Today's parent workshop will start at 9:00 a.m.

#### A Visual Guide to the IEP Document



El taller para padres de hoy comenzará a las 9:00 a.m.

Una guía visual del documento del IEP



# Tips for Navigating the IEP Document and Participating in the IEP Team Meeting

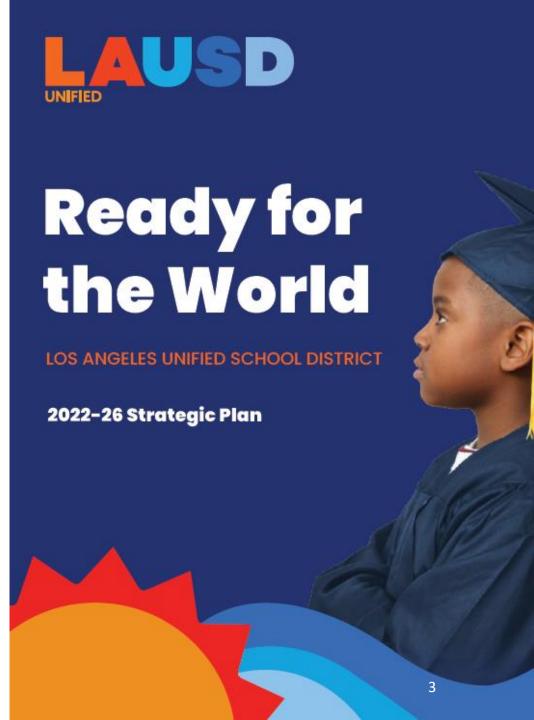
Consejos para navegar por el documento del IEP y participar en la reunión del equipo del IEP

### LAUSD 2022-2026 Strategic Plan Pillar 3: Engagement and Collaboration

Establish a Family Academy to equip families with the skills, information, and networking opportunities to support students' academic and social-emotional success (Strategic Plan, page 42)

#### Plan Estratégico de LAUSD 2022-2026 Pilar 3: Participación y Colaboración

Establecer una Academia para las Familias para dar a las familias las destrezas, información, y oportunidades de redes de comunicación para apoyar el éxito académico y social-emocional de los estudiantes (Plan Estratégico, página 42)





# Tips for Navigating the IEP Document and Participating in the IEP Team Meeting

Consejos para navegar por el documento del IEP y participar en la reunión del equipo del IEP

### Objective

#### Participants will:

- Learn about the sections of the IEP document
- Understand the basic purpose of the IEP pages
- Receive tips to participate while navigating the IEP document during the IEP team meeting

#### **Objetivo:**

#### Los participantes

- Conocerán las secciones del documento IEP
- Comprenderán el propósito básico de las páginas del IEP
- Recibirán consejos para participar mientras navegan el documento del IEP durante la reunión del equipo del IEP



### **Poll Activity Quiz**

Please take a moment to respond to the questions in the poll.

## Actividad: Preguntas de la Encuesta

Por favor, tómese un momento para responder a las preguntas de la encuesta.

#### What is an IEP?

#### ¿Qué es un IEP?

You can think of the IEP as divided into three types of documents:

Procedural

- Student Information
- Services & Supports

Puede pensar que el IEP está dividido en tres tipos de documentos:

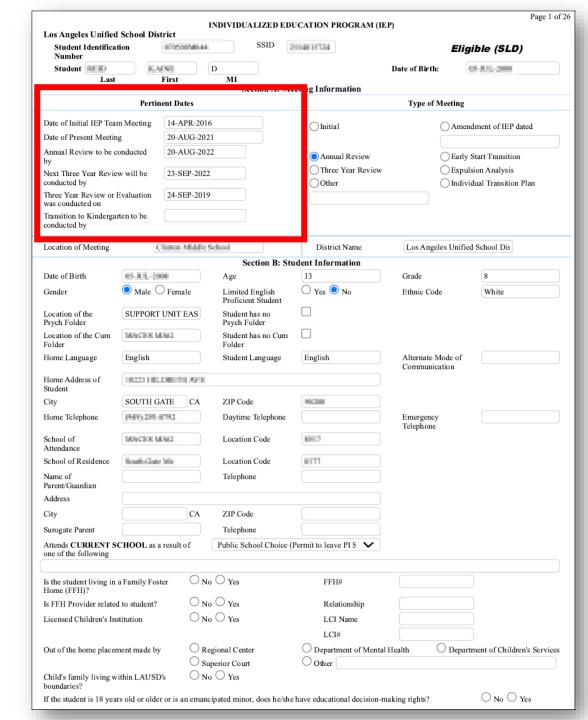
- Procedimientos
- Información del estudiante
- Servicios y apoyos

#### What is an IEP?

IEP DOCUMENT	DOCUMENT TYPE
IEP. Sect A-B: Meeting and Student Information - Pág.1	PROCEDURAL
IEP. Sect C-D: Language Acquisition, Goal Achievement - Pág.2	STUDENT
IEP. Sect E: Present Level of Performance - Pág.3	INFORMATION
IEP. Sect. F: Eligibility - Pág.4	
IEP. Sect. G: Annual Goals and Objectives - Pág.5	SERVICES & SUPPORTS
IEP Section K	SERVICES & SUPPORTS
IEP. Sect. N: Procedural Safeguards and Follow-up Actions - Pág.9	
IEP. Sect. Q: Consent for Special Education - Pág.10	PROCEDURAL
IEP. Sect. R: Names and Signatures - Pág.11	
LRE Analysis	
FAPE Part 1 - Eligibility, Placements and Supports	
FAPE Part 2 - Summary of Services	
FAPE Summary Grid	SERVICES & SUPPORTS
Behavior Intervention Plan (Page 1)	SERVICES & SUPPORTS
Behavior Intervention Plan (Page 2)	
Behavior Intervention Plan (Page 3)	
Individual Transition Plan (Includes Page 1 - 3)	

### ¿Qué es un IEP?

DOCUMENTO	TIPO DE
DEL IEP	DOCUMENTO
IEP Sección A-B: Información sobre el estudiante y las reuniones - Pág.1	PROCEDIMIENTO
IEP Sección C-D: Adquisición del lenguaje, logro de objetivos - Pág.2	INFORMACIÓN DEL
IEP Sección E: Nivel actual de rendimiento - Pág.3	ESTUDIANTE
IEP Secc. F Elegibilidad - Pág.4	
IEP Secc. G Metas y objetivos anuales - Pág.5	SERVICIOS Y APOYOS
Sección K del IEP	
IEP Secc. N: Garantías procesales y medidas de	
seguimiento - Pág.9	PROCEDIMIENTO
IEP Secc. P: Consentimiento para la Educación Especial - Pág.10	
IEP Secc. R: Nombres y firmas - Pág.11	
Análisis LRE	
FAPE Parte 1 - Elegibilidad, Colocaciones y Apoyos	
FAPE Parte 2 - Resumen de Servicios	<b>SERVICIOS Y APOYOS</b>
Tabla de Resumen de FAPE	
Plan de Intervención del Comportamiento (Página 1)	
Plan de Intervención del Comportamiento (Página 2)	
Plan de Intervención del Comportamiento (Página 3)	
Plan de Transición Individual (Incluye Página 1 - 3)	

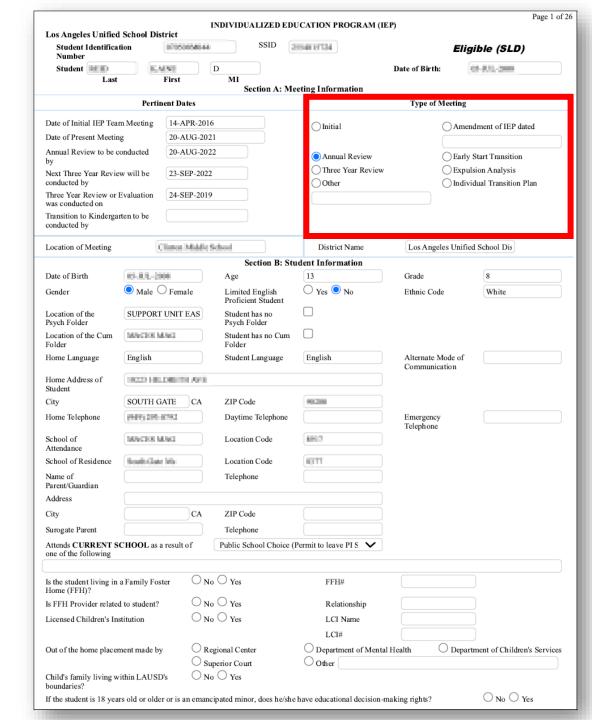


#### Sect A-B: Meeting and Student Information - Pg.1

- Basic student and meeting information.
- No student achievement information is on this page
- Important IEP dates, such as the date of the current meeting and when the next IEP is due

### Sección A-B: Información sobre el estudiante y las reuniones - Pág.1

- Información básica sobre el estudiante y las reuniones.
- No hay información de logros del estudiante en esta página
- Fechas importantes del IEP, como la fecha de la reunión actual y la fecha de vencimiento del próximo IEP

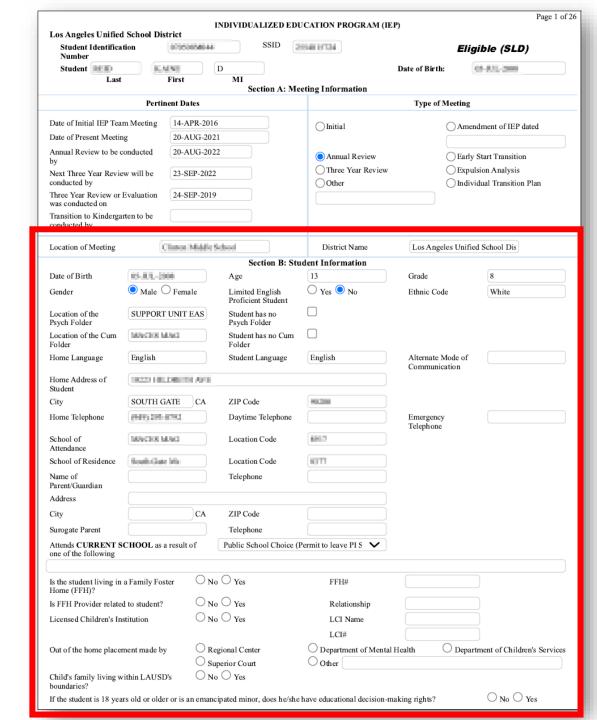


#### Sect A-B: Meeting and Student Information - Pg.1

- Basic student and meeting information.
- No student achievement information is on this page
- Type of IEP meeting, such as annual, triennial, or initial

### Sección A-B: Información sobre el estudiante y las reuniones - Pág.1

- Información básica sobre el estudiante y las reuniones.
- No hay información de logros del estudiante en esta página
- Tipo de reunión del IEP, como anual, trienal o inicial

