



TITLE: School Self Review Checklist, Students with Disabilities: 2022-2023

DUE DATE: October 28, 2022

**SELF REVIEW CHECKLIST - NEW MILLENNIUM SECONDARY SCHOOL**

Compliance publication resources and the Special Education Electronic Policies and Procedures Manual (e-PPM) are available on the new Division of Special Education - Policies and Procedures webpage at <https://achieve.lausd.net/spedPolicies> (single sign on required). Attachment A of this Reference Guide may be used as a supplemental, hard copy and preparatory guide to assist site administrators in completing the certification on either the Principal’s Portal or the online certification form for independent charter schools, as well as a tool to support school site special education substantial compliance practices.

Item #	Review Item	In Place	Not in Place	Not Applicable
<b>SECTION 1: SCHOOL TEAM AND DESIGNEES</b>				
1	<p>The school has developed a system to ensure compliance with special education legal requirements and has appointed a Special Education Designee. <a href="https://achieve.lausd.net/spedPolicies">https://achieve.lausd.net/spedPolicies</a>  <b>Weekly compliance oversight, partnering with NPA to oversee compliance and IEP management</b>  <b>Follow this COP compliance overview</b></p>	X		
2	<p>The school establishes a Student Support and Progress Team (SSPT) and appoints an SSPT Coordinator within the first six weeks of the school year. <a href="#">BUL- 6730: A Multi-Tiered System of Support Framework for the Student Support and Progress Team</a>  <b>Nonpublic Schools (NPS) - Mark Not Applicable (N/A)</b>  <b>Coordinator - Samantha Navarro</b></p>	X		
3	<p>The school has identified a Section 504 designee and notified staff and parents of the designee's responsibilities.  <a href="#">BUL-4692: Section 504 of the Rehabilitation Act of 1973</a> <b>NPS-N/A</b>  <b>504 Designee - Samantha Navarro</b></p>	X		
4	<p>The school has identified a designee to attend IEP team meetings at nonpublic schools and coordinate public school services for all dually enrolled students in accordance with their IEPs. <b>NPS-N/A</b>  <b>NPS Designee - Samantha Navarro</b></p>	X		
5	<p>The school identifies all Designees indicated in the School Designee From: Special Education Designee, Special Education Clerk, Section 504 Designee, and Oral Interpreter(s) at IEP Team Meetings.  <b>Special Education Designee - Samantha Navarro, Isabella George</b>  <b>Special Education Clerk - Isabella George, Alexandria Gonzales</b>  <b>Section 504 Designee - Samantha Navarro</b>  <b>Oral Interpreter at IEP Team Meetings - use of interpretation agency</b></p>	X		

6	<p>School's website contains a special education section where visitors can easily get information on special education and the name of the Special Education Designee/contact person. The following information that must be included on school's website:</p> <p>A: There is a section for special education on the school's website/main landing page or a menu item? <b>Y / N</b></p> <p>B: The special education section of the website be easily located on the main page or as a menu item. <b>Y / N</b></p> <p>C: A contact person is listed for special education inquiries. <b>Y / N</b></p> <p>D: The language used for the special education section of the website parent-friendly. <b>Y / N</b></p> <p>E: The special education section of the website provides parents/visitors with information about special education. <b>Y / N</b></p> <p>F: Parents/visitors access the following special education publications on the school's website? <b>Y / N</b></p> <ul style="list-style-type: none"> <li>• A Parent's Guide to Special Education Services: Including Procedural Rights &amp; Safeguards</li> <li>• The IEP &amp; You</li> <li>• The ITP &amp; You (Secondary Schools)</li> </ul> <p><b>To mark "Yes" on Item 6 on all six items (A-F) noted above must be present on the school's website.</b></p>	<b>X</b>		
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**SECTION 1 CERTIFICATION: SCHOOL TEAMS AND DESIGNEES (School Designee Form in Principal's Portal or online Charter Checklist)**

