



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: Dedicated Clerical Support for Special Education and Section 504 Responsibilities

NUMBER: REF-1495.1

ISSUER: Donnalyn Jaque-Antón, Associate Superintendent
Division of Special Education

DATE: June 12, 2006

ROUTING
 All Locations
 Local District Superintendents
 Local District Directors
 Local District Section 504 Designees
 Support Unit Administrators
 School Administrators
 Teachers
 School Adm. Assistants
 Special Education Clerks

PURPOSE: The purpose of this Reference Guide is to clarify the specific roles and responsibilities of the dedicated Special Education and Section 504 clerical support position. The provision of this additional clerical support by the District at this time does not release certificated staff from their ultimate responsibility related to all aspects of special education and Section 504 compliance in their roles as administrators and teachers.

MAJOR CHANGES:

- The position previously titled Office Assistant is now called Office Technician.
- The duties to support Special Education and Section 504 have been separated.

BACKGROUND: The Modified Consent Decree (MCD) requires that the District ensure that schools continue to receive resources dedicated to clerical support to meet special education, Section 504, Hughes Bill, and MCD compliance and operational needs.

INSTRUCTIONS: It is the responsibility of the school administrator to explain the role of the Special Education Office Technician/Clerk, which is to support special education and Section 504 at the school level, to the person serving in this position.. This clerical support includes, but is not be limited to, all of the following:

Primary Clerical Duties to Support Special Education

- Entering and maintaining accurate Welligent and SIS data for students regarding special education;
- Obtaining a copy of the Welligent Individualized Education Program (IEP) so that services may 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 upon receipt of such requests;
- Providing school administrator with Welligent reports on an ongoing basis;



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- INSTRUCTIONS:**
- Documenting and maintaining a school calendar of IEP Team Meetings on the Welligent IEP system;
 - Providing school administrator with new bulletins, memoranda, and reference guides regarding special education on an ongoing basis;
 - Providing copies of the Welligent IEP and other special education records to parents;
 - Providing copies 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 convince 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 50 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;
 - Requesting written translation of the IEP and related documents at the school or, as appropriate, from the Translation Unit, documenting the request and tracking the completion of the written translation to ensure that it is completed within the 30 day time limit;
 - Providing support for the maintenance of the management module of the web-based IEP;
 - 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;
 - Updating and maintaining accurate SETAR (Special Education Trainee/Assistant Report) data;



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- INSTRUCTIONS:**
- Accessing Master IEP Calendar, Timeline Activity reports and all other reports on the Welligent IEP System;
 - 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.

Primary Clerical Duties 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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INSTRUCTIONS: 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;
3. “The IEP and You” pocket guide (English and Spanish);
4. “The ITP and You” pocket 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 Enrollment Form;
9. Student Information Form for Parents and Guardians;
10. Request for Special Education Assessment Form; and
11. Other documents/forms may be developed that could be required by new District policies in the future.

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 new District policies in the future.

RELATED RESOURCES

- Modified Consent Decree Maintenance of Effort Activities
- “Section 504 and Students with Disabilities” BUL-2130.0
- “Order and Distribution of Section 504 Brochures and Use of Section 504 File Folders” MEM-1831.0

ASSISTANCE

For assistance or further information regarding Special Education, please contact Chieko Rupp, Director, Program Accountability, Division of Special Education at (213) 241-6701 or chieko.rupp@lausd.net.

For assistance or further information regarding Section 504, please contact Sue Spears, Director, Educational Equity Compliance, Office of the General Counsel at (213) 241-7682 or sue.spears@lausd.net.