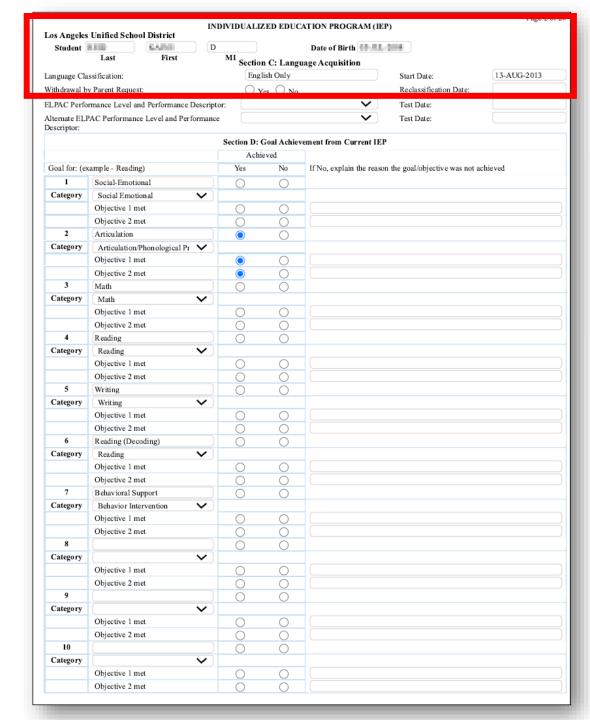


#### Sect A-B: Meeting and Student Information - Pg.1

- Basic student and meeting information
- No student achievement information is on this page
- Demographic information
- Not all fields may be applicable

### Sección A-B: Información sobre el estudiante y las reuniones- Pág.1

- Información básica sobre el estudiante y las reuniones
- No hay información de logros del estudiante en esta página
- Información demográfica
- No todos los campos pueden ser aplicables



#### IEP. Sect C-D: Language Acquisition, Goal Achievement -Pg. 2

#### This page:

- Language classification (English learner status)
- Summarizes goal achievement from the previous IEP
- English language classification information

## IEP Sección C-D: Adquisición del lenguaje, logro de objetivos - Pág.2

#### Esta página:

- Clasificación del lenguaje (estado de aprendiz de inglés)
- Resume el logro de los objetivos del IEP anterior
- Información de clasificación del idioma inglés

os Angeles	s Unified School District			CATION PROGRAM (IE		
	Last First	MI Cart	n C. I	uage Acquisition		
anguage Cla	secification:	Sectio	n C: Lang lish Only	uage Acquisition	Start Date:	13-AUG-2013
	y Parent Request:				Reclassification Date:	13-A00-2013
			es O No			
	ormance Level and Performance Descriptor	r:		<u> </u>	Test Date:	
dternate ELF Descriptor:	PAC Performance Level and Performance			•	Test Date:	
				voment from Current IFF	•	
a 10 /			ieved	Y03Y 1 : 4		
	xample - Reading)	Yes	No	If No, explain the reason	n the goal/objective was not a	chieved
1	Social-Emotional	0	0			
Category	Social Emotional V	0				
	Objective 1 met	0	0			
	Objective 2 met	0	0			
2	Articulation	<u> </u>	0			
Category	Articulation/Phonological Pr V					
	Objective 1 met	<u> </u>	0			
	Objective 2 met	<u> </u>	0			
3	Math	0	0			
Category	Math 🗸					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
4	Reading	0	0			
Category	Reading					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
5	Writing	0	0			
Category	Writing					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
6	Reading (Decoding)	0	0			
Category	Reading					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
7	Behavioral Support	0	0			
Category	Behavior Intervention 🗸					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
8		0	0			
Category	<b>~</b> )					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
9		0	0			
Category	<b>~</b> )					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
10		0	0			
Category	~					
	Objective 1 met	0	0			
	Objective 2 met	0	0			

### IEP. Sect C-D: Language Acquisition, Goal Achievement - Pg. 2

#### This page:

- Language classification (English learner status)
- Summarizes goal achievement from the previous IEP
- Goal achievement information from the previous IEP
- Documents the type of goal, if it was achieved, and a statement explaining if it was not achieved
- There can be multiple goals reported

### IEP Sección C-D: Adquisición del lenguaje, logro de objetivos - Pág. 2

#### Esta página:

- Clasificación del lenguaje (estado de aprendiz de inglés)
- Resume el logro de los objetivos del IEP anterior
- Información sobre el logro de objetivos del IEP anterior
- Documenta el tipo de objetivo, si se logró, y una declaración explicando si no se logró
- Puede haber múltiples objetivos reportados

Page 3 of 26 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District KARK Date of Birth Meeting Date 20-AUG-2021 Student Last First MI Performance Area: Decoding Category: Reading  $\checkmark$ Assessment/Monitoring Process Core Phonic Survey, Rewards, Student Work Samples, Teacher Observation Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Strengths: The results of the core phonics survey on 2/26/21 indicates that whows proficiency in the areas of Alphabet Skills and Letter Sounds, i.e. identifying upper case and lower case letters, as well as demonstrating knowledge of correct letter sounds. Additionally, simus shows proficiency in the areas of Short vowels in CVC words (15/15, e.g. mat, bat, pem), Consonant blends with short vowel sounds(13/15, e.g. stop, fast, dilt), Short vowels, digraphs, and -tch trigraphs (13/15, e.g. when, rash, futch), R-controlled yowels (13/15, e.g. harm, bark, gorf), Long vowel spellings (13/15, e.g. tape, ray, soat), and Variant Vowels (13/15 e.g. few, loud, bawk). mastery in the areas of Low frequency vowel and consonant spellings (12/15, e.g. cent, sweat, dimb) and Multisyllabic words (20/24 e.g. unless, radishes, fauntoon). Areas of Need: will benefit form continued explicit, structured literacy instruction with a focus on Low frequency vowel and consonant spellings and Multisyllabic words (e.g. unless, radishes, fauntoon). He should be reminded to identify prefixes, suffixes, and vowel combinations when reading multisyllabic and unfamiliar words. Kaine will also benefit from continued advanced phonemic awareness instruction. Impact of disability: " specific learning disability affects his ability to read which impacts his progress and development in the general education curriculum. Performance Area: Fluency Category: Reading Assessment/Monitoring Process AimsWebPlus, Rewards, Teacher Observation, 6-minute solution State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Strength: has demonstrated positive progress in reading fluency. He has shown improvement during 6-minute solution fluency lessons, and has demonstrated increasing reading fluency and rate during lessons. According to AimsWebPlus oral reading fluency assessment on 4/12/21, Kaine read 96 words correctly in a minute when reading a 6th grade level passage. According to AimsWebPlus, similar Instructional reading level in fluency is 5th grade. Areas of Need: the should continue receiving timed fluency assessments at his instructional level, and should continue receiving reading fluency practice within is zone of proximal development with teacher support. Kaine should be reminded to identify prefixes, suffixes, and vowel combinations when reading multisyllabic and unfamiliar words. Impact of disability: \*\* Impact of disability: education curriculum

### IEP. Sect E: Present Level of Performance - Pág.3

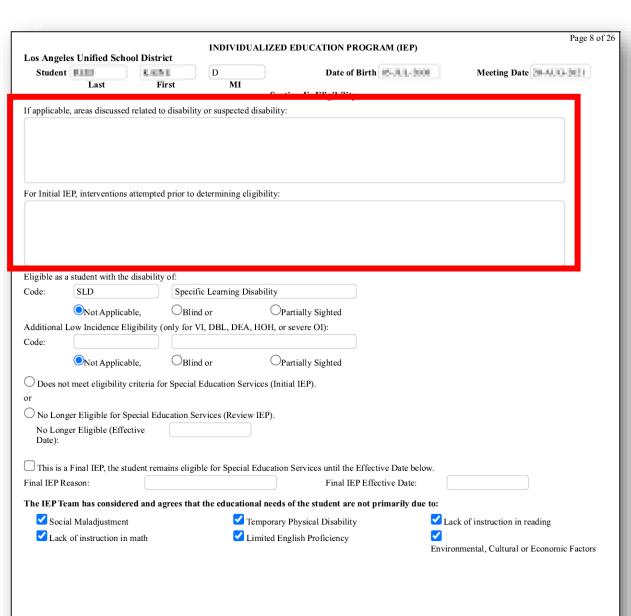
Documents the student's present level of performance in all areas of need. PLP for short

Performance area title and assessments that will be used to measure progress

### IEP Sección E: Nivel actual de rendimiento - Pág.3

Documenta el nivel actual de rendimiento del estudiante en todas las áreas de necesidad. PLP para abreviar

Título del área de desempeño y evaluaciones que se utilizarán para medir el progreso



Information regarding if the student qualifies for special education services

Areas discussed related to the suspected disability and interventions attempted prior to the IEP

#### IEP Secc. F: Elegibilidad - Pág.4

Información sobre si el estudiante califica para servicios de educación especial.

Las áreas discutidas se relacionaron con la sospecha de discapacidad y las intervenciones intentadas antes del IEP

Page 3 of 26 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District KARS Meeting Date 20-AUG-2021 Student Date of Birth Last First Section E: Present Level of Performance Performance Area: Decoding Reading Category: Core Phonic Survey, Rewards, Student Work Samples, Teacher Observation Assessment/Monitoring Process State/District Assessment Results: Current Performance/Assessment Summary finclude student strengths, student needs and impact of disability on student performance Areas of Strengths: The results of the core phonics survey on 2/26/21 indicates that whows proficiency in the areas of Alphabet Skills and Letter Sounds, i.e. identifying upper case and lower case letters, as well as demonstrating knowledge of correct letter sounds. Additionally, whose proficiency in the areas of Short vowels in CVC words (15/15, e.g. mat, bat, pem), Consonant blends with short vowel sounds(13/15, e.g. stop, fast, dilt), Short vowels, digraphs, and tch trigraphs (13/15, e.g. when, rash, futch), R-controlled yowels (13/15, e.g. harm, bark, gorf), Long vowel spellings (13/15, e.g. tape, ray, soat), and Variant Vowels (13/15 e.g. few, loud, bawk). mastery in the areas of Low frequency vowel and consonant spellings (12/15, e.g. cent, sweat, dimb) and Multisyllabic words (20/24 e.g. unless, radishes, fauntoon). Areas of Need: will benefit form continued explicit, structured literacy instruction with a focus on Low frequency vowel and consonant spellings and Multisyllabic words (e.g. unless, radishes, fauntoon). He should be reminded to identify prefixes, suffixes, and vowel combinations when reading multisyllabic and unfamiliar words, Kaine will also benefit from continued advanced phonemic awareness instruction. Impact of disability; where specific learning disability affects his ability to read which impacts his progress and development in the general education curriculum. Performance Area: Fluency Category: Reading Assessment/Monitoring Process AimsWebPlus, Rewards, Teacher Observation, 6-minute solution State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Strength: Laborated positive progress in reading fluency. He has shown improvement during 6-minute solution fluency lessons, and has demonstrated increasing reading fluency and rate during lessons. According to AimsWebPlus oral reading fluency assessment on 4/12/21, Kaine read 96 words correctly in a minute when reading a 6th grade level passage. According to AimsWebPlus, Instructional reading level in fluency is 5th grade. Areas of Need: Liming should continue receiving timed fluency assessments at his instructional level, and should continue receiving reading fluency practice within is zone of proximal development with teacher support. Kaine should be reminded to identify prefixes, suffixes, and vowel combinations when reading multisyllabic and unfamiliar words. Impact of disability: Lime's specific learning disability affects his ability to read which impacts his progress and development in the general education curriculum.

### IEP. Sect E: Present Level of Performance - Pg. 3

Documents the student's present level of performance in all areas of need. PLP for short. Two PLPs can be on a page.

Present level of performance. Includes 4 areas:

- Strengths
- Needs
- Impact of disability

### IEP Sección E: Nivel actual de rendimiento - Pág. 3

Documenta el nivel actual de rendimiento del estudiante en todas las áreas de necesidad. PLP para abreviar. Dos PLP pueden estar en una página.