**SECTION 2: BEGINNING OF SCHOOL YEAR PROCEDURES**

7	<p>The school plans and provides school-level professional development which includes special education topics and maintains corresponding agendas, sign-ins, and evaluation forms. Additional Sped PD opportunities available via MyPLN and on DSE Website.  <a href="https://achieve.lausd.net/spedEmployees">https://achieve.lausd.net/spedEmployees</a>  <b>Sped PD Held 8/13 - Sign in sheet and copy of PD slides in PD binder.</b>  <b>Scheduled: Learning Needs of Students - once a month.</b></p>	<b>X</b>		
8	<p>The school plans and facilitates parent involvement activities and training to improve services and results for students with disabilities.  <b>Parent meetings, teacher-parent conferences (September), Back to School night, frequent/multiple opportunities to communicate with school staff.</b></p>	<b>X</b>		
9	<p>The school schedules IEP team meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation. <b>Annual IEPs are scheduled at least 60 days in advance and Triennial/Re-Evaluation IEPs are scheduled at least 90 days in advance.</b>  <b>Schedule all IEPs ahead of time and plug in dates in Welligent</b></p>	<b>X</b>		

10	<p>All staff responsible for implementing the student's IEP, including substitute teachers, have access to, or a copy of, the IEP and a clear understanding of the supports and services required for the student.  <b>IEP Snapshots shared with team, available to substitute staff and additional team members</b></p>	<b>X</b>		
11	<p>The school has procedures in place to regularly review Welligent management reports, analyze &amp; share relevant compliance data with staff and monitor &amp; evaluate school-wide compliance systems.  <b>Weekly report monitoring, weekly compliance reporting and meeting</b></p>	<b>X</b>		
12	<p>The school implements District procedures for safeguarding the confidentiality of IEPs and IEP related documents as outlined in <i>BUL-2469: Pupil Records: Access, Confidentiality, Notice of Educational Rights</i></p>	<b>X</b>		

13	The school implements the District recommended practices in classrooms where students with disabilities (SWDs) receive instruction in the core curriculum and as outlined in <a href="#">REF-2025: Development and Implementation of a Learning Center at the Secondary Level</a>	X		
14	The school implements the District's recommended practices in classrooms where students with disabilities (SWDs) receive instruction in the alternate curriculum as outlined in <a href="#">BUL- 6049: Required Curriculum and Assessment for Students on the Alternate Curriculum</a>			X
15	The school implements the District's recommended practices in classrooms where students with disabilities (SWDs) receive instruction in the preschool curriculum as outlined in <a href="#">REF-6763: Ordering Changing Tables for Early Childhood Special Education Classrooms</a>			X
16	Schools with preschool special education programs follow required guidelines for providing toileting assistance or diapering as part of the instructional program for students who receive early childhood special education services and annually complete the Early Childhood Special Education Health and Safety Review as outlined in <a href="#">REF-6777: Procedures for Completing the Annual Early Childhood Special Education Health and Safety Review</a>			X
17	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/marketing period) and distributing to parents when progress reports or report cards are issued for general education students as outlined in <a href="#">BUL-2332: Elementary School Progress Report Marking Practices and Procedures</a> and in <a href="#">BUL-1353: Marking Practices and Procedures in Secondary Schools</a> ; MISIS = (MyLAUSD – Single Sign-On Required) <a href="https://achieve.lausd.net/Page/6215">https://achieve.lausd.net/Page/6215</a> <b>Progress reports are completed and sent with report cards/marketing period - dates: January 2022, May/June 2022</b> <b>**Progress reports to be completed in December, End of May/Beginning of June</b>	X		
18	The school completes Oral Interpreter at IEP team meetings section on the Designee Form in the Principal's Portal as outlined in <a href="#">REF-1596: Oral Interpretation at an Individualized Education Program (IEP) Team Meeting</a> For Independent Charter Schools, complete the following form: <a href="https://bit.ly/CharterInterpreters">https://bit.ly/CharterInterpreters</a> <b>Oral Interpreter - use of interpretation agency for IEPs.</b>	X		
19	The school ensures staff members annually complete the District's Oral Interpretation at IEP Team Meetings Virtual training (Parts 1 and 2) if the school does not have a sufficient number of trained and qualified oral interpreters and promotes participation in continued practice opportunities.	X		
20	The school uses the <i>Notification to Participate in Individualized Education Program Meeting</i> to document attempts to get parents to attend IEP team meetings. (In Welligent >> Student's IEP Management >> Forms Section)	X		
21	The school follows District procedures for requests for written translations of IEPs and Section 504 Plans, and maintains a log of completion dates as outlined in <a href="#">REF-6349: Submitting Requests for Written Translation of Individualized Education (IEP) and Related Documents</a>	X		
22	School updates Welligent account information for staff that have left the school or have changed roles/positions through <a href="#">OneAccess</a> and as indicated in the <a href="#">Welligent Support site</a> . <a href="https://achieve.lausd.net/welligentsupport">https://achieve.lausd.net/welligentsupport</a>	X		
23	The school maintains a list of resident students attending nonpublic schools by running and downloading Welligent IEP/IFSP Reports/ NPS Students by School of Residence (REP105), REPORT # 741			X
24	For students parentally placed in private schools, the public school follows procedures for developing an "Individual Services Plan" (ISP) for eligible students as outlined in <a href="#">REF-6846: Serving Parentally-Placed Private School Students with Disabilities Including School of Residence</a>			X

