



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

**TITLE:** Clerical Support for Special Education and Section 504 as Required by the Modified Consent Decree

**NUMBER:** REF-5640.0

**ISSUER:** Sharyn Howell, Executive Director  
Los Angeles Unified School District SELPA/  
Division of Special Education

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**DATE:** November 14, 2011

**ROUTING**

- All Locations
- Local District Superintendents
- Local District Principal Leaders
- Local District Section 504 Designees
- Support Unit Administrators
- School Administrators
- Teachers
- School Administrative Assistants
- Clerical Staff Assigned to Special Education and 504 Duties

**PURPOSE:** The purpose of this Reference Guide is to clarify the specific roles and responsibilities of the clerical staff assigned to special education and 504 tasks. The provision of this clerical support does not release certificated staff from their responsibility related to all aspects of special education compliance in their roles as administrators and teachers.

**MAJOR CHANGES:** Not applicable.

**BACKGROUND:** During the 1997-1998 school year, the Board of Education adopted the Superintendent’s budget recommendation to provide dedicated special education clerical support to schools to assist school administrators and teachers with some of their special education compliance responsibilities. In 2003, this clerical support requirement was included in the Modified Consent Decree’s (MCD) Maintenance of Effort Activities. This support continued through the 2008-2009 school year. Since July 1, 2009, the special education clerical support that was provided under Program Code 12805 has been included in the new single school clerical support consolidated norm chart. The provision of this clerical support does not release certificated staff from their responsibility related to all aspects of special education compliance in their roles as administrators and teachers.

**INSTRUCTIONS:** It is the responsibility of the school administrator to ensure the requirements of the MCD activities are met within the staff allocations provided to each school. The staffing tables for elementary schools are outlined in BUL-4727.2 “Staffing Recommendations for Clerical Personnel to Elementary School;” for middle schools in BUL-4728.2: “Staffing Recommendations for Clerical Personnel to Middle Schools;” and for high schools in BUL-4729.2: “Staffing Recommendations for Clerical Personnel to Senior High Schools.”



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### INSTRUCTIONS (cont.):

This clerical support includes, but is not be limited to, all of the following:

#### Clerical Duties Under Direction of School Administrator to Support Special Education

- Entering and maintaining accurate Welligent and SIS data for students regarding special education;
- Informing administrators, teachers, and other service providers of the availability of the Individualized Education Program (IEP) on the Welligent System so that services will be immediately implemented at the new school of enrollment;
- Informing appropriate school staff of referrals for special education assessment and providing signed Special Education Assessment Plan forms within 15 days upon receipt of such requests;
- Providing school administrator with Welligent reports on an ongoing basis;
- Documenting and maintaining a school calendar of IEP team meetings on the Welligent IEP system;
- Providing copies of the Welligent IEP and other special education records to parents;
- Providing notification of the availability of the Welligent IEP to all school staff responsible for implementation, including related services staff;
- Documenting all special education referrals on the Welligent IEP System, and tracking all timeline responsibilities related to assessment plan development, assessment, IEP team meetings, annual and triennial reviews;
- Creating meeting notification forms on the Welligent IEP System and ensuring that appropriate participants are notified of IEP team meetings;
- Reminding all team members of scheduled meetings, including location, date, and time, one to two days prior to the meeting, and documenting attempts to encourage parents to attend and participate in the IEP Team Meeting;
- Downloading correct forms, calculating and documenting that activities are completed within legal timelines (15 days to provide a Special Education Assessment Plan following receipt of written request and 60 days to convene an IEP meeting following receipt of signed Special Education Assessment Plan), contacting parents or staff to ensure that activities are completed within timelines, and arranging interpreter services, as appropriate, for IEP meetings;
- Maintaining required special education documents in the special education green folders as part of student cumulative records;
- Verifying that all IEPs are in the Welligent IEP System;
- Locking IEPs in the Welligent IEP System at the end of the IEP Team Meeting;
- Documenting parent requests for written translation of the IEP and related documents and, following district procedures to ensure translations are completed within the 30 day time limit;
- Responding to requests for pupil records within 5 calendar days and also immediately forwarding those requests to all relevant offices that house pupil records pertaining to the student when school is in session;
- Accessing Master IEP Calendar, Timeline Activity reports and all other reports on the Welligent IEP System;



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### **INSTRUCTIONS (cont.):**

- Notifying the principal or designee when there is a problem in the IEP process such as obtaining appropriate forms or completed documents or records;
- Maintaining a comprehensive stock of special education, pamphlets, and brochures (see “List of Supplementary Special Education and Section 504 Documents” below); and
- Performing related duties as assigned.