Nivel actual de rendimiento. Incluye 4 áreas:

- Fortalezas
- Necesidades
- Impacto de la discapacidad

			ALIZED EDUCATION PROGRAM (II	Page 8
_	s Unified School Dist		n	
Student		First MI	Date of Birth	Meeting Date MANU-MII
	Last	rirst Mi	Section F: Eligibility	
If applicable	, areas discussed related	to disability or suspected d	isability:	
For Initial II	P interventions attempt	ed prior to determining elig	dhility	
r or milital fr	er, interventions attempt	ed prior to determining eng	ionity.	
Difficio do d	student with the disdoni	ı, oı.		
Code:	SLD	Specific Learning Disa	ability	
	ONot Applicable,	OBlind or	OPartially Sighted	
Additional L		(only for VI, DBL, DEA, I		
Code:				
	Not Applicable,	OBlind or	OPartially Sighted	
O Does not	meet eligibility criteria	for Special Education Servi	ices (Initial IEP)	
or	meet engionity emena	Tor Special Education Servi	ices (mital IE1).	
	er Fligible for Special F	ducation Services (Review	IED)	
č	er Eligible (Effective	ducation services (Review	ILI ).	
Date):	er Engible (Effective			
☐ This is a	Final IEP, the student re	mains eligible for Special E	Education Services until the Effective Date	e below.
Final IEP Re	eason:		Final IEP Effective Da	ate:
The IEP Tea	am has considered and	agrees that the education:	al needs of the student are not primaril	y due to:
	l Maladjustment	_	mporary Physical Disability	✓ Lack of instruction in reading
_	of instruction in math		mited English Proficiency	Zack of instruction in reading
Lack	OI HISH UCTION IN MAIN	Lii	miled English Flohelency	Environmental, Cultural or Economic Factors

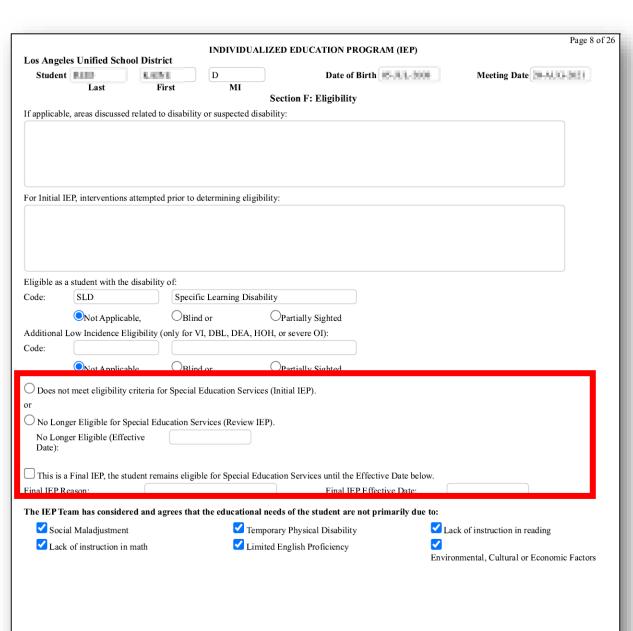
Information regarding if the student qualifies for special education services

This is where the student's eligibility will be listed

#### IEP Secc. F: Elegibilidad - Pág. 4

Información sobre si el estudiante califica para servicios de educación especial

Aquí es donde se indicará la elegibilidad del estudiante



Information regarding if the student qualifies for special education services.

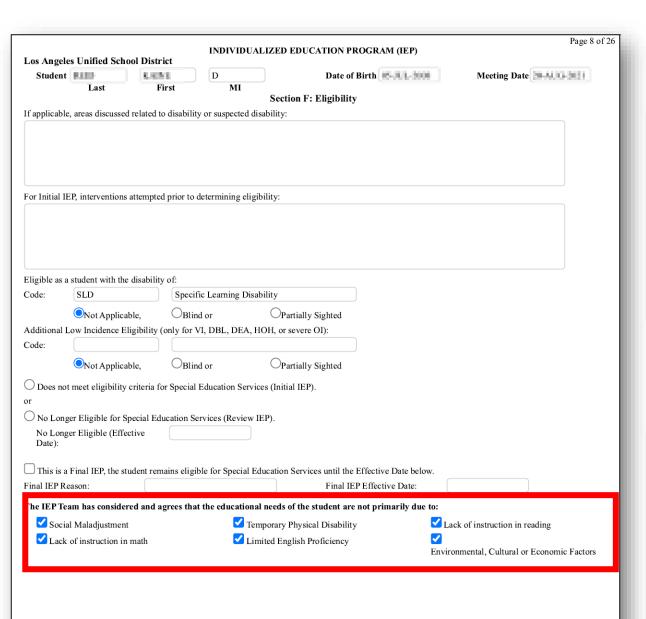
These areas will be completed when/if the student:

- Does not meet eligibility criteria
- No longer meets eligibility criteria
- Is exiting special education due to age or graduation

#### IEP Secc. F: Elegibilidad - Pág. 4

Información sobre si el estudiante califica para servicios de educación especial.
Estas áreas se completarán cuando/si el estudiante:

- No cumple con los criterios de elegibilidad
- Ya no cumple con los criterios de elegibilidad
- Está saliendo de la educación especial debido a la edad o graduación



Information regarding if the student qualifies for special education services

To qualify for special education, the team must agree that the student's needs are not because of any of these reasons

#### IEP Secc. F: Elegibilidad - Pág. 4

Información sobre si el estudiante califica para servicios de educación especial

Para calificar para la educación especial, el equipo debe estar de acuerdo en que las necesidades del estudiante no son por ninguna de estas razones

	D		Date of Birth	Meeting Date
Loot	Cinot.	Section G: Annual G	oals and Objectives	
formance Area:	Writing		iting Annual G	oal #: 2
position/point of view and		summarizes evidence and s	ive essay with an introductory paragraph o	-
	o be reported to parents by Progress Report or Report (	Card periods.	t or Progress and Achievement from Cur	rent IEF Torm(s) which
$\neg$		Methods of		
State Assessments Observation Other	Norm Portfo	Referenced lio	<ul><li>✓ Criterion Referenced</li><li>✓ Work Samples</li></ul>	Curriculum Based Informal
position and supporting d	pository passage, I locument in an introductory s measured by writing rubri	paragraph with 80%	When given literary/expository passa illuse the steps of the persuasive composition stating their p 75% accuracy in 2 of 3 trials as measured.	e writing process to write a two-paragosition and summarizing evidence w
Data to be a chiamada				
Date to be achieved:	Decem 2021		Date to be achieved: April  CHIEVEMENT FROM CURRENT I	2022
Date to be achieved:		OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	2022
4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A		EP
	IEP REPORT	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	EP
4 GOAL MET OR EXCEEDED	IEP REPORT  3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of	EP goal met) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	F OF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal)  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: 09-JUN-2023	goal met) 1 NO PROGRES.  Goal Achievement
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	F OF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal)  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:	EP  goal met) 1 NO PROGRES.  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annual	goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	goal met)  I NO PROGRES.  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  Ist Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes \( \) No If "No" please	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	CHIEVEMENT FROM CURRENT ION OF MARKS  2 PARTIAL PROGRESS (1-49% of Ath Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annual goal?  Yes No	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

#### IEP. Sect. G: Annual Goals and Objectives - Pg. 5

Goal information. A student may have multiple goals

Goal information including performance area, goal number, and goal text. Goals are specific, measurable, achievable, relevant, and timely (one year)

### IEP Secc. G: Metas y objetivos anuales - Pág. 5

Información de las metas. Un estudiante puede tener múltiples metas

Información de metas incluyendo área de desempeño, número de meta y texto de la meta. Las metas son específicas, mensurables, alcanzables, relevantes y temporales (un año)

Student	First		Date of Birth	Meeting Date
Last	First	MI Section G: Annual G	oals and Objectives	
formance Area:	Writing	Category: Wri	iting	Goal #: 2
position/point of view and		t summarizes evidence and s	we essay with an introductory paragraph upports position (include steps of writin	-
	to be reported to parents by Progress Report or Report (		t of Progress and Achievement from C	urrent IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced	<ul><li>□ Criterion Referenced</li><li>✓ Work Samples</li></ul>	Curriculum Based Informal
accuracy in 2 of 3 trials a	as measured by writing rubr	ie.	persuasive composition stating their 75% accuracy in 2 of 3 trials as mea	position and summarizing evidence was sured by writing rubric.
Date to be achieved:	Decem <b>✓</b> 2021	MO/YR	Date to be achieved: April	<b>∨</b> 2022 <b>∨</b> MO/Y
Date to be achieved:			Date to be achieved: April  CHIEVEMENT FROM CURRENT	2022
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A		TEP
	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% o  4th Reporting Period (Secondary	TEP
4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A  EXPLANATION  CONTROL  EXPLANATION  E	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% o	IEP f goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% o  4th Reporting Period (Secondary Only)	IEP  f goal met) 1 NO PROGRES  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% o  4th Reporting Period (Secondary Only) Date: 09-JUN-2023	IEP  f goal met)
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the description of the	IEP  f goal met) 1 NO PROGRES  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the description of the	IEP  f goal met)  1 NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the description of the	IEP  f goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	IEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% o  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annual goal?  Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	IEP  f goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	IEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% o  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP  f goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess	JEP REPOR  3 SUBSTANTIAL PRO met)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% o  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annual goal?  Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	IEP  f goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

#### IEP. Sect. G: Annual Goals and Objectives - Pg. 5

Goal information. A student may have multiple goals

This is how the goal will be evaluated

### IEP Secc. G Metas y objetivos anuales - Pág. 5

Información de las metas. Un estudiante puede tener múltiples metas.

Así es como se evaluará la meta

Student	E-article.	D	Date of Birth	Meeting Date
Last	First	MI Section G: Annual G	Goals and Objectives	
formance Area:	Writing	Category: Wr	iting	Foal #: 2
position/point of view ar		at summarizes evidence and s	ive essay with an introductory paragraph o supports position (include steps of writing	-
	to be reported to parents by Progress Report or Report		rt of Progress and Achievement from Cur	rrent IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation	Norn Portf	n Referenced iolio	<ul><li>□ Criterion Referenced</li><li>✓ Work Samples</li></ul>	Curriculum Based Informal
	document in an introductor as measured by writing rub			e writing process to write a two-parag position and summarizing evidence wi ured by writing rubric.
		MOND		MON
Date to be achieved:	Decem V 202		Date to be achieved: April	2022
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	2022
Date to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A		IEP
4 GOAL MET OR	IEP REPOR	EXPLANATION	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	IEP
4 GOAL MET OR EXCEEDED	IEP REPOR  3 SUBSTANTIAL PROmet)	EXPLANATION OF STATE	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A  EXPLANATION OF GOAL  3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only)	goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF STATE OF STA	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: 09-JUN-2023	goal met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:  Progress Mark:	EXPLANATION OF PROGRESS AND A EXPLANATION OF STATE OF STA	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:	goal met) 1 NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	JEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	EXPLANATION OF PROGRESS AND A  EXPLANATION OF STATE OF ST	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annual	goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATE OGRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT ION OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annual goal?	goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

#### IEP. Sect. G: Annual Goals and Objectives – Pg. 5

Goal information. A student may have multiple goals.

Two incremental objectives are steps towards achieving the annual goal. It is possible and acceptable to not meet these objectives but still achieve the annual goal.