	<i>Responsibilities</i>			
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25	The school annually disseminates policies that address the elimination of hostile environments to staff, students, and parents as outlined in <a href="#">MEM-5818: Nondiscrimination Required Notices and Ordering of Student Brochures</a> and Ed Equity Office. <a href="https://achieve.lausd.net/Page/3494">https://achieve.lausd.net/Page/3494</a>	X		
26	The school displays the "School Family Support Services (SFSS)" poster for Parents of Students with Disabilities to easily access as outlined in <a href="#">REF-049897: Special Education School and Family Support Services</a> <b>Posted in H3</b>	X		
27	The school follows the procedures for requests for initial assessment for students on an inter-district permit as outlined in <a href="#">REF-5195: Special Education Assessments for Students Attending LAUSD on Gen. Ed. Inter-District Permits</a>	X		
28	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. Services provided are monitored on a weekly basis using Welligent Management reports as outlined in <a href="#">REF-041781: Resource Specialist Program-Service Tracking, Documentation, and Monitoring</a> ; & <a href="#">REF-4708: Responsibilities of School Site Administrators and the Itinerant Staff Assigned to Schools</a> ; & <a href="#">REF-5941: Behavior Intervention Implementation Service Tracking Documentation Using the Welligent Service Tracking System</a> <b>Reports are run weekly and shared with the special education team. Team meets weekly to discuss compliance and overall program oversight.</b>	X		
29	Responsible school personnel use the Section 504 Program module in Welligent to conduct all phases of the Section 504 process as outlined in <a href="#">REF-6241: Mandatory Use of the Welligent Section 504 Program Module to Conduct all Section 504 Activities</a> <b>504 Designee: Samantha Navarro</b>	X		
30	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 by parents. <b>Agency used for all interpretation needs.</b>	X		

**THE SCHOOL DISTRIBUTES AT THE BEGINNING OF EACH SCHOOL YEAR TO ALL PARENTS AND STUDENTS:**

31	Parent-Student Handbook containing the District's <i>nondiscrimination statement and sexual harassment policy</i> . (Similar statement and policy applicable to fiscally independent charter and nonpublic schools) <b>Included in handbook, distributed to all students/parents at the beginning of the year.</b>	X		
32	"Are You Puzzled by Your Child's Special Needs?" brochure (available for download in multiple languages on Division of Special Education website – <a href="https://achieve.lausd.net/spedBrochures">https://achieve.lausd.net/spedBrochures</a> ) <input type="checkbox"/> <b>Send home brochure - Eng/Spn</b>	X		