### Clerical Duties Under Direction of School Administrator to Support Section 504

- Entering and maintaining accurate SIS data for students regarding Section 504 eligibility;
- Maintaining an accurate roster of all students at the school being served under Section 504 and providing the roster to the school-site administrator/Section 504 Designee and the school-site Case Manager(s);
- Obtaining a copy of the Section 504 Plan (for newly enrolled students) so that the plan may be implemented immediately at the new school of enrollment;
- Documenting all Section 504 initial evaluation requests/re-evaluations, tracking timelines for evaluation/re-evaluation, and creating meeting notification forms (from BUL-2130.0) to parents and staff to ensure that all necessary participants are notified of Section 504 Meetings;
- Documenting and maintaining a school calendar of Section 504 meetings;
- Providing copies of Section 504 Plans, Section 504 Evaluation Documentation, Section 504 Team Decision, and Procedural Safeguards Under Section 504 to parents;
- Providing copies of Section 504 Plan and the Section 504 Plan Distribution Notice to affected teachers and all school staff responsible for implementation, including related services staff;
- Sending copies of Section 504 Plan and related documents to the Local District Section 504 Designee and to the Educational Equity Compliance Office;
- Maintaining the Section 504 Plan and related documents in the Section 504 record folder within each student’s cumulative record;
- Requesting written translation of the Section 504 Plan and related documents, as appropriate, from the Translation Unit;
- Providing school administrator with new bulletins, memoranda, and guides regarding Section 504 on an ongoing basis; and
- Performing related duties as assigned.



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### **SPECIAL EDUCATION GUIDES, BROCHURES, AND POSTERS:**

#### List of Supplementary Documents for Special Education:

1. "Are You Puzzled by Your Child's Special Needs?" brochure;
2. "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" booklet (English and Spanish);
3. "The IEP and You" guide (English and Spanish);
4. "The ITP and You" guide (English and Spanish) – secondary schools only;
5. "The ITP and You Booklet" (English and Spanish) – secondary schools only;
6. "Complaint Response Unit/Parent Resource Network Poster;"
7. "Complaint Response Unit/Parent Resource Network Brochure;"
8. "Student Information Form for Parents and Guardians;" and
9. Other documents/forms may be developed that could be required by future District policies.

### **SECTION 504 BROCHURE AND FORMS:**

#### List of Supplementary Documents for Section 504:

1. "Section 504 and Students with Disabilities" brochure;
2. "Student Enrollment Form;"
3. "Student Information Form for Parents and Guardians;" and
4. Other documents/forms may be developed that would be required by future District policies.

### **RELATED RESOURCES:**

- BUL-4727.2: "Staffing Recommendations for Clerical Personnel to Elementary Schools," dated July 1, 2011
- BUL-4728.2: "Staffing Recommendations for Clerical Personnel to Middle Schools," dated July 1, 2011
- BUL-4729.2: "Staffing Recommendations for Clerical Personnel to High Schools," dated July 1, 2011
- BUL-4692.0: "Section 504 and Students/Other Individuals with Disabilities," dated May 18, 2009
- "Modified Consent Decree – Maintenance of Effort" activities

**ATTACHMENTS:** Not applicable.

### **ASSISTANCE:**

For assistance or further information regarding Norms to Allocate Clerical Personnel to Elementary, Middle and Senior High Schools, please contact the Budget Services and Financial Planning Division at (213) 241-2154.

For assistance or further information regarding clerical support for Special Education activities, please contact Sharon Jarrett, Director, Fiscal/Program Accountability, Division of Special Education at (213) 241-6701 or via email at [sharon.jarrett@lausd.net](mailto:sharon.jarrett@lausd.net).

For assistance or further information regarding Section 504, please contact Kevin O'Connell, Director, Educational Equity Compliance, Office of the General Counsel at (213) 241-7682 or via email at [e.kevin.oconnell@lausd.net](mailto:e.kevin.oconnell@lausd.net).