### IEP Secc. G Metas y objetivos anuales - Pág. 5

Información de las metas. Un estudiante puede tener múltiples metas.

Dos objetivos incrementales son pasos hacia el logro de la meta anual. Es posible y aceptable no cumplir estos objetivos y de todos modos alcanzar la meta anual.

Student	D		Date of Birth	Meeting Date
Last	First	MI Section G: Annual G	oals and Objectives	
formance Area:	Vriting	ategory: Wr	iting 🗸 An	nual Goal #: 2
position/point of view and	* -	summarizes evidence and s	ive essay with an introductory para supports position (include steps of v	graph describing their writing process) with 75% accuracy
	o be reported to parents by Progress Report or Report C		rt of Progress and Achievement fro	om Current IEP" form(s) which
_	_	Methods of	Evaluation	_
State Assessments Observation Other	Norm Portfo	Referenced lio	☐ Criterion Referenced ✓ Work Samples	Curriculum Based Informal
ncremental objective #1	related to the goal:		Incremental objective #2 rela	ated to the goal:
	ository passage,	will describe their		y passage and a model of the writing proces
osition and supporting d	ocument in an introductory	paragraph with 80%	ill use the step	s of the writing process to write a two-para
accuracy in 2 of 3 trials as	s measured by writing rubri	ic.	persuasive composition stating	their position and summarizing evidence v
			75% accuracy in 2 of 3 trials as	s measured by writing rubric.
late to be achieved.	Decem V 2021	✓ MO/YR	Date to be achieved:	nril 🗸 2022 🗸 MO/Y
ate to be achieved:	Decem <b>✓</b> 2021	✓ MO/YR	Date to be achieved: Ap	pril <b>V</b> 2022 <b>V</b> MO/Y
Date to be achieved:		•		2022
Date to be achieved:		OF PROGRESS AND A	CHIEVEMENT FROM CURR	2022
Date to be achieved:		OF PROGRESS AND A		2022
Date to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURR	ENT IEP
	IEP REPORT	T OF PROGRESS AND A	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second	ENT IEP  9% of goal met) I NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPORT  3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4 4th Reporting Period (Second Only)	ENT IEP  9% of goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second	ENT IEP  9% of goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second Only)  Date: 09-JUN-2023	ENT IEP  9% of goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4 4th Reporting Period (Second Only)	ENT IEP  9% of goal met) I NO PROGRES  lary Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second Only)  Date: 09-JUN-2023	ENT IEP  9% of goal met) 1 NO PROGRES  lary Goal Achievement  Objective 1 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second Only) Date: 09-JUN-2023  Progress Mark:	ENT IEP  9% of goal met) 1 NO PROGRES  dary Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	F OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4)  4th Reporting Period (Second Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet an	ENT IEP  9% of goal met)  I NO PROGRES  dary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No  If "No" please	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	F OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4)  4th Reporting Period (Second Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet ar goal?  Yes No If "No" please comment:	ENT IEP  9% of goal met) 1 NO PROGRES  lary Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	Progress Mark:  Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No  If "No" please comment:	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet ar goal?  Yes No If "No" please comment:  Needs More Time	ENT IEP  9% of goal met)  I NO PROGRES  dary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes	Progress Mark:  Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet at goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	ENT IEP  9% of goal met)  I NO PROGRES  lary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Us progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	Progress Mark:  Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No  If "No" please comment:	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet argoal?  Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Complete	ENT IEP  9% of goal met)  I NO PROGRES  dary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:
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4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess Absence/Tardy  Assignments Not Completed	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark:  Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess Absence/Tardy  Assignments Not Completed	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet argoal?  Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Complete	ENT IEP  9% of goal met)  I NO PROGRES  dary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess Absence/Tardy  Assignments Not	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark:  Progress Mark:  Progress Mark:  Progress Mark:  Progress Mark:  O Yes O No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURR ON OF MARKS  2 PARTIAL PROGRESS (1-4  4th Reporting Period (Second Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet argoal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Complete Need to review/revise Goa	ENT IEP  9% of goal met)  I NO PROGRES  dary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:

#### IEP. Sect. G: Annual Goals and Objectives - Pág.5

Information regarding if the student qualifies for special education services

The dates that the objectives are set to be achieved

### IEP Secc. G: Metas y objetivos anuales - Pág.5

Información si el estudiante califica para servicios de educación especial

Las fechas en que se fijarán para alcanzar los objetivos

Los Angeles Unified Sc			Data of Dist	Marka Day (
Student Last	First	MI	Date of Birth	Meeting Date
formance Area:	Vriting	Section G: Annual G Category: Wr	•	l Goal #: 2
position/point of view and		summarizes evidence and s	ive essay with an introductory paragra; supports position (include steps of writ	
	o be reported to parents by Progress Report or Report C		rt of Progress and Achievement from	Current IEP" form(s) which
_	_	Methods of	Evaluation	_
State Assessments Observation Other	Norm Portfo	Referenced	☐ Criterion Referenced ✓ Work Samples	Curriculum Based Informal
	ocument in an introductory s measured by writing rubri			the writing process to write a two-paraging evidence was a writing rubric.
Date to be achieved:	Decem V 2021		Date to be achieved: April	2022
4 GOAL MET OR	IEP REPORT	F OF PROGRESS AND A		т ібр
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPORT	T OF PROGRESS AND A	CHIEVEMENT FROM CURREN	T IEP  of goal met) I NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only)	T IEP  of goal met) I NO PROGRES  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date: 09-JUN-2023	T IEP  of goal met) 1 NO PROGRES  Goal Achievement
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:	T IEP  of goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annua	T IEP  of goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annuagoal?  Yes No If "No" please comment:	TIEP  of goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	FOF PROGRESS AND A  EXPLANATION OF PROGRESS (50-99% of goal of	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date: 09-JUN-2023  Progress Mark:  4  Is progress sufficient to meet annuagoal?  • Yes • No	TIEP  of goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

### IEP. Sect. G: Annual Goals and Objectives - Pg. 5

Goal information. A student may have multiple goals

The report of progress. Throughout the year, goal progress is documented

### IEP Secc. G: Metas y objetivos anuales - Pág. 5

Información de las metas. Un estudiante puede tener múltiples metas

El informe de progreso. A lo largo del año, se documenta el progreso de las metas

#### Page 15 of 26 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Meeting Date Student | Date of Birth First MI Last Section K: Participation in State and District-wide Assessments Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District. Student will participate in Regular State and District Assessments. CAASPP Subject (Designated Supports and/or Accommodations identified below are applicable) ELA and Math Designated Supports: - Test in a separate/smaller setting Masking - Text-to-speech software enabled (for math items and ELA items except for reading passages) Noise Buffers Accommodations: Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation) Speech-to-Text voice recognition software enabled for ELA performance writing tasks only (non-embedded accommodation)...Can be used for note-taking-preparation for the assessment task and/or for the writing assessment task. Text-to-Speech software enabled for ELA reading passages (embedded accommodation).

#### **IEP Section K**

Section K documents supports and accommodations on state and district assessments, such as the Smarter Balance Assessment Consortium (SBAC)

#### Sección K del IEP

La Sección K documenta los apoyos y las adaptaciones en las evaluaciones estatales y distritales, como la evaluación Smarter Balanced Assessment Consortium (SBAC)

### Questions? / ¿Preguntas?



#### INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District S 29-SEP-2023 Studen Date of Last First ΜI Birth Date A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting. The parent/guardian was informed of his/her right to a written translation of the IEP. Is the parent/guardian requesting informal translation? Yes No Select Preferred Language: Is the parent/guardian requesting official translation? Yes No Select Preferred Language: Specify the Individual Pages to be translated: For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise. Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services Compensatory Education Consideration: Recoupment Services Consideration: The IEP team has reviewed and discussed whether compensatory ✓ The IEP team has reviewed and discussed student's education is required due to the COVID-19 pandemic. The IEP team progress/achievement and considered factors that may have impacted has determined: student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined: Student received all of their special education and related aids and services required by their IEP. Compensatory education is Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended. Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education Student experienced learning loss as a result of the school offer details are documented in FAPE 2- Summary of Services. facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed Student did not receive all of the special education and related recoupment services to address past learning loss. Recoupment aids and services required by their IEP. However, no services offer details are included in FAPE Part 2, Part 4 of the compensatory education was warranted for the reasons IEP (including completion of a service grid, as necessary). documented by the IEP team in FAPE Part 2 Part 4. Recoupment services consideration was documented on IEP Compensatory education consideration was documented on IEP 16-SEP-2022 (Inactive) Review - 30 Day IEP V 16-SEP-2022 (Inactive) Review - 30 Day IEP V Preschool Only Consideration (Transition IEP) 30-Day IEP Consideration (Out-of-District) Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

### IEP. Sect. N: Procedural Safeguards and Follow-up Actions – Pg. 9

Section N reviews parent rights and follow-up actions

Confirmation that...

- The parent was provided parent's rights literature
- Introductory statements were read aloud
- Translation was offered
- Parent is aware that ed rights transfer to student at 18 years of age

### IEP Secc. N: Garantías procesales y medidas de seguimiento - Pág.9

En la sección N se examinan los derechos de los padres y las medidas de seguimiento

#### Confirmación de que...

- Al padre se le proporcionó literatura sobre los derechos de los padres
- Se leen en voz alta las declaraciones introductorias
- Se ofreció traducción
- El padre es consciente de que los derechos educativos se transfieren al estudiante a los 18 años de edad

#### INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Studen 29-SEP-2023 Date of Last Section N: Procedural Safeguards and Follow-up Actions A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting. The parent/guardian was informed of his/her right to a written translation of the IEP. Is the parent/guardian requesting informal translation? Yes No Select Preferred Language: Is the parent/guardian requesting official translation? Yes No Select Preferred Language: ~ Specify the Individual Pages to be translated: Special Requests: For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise. Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services **Compensatory Education Consideration: Recoupment Services Consideration:** ✓ The IEP team has reviewed and discussed whether compensatory ✓ The IEP team has reviewed and discussed student's education is required due to the COVID-19 pandemic. The IEP team progress/achievement and considered factors that may have impacte student's learning during the school facility closures as a result of th COVID-19 pandemic. The IEP team has determined: Student received all of their special education and related aids and services required by their IEP. Compensatory education is Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended. Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education Student experienced learning loss as a result of the school offer details are documented in FAPE 2- Summary of Services. facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed Student did not receive all of the special education and related recoupment services to address past learning loss. Recoupment aids and services required by their IEP. However, no services offer details are included in FAPE Part 2, Part 4 of the compensatory education was warranted for the reasons IEP (including completion of a service grid, as necessary). documented by the IEP team in FAPE Part 2 Part 4. Recoupment services consideration was documented on IEP Compensatory education consideration was documented on IEP 16-SEP-2022 (Inactive) Review - 30 Day IEP 🗸 16-SEP-2022 (Inactive) Review - 30 Day IEP V Preschool Only Consideration (Transition IEP) 30-Day IEP Consideration (Out-of-District) O Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

### IEP. Sect. N: Procedural Safeguards and Follow-up Actions – Pg. 9

Section N reviews parent rights and follow-up actions

Discussion of pandemic learning loss and if compensatory or recoupment services are necessary

### IEP Secc. N: Garantías procesales y medidas de seguimiento - Pág. 9

En la sección N se examinan los derechos de los padres y las medidas de seguimiento