**THE SCHOOL DISTRIBUTES AT THE BEGINNING OF EACH SCHOOL YEAR TO ALL PARENTS OF SWDs:**

33	School Family Support Services "Notification Letter" (SFSS) for Parents of Students with Disabilities as outlined in <a href="#">REF-049897: Special Education School and Family Support Services - Call Center</a>	X		
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	<input type="checkbox"/> Send home letter - Eng/Spn			
34	The school ensures that all parents are made aware that special education booklets and brochures are available for download in multiple languages, from the <b>Division of Special Education website: <a href="https://achieve.lausd.net/sped">https://achieve.lausd.net/sped</a></b> <input type="checkbox"/> Notify parents in letter - Eng/Spn	X		

**SECTION 2 CERTIFICATION: BEGINNING OF SCHOOL YEAR PROCEDURES (School Designee Form in Principal's Portal or online Charter Checklist)**

**SECTION 3: COMPLIANCE PROCEDURES**

35	The school provides instruction and support in behavior to all students, incorporating behavior within a Multi-Tiered System of Support (MTSS) as outlined in <a href="#">BUL-6269: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities</a> and in <a href="#">BUL-095902: Multi-Tiered System (MTSS): Identification and Educational Supports for Students with Attentional Challenges</a> . <b>Included in PBIS/MTSS plan</b>	X		
36	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 as outlined in <a href="#">BUL-6269: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities</a> <b>Included in PBIS/MTSS plan</b>	X		

37	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.	X		
38	The school reads aloud the IEP Introductory Statements/Virtual IEP Team Introductory Statements at every IEP team meeting which are located in A Parent's Guide and also available as a Welligent Download. Please read the statements aloud regardless of parent/guardian meeting attendance. Zoom statements available for <a href="#">Virtual IEP Team Meetings</a> are also available for download.	X		
39	The school uses the Notification to Participate in Individualized Education Program Meeting form and documents in Welligent (on Meeting Screen Notes) the attempts to get parents to attend IEP team meetings; including use of '3 Date Letter' as appropriate.	X		
40	The school documents when a change in placement is to be discussed at an IEP team meeting by selecting, "Change in Placement" on the Notification to Participate in an IEP team meeting form.	X		
41	The school recesses IEP team meetings only under specific parental requests or District emergency and documents the Projected Reconvene Date as outlined in <a href="#">REF-6672: New Individualized Education Program (IEP) Team Meeting Requirements – Spring 2016</a>	X		
42	The school follows the procedures outlined in <a href="#">REF-3804.0: Individualized Education Program (IEP) Team Membership Requirements and the IEP Team Member Excusal</a> when an IEP team member needs to be excused from an IEP team meeting. The school ensures that parents/guardians are provided prior written notice and that parental consent is received/documentated by the school before the IEP meeting date, before an IEP	X		

