerning the school's process and procedures for addressing the needs of students with disabilities, those suspected of having a disability and IEP meeting procedures. Staff and Administrator interviews are conducted to gather specific information regarding the staff's knowledge and implementation of legal requirements with regard to programs for students with disabilities and the school's system for monitoring and addressing noncompliance. At the conclusion of the DVR activities, each school receives a summary analysis of its compliance findings. Findings, or the school summary report, include commendations, recommendations and corrective actions with due dates as applicable. Each school's summary report and corrective action status report is shared with: Local District Superintendents, Instructional Directors, Special Education Administrator, Charter Operated Programs Director and Charter School Division Director as applicable. Districtwide DVR data is reviewed annually to identify possible trends of systemic noncompliance. Districtwide remediation measures include updated and required trainings for applicable staff, revision and development of District policies and procedures, and further investigation/follow-up as warranted.

Who determines independent and dependent charters writing PIRs during the translation between being a part of the LAUSD SELPA and another SELPA, like El Dorado? The determination as to whether a dependent or independent charter school is to write a Performance Improvement Plan is based on (a) whether Annual Performance Report targets are met for the Dropout Rate, Statewide Assessment Participation, LRE – Least Restrictive Environment, and LRE – Preschool Least Restrictive Environment, Parent Involvement, Post-school Outcomes, and (B) their California Dashboard Performance for Graduation Rate, English Language Arts and/or Mathematics, and Suspensions.

How are new policies and procedures created? District administration develops policies as needed to ensure the proper communication and dissemination of the District's obligations to implement state and federal legal requirements as well as Board mandates, and also creates operationalized procedures to facilitate the awareness and understanding of standard operating procedures.

Is there a policy that speaks to transportation? What is the Bulletin number? Yes, the special education bulletin related to transportation is BUL-5003.3 Transportation Guidelines for Individualized Education Program (IEP) Teams.

How can those without an LAUSD username and password access LAUSD policy? Access to the LAUSD Special Education Electronic Policies and Procedures Manual (e-PPM) is on the District's Division of Special Education website and is open to anyone with access to the internet. The link to the e-PPM is <https://achieve.lausd.net/Page/14466> Policy information is

available on some of the other District offices' websites as well. Under the California Public Records Act (PRA), a member of the public may request policy documents through the District's Office of the General Counsel.

Where do parents go to change information entered into Welligent? School site has current info via MiSiS but Welligent does not. It depends on the type of information. Some fields of student information entered into MiSiS migrate to Welligent so that the change subsequently occurs in Welligent as well.

Define interpretation and implementation with regards to Section 5. In the Local Plan Section V, in the part that reads "Provides leadership and direction in the interpretation and implementation of federal and state mandates, District policies, and procedures for special education programs", the phrase "interpretation and implementation" means "understanding and following".

Do CAC members advise on the implementation of the Local Plan? The Community Advisory Committee serves in an advisory capacity regarding the Local Plan, according to Education Code section 56190. Education Code section 56194 lists the responsibilities of the CAC, including "Recommending annual priorities to be addressed by the plan."

Does the Complaint Response Unit keep track of complaints? Does that information get brought back to the CAC? Yes, the CRU maintains data on complaints filed with the CRU office. Information regarding complaints filed with the CRU is not brought to the CAC.