Discusión sobre la pérdida de aprendizaje por la pandemia y si son necesarios servicios compensatorios o de recuperación

Student	5.42	D	Date of Birth	Med	ting Date
Last	F	MI	(A1-10-00-00)		4870000
		Section Q: Parent Pa	rticipation and Consent		
F	Parent Parcipati	on		Parent No ficati	on
			Method	Wh	When
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e to attend.					
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Parent/Student (18-21) di thout them if they did not a	d not attend and ga	ive permission to proceed	I (PARENT) acknowledge that request. (Paren the IEP meeting be reschedule	t initials here ONL	as rescheduled to this date of if the PARENT requested to
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Parent/Student (18-21) n		` , ,	a proposed IEP. The District		
			agrees so as to not delay prov		and services.
Parent/Student (18-21) A	GREES to all con	nponents of the IEP.			
			VITH THE SPECIFIC EXCE	PTION(S) stated b	elow:
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This is the page that the parent signs to provide consent to the IEP

The level of parent participation

### IEP Secc. P: Consentimiento para la Educación Especial - Pág. 10

Esta es la página que el padre firma para dar su consentimiento al IEP

El nivel de participación de los padres

Date of Birth   Meeting Date			INDIVIDUALIZ	ED EDUCATION PRO	GRAM (IEP)		Page 17 of 2
Parent Participation  Parent Student (18-21) has participated in the IEP meeting. Parent Student (18-21) indicated before the meeting that they would not be able to attend.  Parent Student (18-21) indicated before the meeting time and place. Parent Student (18-21) indicated before the meeting time and place. Parent Student (18-21) indicated before the meeting time and place. Parent Student (18-21) indicated before the meeting time and place. Parent Student (18-21) was notified 3 times of the meeting time and place. Parent Student (18-21) indicated before the meeting time and place. Parent Student (18-21) and parent Student (18-21) posteront.  Parent Student (18-21) and parent Student (18-21) Agreement to Components of the Proposed IEP.  Parent Student (18-21) AGREES to all components of the IEP. Parent Student (18-21) AGREES to all components of the IEP. Parent Student (18-21) AGREES to all components of the proposed IEP. The District will implement those portions of the IEP to which the parent Student (18-21) Agrees so as to not delay providing instruction and services.  Parent Student (18-21) AGREES to all components of the IEP. Parent Student (18-21) AGREES to all components of the proposed IEP. The District will any of the components of the proposed IEP.    Services   Specify     Eligibility   Specify     The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP. to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can finformation on dispute resolution as to the components of the proposed IEP, the parent can finformation on dispute resolution as to the components of the proposed IEP, the parent can finformation on dispute resolution as to the components of the proposed IEP, the parent can finformation on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Report Parent Minor Parent Serv		ool District					
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Date 20-AUG-2021		at anytime after tr	ic ier meeting			_ (20	AUG 2021
	Signature(s)					Date 20	-AUG-2021

This is the page that the parent signs to provide consent to the IEP

How and when meeting notifications were sent to the parent

### IEP Secc. Q: Consentimiento para la Educación Especial - Pág. 10

Esta es la página que el padre firma para dar su consentimiento al IEP

Cómo y cuándo se enviaron las notificaciones de reunión al padre

Los Angeles Unified Scho		INDIVIDUALIZED I	EDUCATION PROGRAM (IEI	?)	Page 17 of 2
04 1 4 -	ool District				
Student Last	First	D MI	Date of Birth	Meeting	Date
Last	First		Participation and Consent	<b>.</b>	
D	arent Participation	Section Q. 1 arene	Tarucipation and Consen	Parent Notification	
r	ягент гатистрацон		Method	Whom	When
Parent/Student (18-21) has Parent/Student (18-21) incable to attend.	dicated before the me	eeting that they would no	Email t be	Serrano	09-AUG-2021
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O Parent/Student (18-21) did without them if they did not at		permission to proceed		hat the IEP meeting was res rent initials here ONLY if the holed	
	Parent/Stud	lent (18-21) Agreem	ent to Components of the	Proposed IEP	
			s of a proposed IEP. The Distri		
			21) agrees so as to not delay p	roviding instruction and s	ervices.
Parent/Student (18-21) A					
Parent/Student (18-21) A  Assessment		onents of the proposed II	EP WITH THE SPECIFIC EXC	CEPTION(S) stated below:	
	Specify				
☐ Eligibility	Specify SettingSpecify				
Services	• • • •				
	Specify	NEED 14 C4	. 64 1FD		
O The Parent/Student (18-2)	) DOES NOT AGE	the with any of the com	ponents of the proposed IEP.		
	, ,	the District's publicati	dispute resolution as to the con on, A Parent's Guide to Special cerns and Comments		· A
		Tarchi Con	cerus and comments		
Signature(s				Date	
Guardian Parent	21 years			Emancipated Minor	O Foster Parent
Guardian Parent  Did the school district facilitat	21 years te parent involvemen	t as a means of improvin	g services and results for your ch	○ Emancipated Minor ild? ● Yes ○ No ○ No	o Response
Guardian Parent  Did the school district facilitat  I certify that I have rece	21 years te parent involvement eived a copy of the	t as a means of improvin Parent Input Survey re		○ Emancipated Minor ild? ● Yes ○ No ○ No	o Response
Oguardian Parent Did the school district facilitat I certify that I have recovoluntary and can be done a	21 years te parent involvement eived a copy of the	t as a means of improvin Parent Input Survey re	g services and results for your ch	Emancipated Minor ild? Yes No No	o Response on of the form is
Guardian Parent  Did the school district facilitat  I certify that I have rece	21 years te parent involvement eived a copy of the	t as a means of improvin Parent Input Survey re	g services and results for your ch	Emancipated Minor ild? Yes No No No	o Response

This is the page that the parent signs to provide consent to the IEP

Level of consent. There are three levels of consent:

- Full consent to all parts of the IEP
- Partial consent the parent disagrees with specific areas of the IEP
- No consent to any part of the IEP. No services or supports in this IEP will be provided and the previous IEP will remain in effect

### IEP Secc. Q: Consentimiento para la Educación Especial - Pág. 10

Esta es la página que el padre firma para dar su consentimiento al IEP

Nivel de consentimiento. Hay tres niveles de consentimiento:

- Consentimiento total a todas las partes del IEP
- Consentimiento parcial: El padre no está de acuerdo con áreas específicas del IEP
- Sin consentimiento a ninguna parte del IEP. No se proporcionarán servicios o apoyos en este IEP y el IEP anterior permanecerá vigente

		INDIVIDUALIZED	EDUCATION PROGRAM (IE	P)	Page 17 of 2
Los Angeles Unified Sch					D-4-
Student	ELAPOR Films	MI	Date of Birth	Meeting	Date
Last	First		t Doutisination and Conser		
			t Participation and Conser		
	Parent Participatio	n	25.0	Parent Notification	XX
Parent/Student (18-21) h Parent/Student (18-21) ir able to attend. Parent/Student (18-21) w Parent/Student (18-21) did not meeting was held without Parent/Student (18-21) d	vas notified 3 times of trespond to any of the Parent/Student	of the meeting time and pl the meeting notifications (18-21) present.	lace.	Whom Serrano	When 09-AUG-2021
without them if they did not a		we permission to proceed		rent initials here ONLY if t	escheduled to this date at my he PARENT requested that
	Parent/Stu	ident (18-21) Agreen	nent to Components of the	Proposed IEP	
	of the IEP to which	h the parent/student (18	ts of a proposed IEP. The Distr -21) agrees so as to not delay p		services.
			EP WITH THE SPECIFIC EX	CEPTION(S) stated balow	,
Assessment		ponents of the proposed i	EF WITH THE SPECIFIC EX	CEITION(5) stated below	•
☐ Eligibility	Specify				
_ , ,	ll SettingSpecify				
Services	Specify				
		REE with any of the con	nponents of the proposed IEP.		
information on dispute res Rights and Safeguards).	olution processes i		tion, A Parent's Guide to Speci	al Education Services (In	cluding Procedural
Signature(s)				Date	
O Guardian	21 year			O Emancipated Minor	O Foster Parent
			ng services and results for your cl		
			regarding the IEP process. I un	derstand that my complet	tion of the form is
voluntary and can be done	at anytime after th	ne ier meeung		G	
Signature(s)				Date 2	20-AUG-2021

This is the page that the parent signs to provide consent to the IEP

Parent concerns and comments – this is where the parent can write whatever they wish

### IEP Secc. Q: Consentimiento para la Educación Especial - Pág. 10

Esta es la página que el padre firma para dar su consentimiento al IEP

Preocupaciones y comentarios de los padres: Aquí es donde los padres pueden escribir lo que deseen

		INDIVIDUALIZED	EDUCATION PROGRAM (II	EP)	Page 17 of 26
Los Angeles Unified Scho Student	ool District		Date of Birth	Mee	ting Date
Last	First	D MI	Date of Birth	Mec	ang Date
			t Participation and Conse	nt	
P	arent Participatio		,	Parent Notification	on
	•		Method	Whom	When
Parent/Student (18-21) ha Parent/Student (18-21) in able to attend. Parent/Student (18-21) wi Parent/Student (18-21) did not the meeting was held without Parent/Student (18-21) did without them if they did not at	dicated before the n as notified 3 times of respond to any of the Parent/Student ( d not attend and gav	of the meeting time and p the meeting notifications (18-21) present	Email lace. and  I (PARENT) acknowledge	Serrano Se that the IEP meeting we Carent initials here ONLY	09-AUG-2021 us rescheduled to this date at my if the PARENT requested that
	Parent/Stu	ıdent (18-21) Agreei	nent to Components of the	e Proposed IEP	
implement those portions o  Parent/Student (18-21) A  Parent/Student (18-21) A	f the IEP to which GREES to all comp GREES to all com	the parent/student (18 ponents of the IEP.	ats of a proposed IEP. The Dist 3-21) agrees so as to not delay IEP WITH THE SPECIFIC EX	providing instruction a	
☐ Assessment ☐ Eligibility	Specify Specify				
	SettingSpecify				
☐ Services	Specify				
O The Parent/Student (18-2	) DOES NOT AG	REE with any of the cor	nponents of the proposed IEP.		
not agree. If a parent/stude	nt (18-21) does wi	ish to initiate a form of in the District's publica	teresolution as to componen dispute resolution as to the co- tion, A Parent's Guide to Spec	omponents of the propo	osed IEP, the parent can find
Signature(s)				Date	
O Guardian	O St	udent age 18-21 years ag	e 18- Surrogate Parent	C Emancipated	O Foster Parent
	eived a copy of th	e Parent Input Survey	ing services and results for your or regarding the IEP process. I ur		pletion of the form is

