



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: Responsibilities of School Site Administrators and the Itinerant Special Education Staff Assigned to Schools

NUMBER: REF-4708.2

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ROUTING

All Locations
Instructional Superintendents
Instructional Directors
Operations Coordinators
Special Education Support
Center Administrators
School Site Administrators
Special Education Itinerants
Complex Project Managers
Related Services Providers

PURPOSE: The purpose of this Reference Guide is to establish guidelines and define responsibilities for school site administrators and itinerant staff assigned to school sites.

MAJOR CHANGES:

- Updates to procedures and responsibilities for school site administrators and itinerant staff assigned to school sites
- Updated contact information in Assistance section

BACKGROUND: In order to ensure that students have equal access to mandated itinerant services in safe appropriate learning environments, school sites must work together with their itinerant staff to identify a suitable consistent work space. Itinerant providers are assigned to schools based on the number of current Individual Education Program (IEP) driven student services required at the site.

District staff who are itinerant special education providers include, but are not limited to:

- Adapted Physical Education (APE)
- Language and Speech (LAS)
- Occupational Therapists (OT)
- Physical Therapists (PT)
- Deaf and Hard of Hearing (DHH)
- Educational Audiologists (AUD)
- Blind and Partially Sighted (B/PS)
- Inclusion Facilitators
- Least Restrictive Environment Counselors (LRE-C)
- School Psychologists
- Pupil Counselors
- Psychiatric Social Workers
- Assistant Principals Elementary Instructional Specialists (APEIS)
- Assistive Technology Assessors
- Orthopedically Impaired Itinerants



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BACKGROUND (cont.):

Because of the nature of their responsibilities, a provider assignment may be limited to one site or be as broad as an Educational Service Center or several Educational Service Centers. A majority of providers move from one site to another on a daily basis.

PROCEDURES:

1. At the beginning of the school year or upon assignment during the year, the school principal should work with the provider to:
 - Identify a working space that is appropriate to the subject matter, and an alternate location should the space not be available on any given day.
 - Identify the Office Technician with Special Education responsibilities.
 - Identify a place where the provider can document services and assessments on Welligent that includes internet and printer access. Assure that a time card is provided for all itinerant staff, as they are responsible to sign in and out at each location per the UTLA contract.
 - Discuss parking availability and limitations.
 - Address flexibility of scheduling to accommodate diverse caseload needs.
 - Arrange for the assignment of a mailbox and explain how the provider will receive phone messages.
 - Assure the provision of a school calendar and weekly bulletin.
 - Provide accurate information regarding IEP timelines and assessments through Welligent.
 - Provide weekly information regarding newly enrolled students who have Individualized Education Programs (IEPs).
 - Assure that weekly information is provided regarding students with IEPs who have left the school.
 - Provide a way that information in the Student Information System (SIS) may be made available when needed.
 - Assure the provision of updated IEP calendar schedules on an ongoing basis.
 - Run the SER-311 School 30-Day Service report weekly to verify services are being provided in accordance with IEP prescriptions.

In order to provide meaningful service to students, providers must be allotted appropriate spaces to work with students individually and in small groups, to assess students, and to document services and assessment information. School site administration at each school site needs to work together with the itinerant staff assigned to their school to identify appropriate spaces for each of these tasks. It is understood that each school site is unique and that space solutions need to be individually identified for each school site.

Attachment A includes scenarios that should be reviewed when determining the teaching, counseling and therapeutic locations for service to identified students. The attachment covers three different scenarios:



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PROCEDURES **(cont.):**

Scenario I – A Newly Built School with Designated Space,
Scenario II – An Older School with Very Limited Resources, and
Scenario III – An Older School with Resources Available

2. At the beginning of each year, each provider is responsible to meet with site administrators and provide their:
 - Contact information (pager, voicemail and email) and the preferred method of communication.
 - Schedule in Welligent, including the day(s) at the school, and the times students are seen. Appointments should be scheduled in consultation with site staff.
 - List of students to be served, including the prescribed time and frequency for each student.
3. Ongoing expectations for all providers are as follows:
 - Mandated services to students are to be provided as prescribed in the IEP and documented in Welligent in accordance with the time and frequency indicated.
 - Preparation for and participation in IEP meetings for all students on their caseload.
 - Timely completion of required assessments and written reports.
 - Timely attachment of reports into Welligent.
 - Support for interventions at Tier 1, 2 and 3.
 - Participation in Student Success Team (SST), Coordination of Services Team (COST) or other school intervention teams, as necessary.
 - Professional development presentations for school site educational staff.

ATTACHMENTS: Attachment A: Space Allocation Considerations for All Schools

ASSISTANCE: For further information or questions, please contact Deborah Rubenacker, Director, Related Services, Division of Special Education at (213) 241-6200.

Space Allocation Considerations for All Schools with Designated Instructional Staff

Each school is unique and their space allocations will be individual to the site. Some of the considerations each schools site should be:

1. Review space allocations, the needs of the school and the needs of the itinerant staff.
 - a. Recognize the need to be flexible, since itinerant staff members are serving multiple school sites.
 - b. Consider the use of non-traditional spaces that may be available including :
 - i. Space used by Coordinators, Math, Literacy or Intervention Coaches when they are observing in classrooms.
 - ii. Learning Lab space when available.
 - c. Allow itinerant staff access to sign up for the MPR/Auditorium, Library and other flexible spaces as appropriate.
 - d. Utilize the Least Restrictive Environment Specialists to assist in identifying spaces and solutions.
2. Encourage teaching staff to participate with itinerant staff in providing collaborative service delivery.
3. Provide access to internet, fax machine, printer and telephones on the school campus, not necessarily in the same location provided for service.
4. Identify alternate spaces for services when the provider's assigned space is not available.

Scenario I A Newly Built School with Designated Space

Newly built schools have been designed with the appropriate learning environments for students. These sites have small designated rooms for itinerant staff. Administrators in newly built schools must recognize the value of mandated services to students, families and school community and must assign providers to the space allocated in the architectural design of the school site.

Resolution: Upon review of the above considerations, balance the use of designated space between out-of-classroom school staff, other school staff and itinerant staff.

Scenario II An Older School with Very Limited Resources

An older school that is overcrowded and non-Title I has very limited availability of space. The administrator in recognizing the value of mandated services to students, families and school community should follow the considerations listed above.

Resolution: Upon review of the above considerations, balance the use of designated space between out-of-classroom school staff, other school staff and itinerant staff.

Scenario III An Older School with Resources Available

An older school that is overcrowded is Title I and has very limited availability of space. The administrator in recognizing the value of mandated services to students, families and school community should:

- a. Review space allocations, the needs of the school and the needs of the itinerant staff.
 - i. Walk the campus with the Complex Project Manager (CPM) to find unidentified spaces that would be suitable.
 - ii. Allocate school funding to make appropriate spaces available.
 1. Put up permanent partitions.
 2. Purchase storage sheds to store items (books, supplies etc.) to free up room space that can therefore be utilized by District staff.
 - iii. Utilize the Least Restrictive Environment Specialists to assist in identifying spaces and solutions.

Resolution: Upon review of the above considerations, balance the use of designated space between out of classroom school staff, other school staff and itinerant staff.