	team member is excused.			
43	The school implements alternatives to suspension as outlined in both BUL-5655 Guidelines for Student Suspensions and in BUL-6050: Expulsion of Students - Policies and Procedures	X		
<b>DISTRIBUTION OF IEP RELATED DOCUMENTS AND ASSOCIATED TIMELINES</b>				
44	Upon enrollment, or with initial referral for special education assessment, the school provides the parent a "Request for Reasonable Accommodations" form and maintains a copy in the student's green folder or special education confidential folder. (Attach form to inside front cover of folder). Additional information is available in the ePPM - Initial Assessment, Reassessment and Independent Educational Evaluation <b>Sent out to all students with IEPs</b>	X		
45	With the assessment plan, the school provides the parent "A Parent's Guide to Special Education Services," revised September 2018. The guide is available for download in multiple languages on the Division of Special Education website – <a href="https://achieve.lausd.net/spedBrochures">https://achieve.lausd.net/spedBrochures</a>	X		
46	The school provides special education related forms in the parents' primary language when requested as outlined in <a href="#">REF-6349: Requests for Written Translation of Individualized Education Program (IEP) and Related Documents</a>	X		
47	At least <u>10 DAYS PRIOR</u> (or 15 days as a best practice) to the scheduled date of the IEP team meeting, the school will provide parents a "Notification to Participate in Individualized Education Program Meeting" and will include "A Parent's Guide to Special Education Services," revised September 2018 and "The IEP and You" booklets with the notification. (For Secondary Schools: "The ITP and You" booklet, revised September 2016 will also be included in the notification)	X		
<b>AT THE IEP TEAM MEETING, THE SCHOOL PROVIDES</b>				
48	Parents with the following publications: 1.) "A Parent's Guide to Special Education Services," revised September 2018; 2.) "Least Restrictive Environment" brochure; 3) "Parent Input Survey." An explanation of these publications is also provided.	X		
49	Parents with an overview of "Extended School Year (ESY) Services for Students with Disabilities," completes <b>Attachment A</b> of <a href="#">BUL-059905: Guidelines for IEP Teams when SWD are Being Considered for ESY Programs &amp; Services</a> , uploads it into Welligent, and makes available the ESY brochure if ESY is being considered. ESY brochure is available for download at <a href="https://achieve.lausd.net/spedBrochures">https://achieve.lausd.net/spedBrochures</a>	X		
50	Parents with an explanation of the Informal Dispute Resolution for IEP Disagreements (IDR) process including other dispute resolution and complaint options when there is an IEP dispute as outlined in <a href="#">REF-1410: Special Education Dispute Resolution - The Three Options for Parents</a>	X		
51	School staff who participated in the IEP team meeting a " <a href="#">Staff Input Survey</a> ." Available for download: <a href="https://achieve.lausd.net/spedFORMS">https://achieve.lausd.net/spedFORMS</a>	X		
<b>FOR SCHOOLS SERVING HIGH SCHOOL STUDENTS</b>				
52	At the IEP team meeting, the school provides the parent with information regarding student's progress towards graduation with a diploma or certificate of completion as outlined in <a href="#">REF-6056: Issuance of Diplomas and Certificates of Completion for All Eligible Students with</a>	X		

	<i>Disabilities</i>			
53	The school supports and monitors the student's progress toward meeting the requirements for a diploma or certificate of completion as outlined in <a href="#">BUL-6257: High School "A-G" Graduation Requirements and Students with Disabilities</a> and in <a href="#">REF-6056: Issuance of Diplomas and Certificates of Completion for All Eligible Students with Disabilities</a>	X		
54	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 as outlined in <a href="#">BUL-5796: Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age</a>	X		

**SECTION 3 CERTIFICATION: COMPLIANCE PROCEDURES (School Designee Form in Principal's Portal or online Charter Checklist)**

**SECTION 4: COMPLIANT TIMELINES** (ePPM may be accessed at <https://achieve.lausd.net/spedEPPM>)

55	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 as detailed in the <i>ePPM-The Special Education Process: Developing a Special Education Assessment Plan</i>	X		
56	If requested by the parent, the school provides copies of assessment reports to the parent 4 working days before the date of the IEP team meeting as detailed in the <i>ePPM – The Special Education Process: Getting Ready for an IEP team meeting</i>	X		
57	For an annual review IEP, the school conducts the IEP within 12 months of the previous IEP as detailed in the <i>ePPM-The Special Education Process: Getting Ready for an IEP team meeting</i>	X		
58	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 as detailed in the <i>ePPM The Special Education Process: Child Find and Search &amp; Serve. In addition, schools are to have Child Find Posters displayed in prominent location. <a href="#">Link posters here.</a></i>	X		
59	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 as outlined in <a href="#">BUL-6639: Three-Year Review IEP Psycho-Educational Reassessment Requirements</a>	X		
60	The school convenes an IEP team meeting within 30 calendar days of parent written request as detailed in the <i>ePPM-The Special Education Process: Getting Ready for an IEP team meeting</i>	X		