This is the page that the parent signs to provide consent to the IEP

Parent signature authorizing consent

### IEP Secc. Q: Consentimiento para la Educación Especial - Pág. 10

Esta es la página que el padre firma para dar su consentimiento al IEP

Firma de los padres que autoriza el consentimiento

	ool District	E VDI VID CALIZED ED	UCATION PROGRAM (IEP)		
Student	S.A.POP	D	Date of Birth	Meeting	Date
Last	First	MI			
		Section Q: Parent Pa	rticipation and Consent		
P	arent Participati	on	Pare	ent Notification	
Parent/Student (18-21) ha	a participated in the	a IED meeting	Method	Whom	When
Parent/Student (18-21) ineable to attend. Parent/Student (18-21) wa	dicated before the	meeting that they would not be of the meeting time and place. the meeting notifications and		Serrano	09-AUG-2021
the meeting was held without  Parent/Student (18-21) di without them if they did not at	the Parent/Student d not attend and ga	(18-21) present	I (PARENT) acknowledge that the It request. (Parent initia the IEP meeting be rescheduled.)		scheduled to this date at m he PARENT requested that
	Parent/St	udent (18-21) A greemen	t to Components of the Propos	ed IEP	
A Parant/Student (18-21) m			f a proposed IEP. The District will	cuitai	
			agrees so as to not delay providing	instruction and	services.
Parent/Student (18-21) A			, , , , , , , , , , , , , , , , , ,	,	
			WITH THE SPECIFIC EXCEPTIO	N(S) stated below	
Assessment	Specify	irponents of the proposed 11.1	WITH THE STEERING EXCELLIO	21(S) stated below	•
☐ Eligibility	Specify				
	SettingSpecify				
Services	Specify				
_	1				
A Parent/Student (18-21) is not agree. If a parent/student information on dispute reso	s not required to i nt (18-21) does w	vish to initiate a form of disp	ents of the proposed IEP. esolution as to components of the pute resolution as to the components A Parent's Guide to Special Educa	s of the proposed	IEP, the parent can find
A Parent/Student (18-21) is not agree. If a parent/student	s not required to i nt (18-21) does w	initiate any form of dispute r vish to initiate a form of disp in the District's publication,	resolution as to components of the poute resolution as to the components	s of the proposed	IEP, the parent can find
A Parent/Student (18-21) is not agree. If a parent/student information on dispute reso	s not required to i nt (18-21) does w	initiate any form of dispute r vish to initiate a form of disp in the District's publication,	resolution as to components of the pouter resolution as to the components A Parent's Guide to Special Educa	s of the proposed	IEP, the parent can find
A Parent/Student (18-21) is not agree. If a parent/student information on dispute reso	s not required to i nt (18-21) does w	initiate any form of dispute r vish to initiate a form of disp in the District's publication,	resolution as to components of the pouter resolution as to the components A Parent's Guide to Special Educa	s of the proposed	IEP, the parent can find
A Parent/Student (18-21) is not agree. If a parent/studei information on dispute resc Rights and Safeguards).	not required to int (18-21) does well under the second sec	initiate any form of dispute r vish to initiate a form of disp in the District's publication,	resolution as to components of the pute resolution as to the components A Parent's Guide to Special Educans and Comments	s of the proposed attion Services (In	IEP, the parent can find
A Parent/Student (18-21) is not agree. If a parent/student information on dispute resc Rights and Safeguards).  Signature(s)  Guardian	not required to int (18-21) does we obtain processes	tudent age 18-21 years age 18-	resolution as to components of the pute resolution as to the components A Parent's Guide to Special Educans and Comments	S of the proposed attion Services (In Date	IEP, the parent can find cluding Procedural  Foster Parent
A Parent/Student (18-21) is not agree. If a parent/studer information on dispute resc Rights and Safeguards).  Signature(s)  Guardian  Did the school district facilitat  I certify that I have rec	s not required to int (18-21) does we obtain processes  State parent involvement in some parent involvement involv	tudent age 18-21 years age 18- ent as a means of improving set to a means of improving set to the parent Input Survey regards.	resolution as to components of the pute resolution as to the components A Parent's Guide to Special Educans and Comments  Surrogate Parent  En	Date  mancipated  Yes No No	IEP, the parent can find cluding Procedural  Foster Parent  Go Response
A Parent/Student (18-21) is not agree. If a parent/student information on dispute resc Rights and Safeguards).  Signature(s  Guardian  Did the school district facilitat	s not required to int (18-21) does we obtain processes  State parent involvement in some parent involvement involv	tudent age 18-21 years age 18- ent as a means of improving set to a means of improving set to the parent Input Survey regards.	resolution as to components of the pute resolution as to the components A Parent's Guide to Special Educans and Comments  Surrogate Parent  Errices and results for your child?	Date  mancipated  Yes No No No No Month and Market my complet	IEP, the parent can find cluding Procedural  Foster Parent  Go Response

This is the page that the parent signs to provide consent to the IEP

Parent signature affirming that they received access to the parent input survey, which can be accessed by QR code on a smart phone, or on a computer. The school site can assist

### IEP Secc. Q: Consentimiento para la Educación Especial - Pág.10

Esta es la página que el padre firma para dar su consentimiento al IEP

Firma de los padres que afirma que recibieron acceso a la encuesta inicial de los padres, a la que se puede acceder por código QR en un teléfono inteligente o en una computadora. La escuela puede asistirlos

			Reconvened Meeting Date		
Student	D D	Date of Birth	Meeting Date 20-AUG-2021		
Last					
	Section	R: Names and Signatures (Signatures on File)	)		
	Team Member	Print Name	Signature		
Parent/Guardian		The sufficient	VA.		
Parent/Guardian					
Student Age 18 - 21	years				
Student Under Age 1	8 years				
Surrogate Parent					
Foster Parent					
Family Foster Home	Provider				
Administrator		(Brown Santones)	M~		
Administrative Desig	gnee				
Special Education Te	eacher	Non-Park	arven		
General Education Te	eacher		( WOX		
School Psychologist					
School Nurse					
Related Service Staff	f				
Related Service Staff	f				
Related Service Staff	f				
Interpreter					
Sign Language Interp	preter				
Agency Representati	ve				
Agency Representati	ve				
Agency Representati	ve				
Other	IDEC Teacher		<u> </u>		
Other					
Other					
Other					

#### Names and Signatures – Pg. 11

The attendance signature page. All team members sign to indicate they were present. This is not IEP consent

#### Nombres y firmas - Pág. 11

La página de firma de asistencia. Todos los miembros del equipo firman para indicar que estaban presentes. Esto no es consentimiento del IEP

l on Amanlos	Timided C	ahaal Diat	wiat	INDIVIDUALIZEI	DEDUCATION PROC	GRAM (IEP)		Page 19
Los Angeles Student		5.46		D MI	Date of Birth	25-815-2848	Meeting Date	20-AUG-2021
			LEAS	T RESTRICTIV	E ENVIRONM	ENT ANALYSIS	S	
			1	To Be Completed By the	he IEP Team at the IE	P Team Meeting		
				Student's	Current Placement To	rpe:		
<ul><li>General</li></ul>	Education	Class/Gen	eral Educ	ation Site	Ospecial	Day Program/General	Education Site	
Special	Day Progra	am/Special	Education	n Center	ONonpub	lic School		
O Home/F	Hospital or	Residentia	l Care Fac	ility				
						egarding placement fro		
1	eam reache	s the Step	that indica	ates YES. After reachi	ng the Step that indic	ates YES, it is also req	uired to comple	te Step F.
equired sup here is a co	oports, serv impelling re the quality	ices, accor eason why of services supports, s	nmodation they cann that he or	ns and modifications is not be provided. In sele r she needs.	s not the sole justifica ecting the LRE, consid	satisfactorily. The lack tion for placement in a deration is given to any student's IEP be made	more restrictive	e setting, unless ful effect on the
	Yes    No	m/setting?		nswer is YES, then a g to the question below.		groom/setting is the app	propriate placem	nent. If the answer i
	O Yes	○ No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why the box below. Then go to Step B.					
Step B.		supports, s		ecommodations and/or	r modifications in the	student's IEP be made	available on a g	general education si
	O Yes	O No		swer is YES, then a sp is NO, go to the questi		a general education si	ite is the approp	riate placement. If t
	O Yes	○ No	availabl accomm	e in a special day prog	gram on a general edu fications must be prov	, services, accommoda cation site? If YES, all vided within a reasonal	required suppo	rts, services,

#### **LRE Analysis**

The LRE Analysis determines the instructional setting that is the least restrictive for the student

The student's current placement type if the student currently has an IEP. This can change during the present meeting

#### Análisis de LRE

El Análisis de LRE determina la configuración de instrucción que es la menos restrictiva para el estudiante

El tipo de colocación actual del estudiante si el estudiante actualmente tiene un IEP. Esto puede cambiar durante la presente reunión

os Angeles	s Unified S	chool Dist	rict	INDIVIDUALIZE	D EDUCATION PRO	GRAM (IEP)		
Student		5.4		D MI	Date of Birth	03-000-0000	Meeting Date	20-AUG-2021
				an n camp <i>i am</i> ii				
				ST RESTRICTIV			S	
				To Be Completed By t				
				Student's	Current Placement Ty	<u>pe:</u>		
General	Education	Class/Ger	eral Edu	cation Site	Ospecial	Day Program/General	l Education Site	
Special	Day Progr	am/Special	Education	on Center	○ Nonpub	lic School		
O Home/F	lospital or	Residentia	l Care Fa	cility				
				on below as part of the cates YES. After reach				
estrictive s equired sup here is a co	etting with pports, serv ompelling r the quality Can the	the use of vices, accor eason why of services	supplement mmodation they came that he constructions	ould only occur if the nentary aids and service on and modifications not be provided. In sel or she needs.	s cannot be achieved a sinot the sole justificate cting the LRE, considerations of the LRE in the L	satisfactorily. The lack tion for placement in deration is given to an	c of current avails a more restrictive y potential harm	ability of a studen e setting, unless ful effect on the
	O Yes	O	If the a	nswer is YES, then a go to the question below		sroom/setting is the ap	propriate placem	ent. If the answer
	O Yes	O No	availab and/or	currently available, can ble in a general educati modifications must be a below. Then go to Sta	on classroom/setting? provided within a rea	If YES, all required s	upports, services	, accommodations
Step B.		supports, s		accommodations and/o	r modifications in the	student's IEP be made	e available on a g	general education s
	○ Yes	○ No		nswer is YES, then a s		n a general education	site is the approp	riate placement. If
	○ Yes	○ No	If not c availab accomi	currently available, can ale in a special day pro- modations and/or mod- ate why in the box belo	the required supports gram on a general edu ifications must be prov	cation site? If YES, al	ll required suppor	rts, services,

#### LRE Analysis

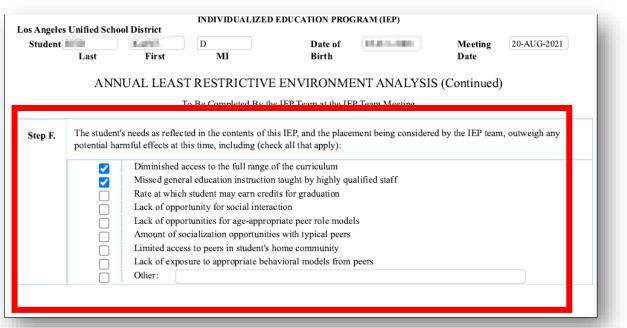
The LRE Analysis determines the instructional setting that is the least restrictive for the student

Step A through E list the instructional setting from least to most restrictive. The team goes through the list to determine which setting the IEP can be made available in. The least restrictive of those becomes the student's educational setting

#### Análisis de LRE

El Análisis de LRE determina la configuración de instrucción que es la menos restrictiva para el estudiante

Paso A a través de E enumera la configuración instruccional de menos a más restrictiva. El equipo revisa la lista para determinar en qué configuración puede estar disponible el IEP. El menos restrictivo de ellos se convierte en el entorno educativo del estudiante



### **LRE Analysis**

The LRE Analysis determines the instructional setting that is the least restrictive for the student

At the end of the LRE discussion, the potential harmful effects of special education placement will be reviewed

#### Análisis de LRE

El Análisis de LRE determina la configuración de instrucción que es la menos restrictiva para el estudiante

Al final de la discusión sobre LRE, se examinarán los posibles efectos perjudiciales de la colocación en educación especial

Los Angeles Unified	l School District		art 1 - Eligibility, Placements and Support
Student	D	Date of Birt	Meeting Date 20-AUG-2021
Last	First	MI	-
		Effective With this IEP	uture Changes Related to this IEP
	As of Date:	20-AUG-2021	
Eligibility:		Eligible (SLD)	
from Page 4)	Final IEP Reason Final IEP Effective Date:	Liigisie (CLD)	
Curriculum		General Education	
Placement	Type of School	District Non-Resident School	
	Name of School		
	Name of School	MACES MAG	
nstructional Setting	Setting	General Education	
	Program	GE	
	Special Day		
	Minutes/Wk Addresses Goals	2(Writing),3(Articulation ),6(Behavioral Support),5(Math),4(Reading),1(Social-	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	○ Yes	
	Parent Counseling and Training (PCT)	Yes No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	multi-modal instruction to include visual support paired with auditory instruction (e.g., charts, transitional cues), repetition of instruction, preferential seating, modeling, checking for understanding, graphic organizers, allow student to have written model at desk, allow use of technology for longer assignments, peer support, shared note taking, extra time for written work.	
	Instructional Modifications	NA	
	Other Supports, including Non- Academic and Extra- curricular Activities	NA	
reparation for Three Year Review IEP (At the second Annual teview IEP Meeting, the team must discuss and document the	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?		
lecision to conduct or not conduct a three- rear comprehensive eassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		

Lists important information about where the student will attend school and what supports they will receive

The type of curriculum, name of school, setting (general or special education), program, and how much time will be spent in special education

#### FAPE Parte 1 - Elegibilidad, Colocaciones y Apoyos

Enumera información importante sobre dónde asistirá el estudiante a la escuela y qué apoyos recibirá.

El tipo de plan de estudios, el nombre de la escuela, el entorno (educación general o especial), el programa y cuánto tiempo se pasará en educación especial

Student	D	Date of Birt	Meeting Date 20-AUG-2021
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	20-AUG-2021	
Eligibility:		Eligible (SLD)	
(from Page 4)	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Non-Resident School	
	Name of School	MACES MAG	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	2(Writing),3(Articulation),6(Behavioral Support),5(Math),4(Reading),1(Social-	
Additional Factors	Y I '	Name	
ruditional Pactors	Low Incident Support	None	
	Assistive Technology Support	110	
	Transportation	None	
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESV Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	multi-modal instruction to include visual support paired with auditory instruction (e.g., charts, transitional cues), repetition of instruction, preferential seating, modeling, checking for understanding, graphic organizers, allow student to have written model at desk, allow use of technology for longer assignments, peer support, shared note taking, extra time for written work.	
	Instructional Modifications	NA	
	Other Supports, including Non- Academic and Extra- curricular Activities	NA	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the	District (local educational agency) agree that a reassessment is unnecessary?	○ Yes ○ No	
decision to conduct or not conduct a three- year comprehensive	If the Parent does not agree, specify the area(s)		

Lists important information about where the student will attend school and what supports they will receive

Additional information such as supports for low incidence (blindness, deafness, etc.), technology, transportation, and extended school year

### FAPE Parte 1 - Elegibilidad, Colocaciones y Apoyos

Enumera información importante sobre dónde asistirá el estudiante a la escuela y qué apoyos recibirá

Información adicional como apoyos para diagnósticos de baja incidencia (ceguera, sordera, etc.), tecnología, transporte, y el año escolar extendido

Student	D	Date of Birt	Meeting Date 20-AUG-2021
Last	First	MI	Meeting Date 20-ACG-2021
Linst	11100		
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	20-AUG-2021	
Eligibility:		Eligible (SLD)	
from Page 4)	Final IEP Reason		
	Final IEP Effective Date:		
Curriculum	Date:		
Placement		General Education	
гіясетепт	Type of School	District Non-Resident School	
	Name of School	MACES MAG	
Instructional Setting	Setting	General Education	
		GE GE	
	Program		
	Special Day Minutes/Wk		
	Addresses Goals	2(Writing),3(Articulation ),6(Behavioral	
	Audresses Goals	Support),5(Math),4(Reading),1(Social-	<u>  </u>
Additional Factors	Low Incident Support	None	
	Assistive Technology	No	
	Support		
	Transportation	None	
	Extended School	Yes No	
	Year/Intersession	0 103	
	Parent Counseling and	Yes No	
	Training (PCT)		
	ESY Transportation		
Accommodation,	Instructional	multi-modal instruction to include visual	
Modifications, Supports	Accommodations	support paired with auditory instruction (e.g.,	
supports		charts, transitional cues), repetition of	
		instruction, preferential seating, modeling,	
		allow student to have written model at desk, allow use of technology for longer assignments,	
		peer support, shared note taking, extra time for	
		written work.	
	Instructional Modifications	NA	
	Modifications		
			L
	Other Supports, including Non-	NA	
	Academic and Extra-		
	curricular Activities		
Preparation for Three	Do the Parent and the	○ Yes ○ No	
Year Review IEP (At the second Annual	District (local	○ Yes ○ No	
Review IEP Meeting,	educational agency) agree that a		
he team must discuss and document the	reassessment is		
decision to conduct or	unnecessary?		
not conduct a three-	If the Parent does not		
year comprehensive	agree, specify the area(s)		

Lists important information about where the student will attend school and what supports they will receive

Accommodations and modifications – techniques & methods used to assist the student to achieve goals

#### FAPE Parte 1 - Elegibilidad, Colocaciones y Apoyos

Enumera información importante sobre dónde asistirá el estudiante a la escuela y qué apoyos recibirá

Adaptaciones y modificaciones: Técnicas y métodos utilizados para ayudar al estudiante a alcanzar sus metas

Student	D	Date of Birt	Meeting Date 20-AUG-20
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	20-AUG-2021	
Eligibility:		Eligible (SLD)	
from Page 4)	Et AED D	Eligible (SED)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Non-Resident School	
	Name of School	MACES MAG	
nstructional Setting	Setting	General Education	
		GE	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	2(Writing),3(Articulation),6(Behavioral Support),5(Math),4(Reading),1(Social- Emotional)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	multi-modal instruction to include visual support paired with auditory instruction (e.g., charts, transitional cues), repetition of instruction, preferential seating, modeling, checking for understanding, graphic organizers, allow student to have written model at desk, allow use of technology for longer assignments, peer support, shared note taking, extra time for	
	Instructional Modifications	written work.  NA	
	Other Supports, including Non- Academic and Extra- curricular Activities	NA	
Preparation for Three Year Review IEP (At he second Annual Review IEP Meeting, he team must discuss and document the lecision to conduct or	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	○ Yes ○ No	
not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		

Lists important information about where the student will attend school and what supports they will receive

The team will discuss if the student needs to be reassessed at the next triennial IEP

#### FAPE Parte 1 - Elegibilidad, Colocaciones y Apoyos

Enumera información importante sobre dónde asistirá el estudiante a la escuela y qué apoyos recibirá

El equipo discutirá si el estudiante necesita ser reevaluado en el próximo IEP trienal

			DIVIDUA	LIZED ED		PROGRAM (IEF				Page
os Ange tudent			)			APE Part 2 - Sun Birth			ces eeting Date 20	-AUG-202
	Last	First	MI	EADE S	ummary Gri	d				
Progran	n·	GE		FAILS	Setting:	u	Gener	al Educ	ation	
Eligibili	ty:	Eligible (SLD)			Curricu	lum:	Genera	al Educ	ation	
Transpo	rtation:	None			Low Inc	ident Support:	None			
	strict Received Signature:	20	-Aug-2021							
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area		Total Iinutes	Addresses Goal(s)	No Consen
04	Counseling and Guidance	Effective on Signature Date		Weekly	1	~		30	Social- Emotional	
10	Language/Speed	ch Effective on Signature Date		Monthly	1-5	School-Base	d	120	Articulation	
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP- Literacy/ELA/F	LD	288	Writing, Reading	
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math		95	Math	
ergency al law er war, the	on or services, or conditions cause nforcement, a tra IEP will be provi ces and District p	both, cannot be d by fire, flood, i nsportation serv ided by one or m	provided impassabl ices strike	to the pup e roads, ep by nonsch	l either at th idemic, earth	quake, imminen other official or	rson for t major der issu	more t safety ed to m	hazard as det leet a state of	ermined l emergenc
Means o	of Delivery, to gre	atest extent poss	ible ("x" a	ll that could	d apply for stu	udent, depending	on emer	gency c	ircumstances):	
		Teacher-posted lessons, asynchronous (online or other media)	meeti	al class ings, nronous	Personalized learning tool (virtual or pa packets, as available)	ls appointm	r in-	emins	ail check- (parent or (dent) p	Virtual office hour drop-in; earent or tudent)
^	zed Academic on and Related		✓		<b>~</b>	✓		<b>~</b>		<b>Z</b>

## FAPE Part 2 - Summary of Services

Lists services that the student will receive

General information previously established in the IEP

## FAPE Parte 2 - Resumen de Servicios

Enumera los servicios que el estudiante recibirá

Información general previamente establecida en el IEP

Student	les Unified School Last		D MI			APE Part 2 - Sun Birth		Meeting Date	0-AUG-202
				FAPE S	ummary Gri	d			
Program	1:	GE			Setting:		General E	ducation	
Eligibilit	ty:	Eligible (SLD)			Curricu	lum:	General E	ducation	
Transpo	rtation:	None			Low Inc	ident Support:	None		
Date Dis	strict Received	20	-Aug-2021						
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Tota Minu		S No Conse
04	Counseling and Guidance	Effective on Signature Date		Weekly	1	~	30	Social- Emotional	
10	Language/Speech	n Effective on Signature Date		Monthly	1-5	School-Base	d 120	) Articulatio	n
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP- Literacy/ELA/E	288 ELD	Writing, Reading	
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math	95	Math	
nergency cal law en war, the cumstan	on or services, or l conditions caused florcement, a tran IEP will be provic ces and District por f Delivery, to grea	both, cannot be by fire, flood, isportation serv led by one or n olicy.  Teacher-posted	provided impassable vices strike nore of the sible ("x" a	to the pupie roads, ep by nonsch means sta	il either at th idemic, earth tool entity, or ted below, to d apply for stu	nquake, imminen other official or the greatest exte	rson for mo at major saf der issued t ent possible on emergence	re than 10 school ety hazard as de to meet a state of in light of the entry circumstances	etermined f emergen mergency ): Virtual
		lessons, asynchronous (online or other media)		ngs, ironous	learning tool (virtual or pa packets, as available)	1 **	r in- s	email check- ins (parent or student)	office hou (drop-in; parent or student)
Specializ	ed Academic	<b>✓</b>	<b>~</b>		<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>✓</b>

Services

## FAPE Part 2 - Summary of Services

Lists services that the student will receive

Lists all services that the student will receive, including duration and frequency