61	When a student transfers into the District with an out-of-District IEP, the school develops an IEP within 30 calendar days of enrollment detailed in the <i>ePPM-The Special Education Process: Getting Ready for an IEP team meeting</i>	X		
62	For an initial assessment and a three-year reassessment, the school conducts vision and hearing screenings within the previous 12 months of the IEP team meeting date and documents the screening dates in the IEP as detailed in the <i>ePPM-The Special Education Process: Initial Assessment, Reassessment, and Independent Educational Evaluation</i>	X		

63	School site principal serves as the official school site Custodian of Records. All school site initiated requests my adhere to EC56504. Training to support Records Requests is available to staff in MyPLN. See Link. 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 as outlined in <a href="#">BUL-5526: Procedures for Requests for Educationally Related Records of Students with or Suspected of Having Disabilities</a> and as detailed in the <i>ePPM-Guidelines for the IEP Team: Student Records</i>	X		
<b>SPECIAL EDUCATION ASSESSMENTS AND EVALUATIONS</b>				
64	The school documents the request for special education assessment on a "Request for Special Education Assessment" form and maintains a <u>copy</u> in the student's green folder or confidential special education folder. Form available in Welligent Downloads in multiple languages.	X		
65	For a student transitioning from preschool to kindergarten, the school conducts a reassessment using the Classroom Team Assessment Report (CTAR) and develops an IEP as detailed in the <i>ePPM-Guidelines for the IEP Team District Policy: Early Childhood</i>			X
66	For a student with Emotional Disturbance eligibility, the school conducts a comprehensive reassessment for each three-year review IEP as outlined in <a href="#">BUL- 6639: Three-Year Review Individualized Education Program (IEP) Psycho-Educational Reassessment Requirements</a>	X		
67	For students with the eligibility of Emotional Disturbance, the initial and three-year IEP includes an "Emotional Disturbance Disability Certification" form as outlined in <a href="#">BUL-4182: Parent Participation at Individualized Education Program (IEP) Meetings for Students Suspected of ED</a>	X		
68	When standardized tests may be considered invalid for the student, the assessment plan documents alternative assessments as detailed in the <i>ePPM-The Special Education Process: Initial Assessment, Reassessment, and Independent Evaluation</i>	X		
69	Initial assessment reports document all of the required <u>10-12</u> elements as detailed in the <i>ePPM-The Special Education Process: Initial Assessment, Reassessment, and Independent Evaluation</i>	X		
<b>SECTION 4 CERTIFICATION: COMPLIANT TIMELINES (Certify in Principal's Portal or online Charter Checklist)</b>				
<b>SECTION 5: SPECIAL EDUCATION SUPPORTS AND RESOURCES</b>				
70	School regularly accesses LAUSD's <b>Division of Special Education website</b> , <a href="https://achieve.lausd.net/sped">https://achieve.lausd.net/sped</a> , the <b>electronic Policies and Procedures manual (ePPM)</b> , <a href="https://achieve.lausd.net/spedEPPM">https://achieve.lausd.net/spedEPPM</a> , and the <b>eLibrary platform</b> , <a href="https://my.lausd.net">https://my.lausd.net</a> , to retrieve all mandates/policy documents.	X		
<b>SECTION 5 CERTIFICATION: SPECIAL EDUCATION SUPPORTS AND RESOURCES (Certify in Principal's Portal or online Charter Checklist )</b>				
<b>SECTION 6: FOR CHARTER SCHOOLS ONLY</b>				
71	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. <b>Recruitment information states open to all students. Website says open to all as well.</b>	X		
72	Front line charter school staff are trained and informed in non-discriminatory practices regarding application and enrollment questions from families of children with disabilities.	X		



73	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	X		
74	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 ensures charter school staff are included on appropriate district email listservs.	X		
75	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. PD binder, monthly meetings with staff.	X		
76	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.	X		
77	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. Weekly 300 report monitoring, service tracking troubleshooting as needed.	X		
78	Charter school ensures that all RST caseload managers, including those assigned from non-public agencies, have caseloads of 28 or less students.	X		
<b>SECTION 6 CERTIFICATION: FOR CHARTER SCHOOLS ONLY (Certify in Online Charter Checklist)</b>				