## FAPE Parte 2 - Resumen de Servicios

Enumera los servicios que el estudiante recibir

Enumera todos los servicios que recibirá el estudiante, incluyendo la duración y la frecuencia

	les Unified Schoo		D			APE Part 2 - Sum Birth		Meeting Date 2	0-AUG-2021
	Last	First	MI						
				FAPE S	ummary Gri	d			
Program	:	GE			Setting:		General Ed	ucation	
Eligibilit	y:	Eligible (SLD)			Curricul	lum:	General Ed	ucation	
Transpor	rtation:	None			Low Inc	ident Support:	None		
	trict Received lignature:	20	)-Aug-2021						
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Tota Minut		No Consent
04	Counseling and Guidance	d Effective on Signature Date		Weekly	1	~	30	Social- Emotional	
10	Language/Speec	ch Effective on Signature Date		Monthly	1-5	School-Based	d 120	Articulation	1
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP- Literacy/ELA/E	288 ELD	Writing, Reading	
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math	95	Math	
ergency of al law en war, the l cumstance	on or services, or conditions cause aforcement, a tra IEP will be provi ces and District p	both, cannot be d by fire, flood, insportation servided by one or m policy.	provided impassable vices strike nore of the	to the pupi le roads, epi e by nonsch e means stat	il either at the idemic, earth nool entity, or ted below, to	Ouring Emergence e school or in per inquake, imminen other official or the greatest exte	rson for mor et major safe der issued to ent possible i	e than 10 schoo ty hazard as de o meet a state of n light of the er	etermined by f emergency nergency
		Teacher-posted	Virtu	al class	Personalized				Virtual office hours
		lessons, asynchronous (online or other media)		ings, hronous	learning tool (virtual or pa packets, as available)		rin-	ins (parent or student)	(drop-in; parent or student)
^	ed Academic on and Related	lessons, asynchronous (online or other	synch		(virtual or pa packets, as	oper (virtual o	or in-	ins (parent or student)	(drop-in; parent or

## FAPE Part 2 - Summary of Services

Lists services that the student will receive

Methods of instructional delivery in emergency conditions where physical school sites must be closed.

## FAPE Parte 2 - Resumen de Servicios

Enumera los servicios que el estudiante recibirá

Métodos de enseñanza en condiciones de emergencia en los cuales se deben cerrar los planteles escolares.

#### INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Intervention Plan, pg. 1 of 3) Date of Birth Meeting Date 20-AUG-2021 The behavior impeding learning is: does not complete assignments produces little work and does not complete assignments It impedes learning because: lack of work production / disrupts other students requires instruction to stop negative interaction with peers instructional time is lost The need for a Behavior Intervention Plan: early stage intervention moderate serious extreme Frequency or intensity or duration of behavior: Frequency (x) Duration (min) Reported by observed by PREVENTION ENVIRONMENTAL FACTORS AND NECESSARY CHANGES What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc). Work level higher than Lack of predictability Disruption in routines Verbal directives Time of day Over stimulation Peer conflict Internal physical/emotional Specific room arrangement Unstructured time Events from previous Lack of freedom, choice, desirable activities, friends Under stimulation What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?) Observation 6 Analysis Present in the environment Classroom seating arrangement ☐ Interactions (adult and/or Peer status gained for Inappropriate materials (age-appropriate, size, etc.) Missing in the environment: Schedule ✓ Transition skills Effective communication with Task structuring Re-teaching Consequences not clear to Communications system Social skills instruction Other (Missing/Present): REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior) Intervention 7 Time Changes: Give more time on tasks ✓ Allow completion in parts Teach a closure system Signal transition ✓ Provide a break Give less time on tasks Space Changes: Different work areas Study carrels Preferred seating Material Changes Hands-on learning Personal space Tasks organized ✓ Notebook organizer ✓ Accommodated work Enlarged print size books Interaction High interest materials Cue the student Model ✓ Use specific supportive ✓ Praise successes Peer Models Use calm, de-escalating ✓ Verbally praise student Use specific support Who will establish? Who will monitor? Teachers Weekly or as needed.

# Behavior Intervention Plan (Page 1)

An optional group of 3 pages for students who require additional behavioral supports to meet their academic goals

Describes behavior that impedes learning

# Plan de Intervención del Comportamiento (Página 1)

Un grupo opcional de 3 páginas para los estudiantes que requieren apoyo del comportamiento adicional para alcanzar sus metas académicas

Se describe el comportamiento que impide el aprendizaje

			INDIVIDUALI	ZED EDUCATION	PROGRAM	Page 23 of
			Behavio	or Intervention Pl	an	
		For Behav	vior Interfering with Sta	ident's Learning or the L	earning of His/Her Peers	
	Los Ar	ngeles Unified Scho				ehavior Intervention Plan, pg. 1 of
Student	6.00	6-0000	D	Date of Birt	th and a second	Meeting Date 20-AUG-2021
	Last	First	MI			
		mpeding learning is:		Describe what it loo		
1	does not con	nplete assignments	•	produces little wor	rk and does not complete	assignments
2	It impedes lea	rning because: lac	k of work production	disrupts other st	udents requires in	nstruction to stop
2	instructional t	ime is lost neg	ative interaction with p	peers		
	other					
	The need for	Rehavior Intervention	Plan: A early stage	intervention (a) mode	rate of serious extr	reme
3	The need for	a Benavior intervention	Triali. Carry stage	intervention o mode	iate Scrious C ext	teme
	Frequency or	intensity or duration of	behavior: Frequency (	x) Period	Intensity Dura	ation (min)
4	1 requeries of	intensity of duration of	benavior, r requency (			aron (min)
	Panartad l	have Common and the C		daily v	medium V 10	
	Reported 1	Teachers		and/or 🗸	observed by Teachers	
PREVEN	TION		PART 1		ENVIRONMENTAL FA	CTORS AND NECESSARY CHANGES
		What are the predic		Situations in which the b		people, time, place, subject, etc).
	5		_ `			
		Disruption in ro	ıtines Wor	k level higher than	Verbal directives	Lack of predictability
		Time of day		s ability rnal physical/emotional	Peer conflict	Over stimulation
		Unstructured tin	state	rnai physica/emotionai	Room conditions	Specific room arrangemen
		Events from pre environments	vione	k of freedom, choice,		
		environments	desirab	le activities, friends		
		Od Pit-		ler stimulation		
		Other Describe				
01 .:	ion 6	What supports the	tudent using the proble ulum that needs changi	em behavior? (What is m	issing in the environment/	curriculum or what is in the
Observati	ion 0	ciiviioiiiieiie cui iie	arum mar needs enang.			
Analysis	Present in t	he environment:	Classroom sea	ting arrangement	Noise levels	Interactions (adult and/or
	Missing in	the environment:	Peer status gai		Inappropriate materials (a	ge-approperte, size, etc.)
	oung	ane environment.	misbehavior		Schedule	Conflict resolution skills
			✓ Transition skil		Task structuring	Effective communication with
			Re-teaching	✓	Consequences not clear to	parent Communications system
			Social skills in	struction stud	lent	Communications system
	Other	(Missing/Present):	Choices			
	Other	(Missing/Tresent).				
		REMOV	ZE STUDENT!	S NEED TO US	E THE PROBLE	M REHAVIOR
						to use this behavior? (Changes in
Interventi	ion 7			ve the likelihood of beha		to use this behavior? (Changes in
Interventi	,		_		_	_
		Time Changes:	✓ Gi	ve more time on tasks	✓ Allow completion	in parts Teach a closure system
		Space Changes:	✓ Si	gnal transition	Provide a break	Give less time on tasks
			□Pr	e ferred seating	Different work are	
		Material Changes		ersonal space	Hands-on learning	
		Interaction:	✓ Ac	commodated work	Notebook organiz	
			✓ Hi	gh interest materials	Cue the student	Model
			V:	se specific supportive	Praise successes	Peer Models
			words		Use calm, de-esca	lating
				rbally praise student	language	
				se specific support		
		Other	comm	unications		
	Who will e				Freque	ency
	Who will e			vill monitor?	Freque	ency kly or as needed.

# Behavior Intervention Plan (Page 1)

An optional group of 3 pages for students who require additional behavioral supports to meet their academic goals

Changes that should occur to prevent problem behavior

# Plan de Intervención del Comportamiento (Página 1)

Un grupo opcional de 3 páginas para los estudiantes que requieren apoyo del comportamiento adicional para alcanzar sus metas académicas.

Cambios que deben ocurrir para prevenir el comportamiento problemático.

#### INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Intervention Plan, pg. 2 of 3) Student Meeting Date 20-AUG-2021 ALTERNATIVE FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something) To Get: Attention (staff) Sensory input Attention (peer) Tangible (desired item) Tangible (desired activity) To Avoid: Attention (staff) Sensory input Attention (peer) Task (too difficult) Task (too easy) Task (too long) Describe: What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?) Observation Analysis If a task is difficult, as ask for support from the teacher If a task is too long, will ask for a short break. What teaching Strategies/Necessary Curriculum/Materials are needed? 10 Better communication ✓ Self-management systems Anger management Communication system Learning new social skills Learning how to negotiate Learning structured choice ✓ Following schedules & Leaming notebook Learning to request breaks Learning to use conflict organization Learning new scripts Who will establish? Who will monitor? Frequency Teacher Teacher Weekly as needed. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)? Intervention Physical: Handshake High-fives Pat on the back Peer recognition ✓ Use specific praises Verbal: Recognition of student's ... Listen to music Time on the computer Contingent Access: ☐ Free time Preferred activity Describe: Positive phone calls or Tangibles notes to home Seating Location Certificate sent home Tokens Points Tokens and Points: Exempt assignment Privileges: Extra test points Other ideas Selection of reinforcer based on: Observations, teacher feedback reinforcer for using replacement behavior reinforcer for general increase in positive behaviors By whom? Teacher Weekly or as needed. What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or Teacher will monito when he is working on an independent assignment. Teacher or paraprofessional will assis completing the assignment if an assignment is too difficult. The teacher will also remind Kaine to ask for assistance when a task is too difficult or signal fro a break when a task is too long. Personnel?

# Behavior Intervention Plan (Page 2)

An optional group of 3 pages for students who require additional behavioral supports to meet their academic goals

Strategies and interventions for establishing positive behaviors

# Plan de Intervención del Comportamiento (Página 2)

Un grupo opcional de 3 páginas para los estudiantes que requieren apoyo del comportamiento adicional para alcanzar sus metas académicas

Estrategias e intervenciones para establecer comportamientos positivos

#### Page 25 of 26 INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Intervention Plan, pg. 3 of 3) Meeting First OUTCOMES PART IV BEHAVIORAL GOALS Behavioral Goal: Goal #: 6 When working on an independent task that the teacher will check in on been of see if he he needs any clarification on the task/assignment 100% of the time as measured by student work samples and teacher observations. The above behavioral goal is to: <a>Increase</a> use of replacement behavior and may also include: Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior Observation and Analysis Conclusion Are curriculum accommodations or modifications also necessary? Where described? FAPE 1 Are environmental supports/changes necessary? Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)? Are both teaching of new replacement behavior AND reinforcement needed? This BIP to be coordinated with other agency's service plans? Agency? Yes No Person responsible for contact between agencies. COMMUNICATION PART V COMMUNICATION PROVISIONS Manner and content of communication: Phone calls Daily reports Behavioral logs Daily charting Weekly reports Other classdojo/schoology Frequency? Teacher/Counselor/Parent weekly or as needed.

# Behavior Intervention Plan (Page 3)

An optional group of 3 pages for students who require additional behavioral supports to meet their academic goals

The behavior goal

# Plan de Intervención del Comportamiento (Página 3)

Un grupo opcional de 3 páginas para los estudiantes que requieren apoyo del comportamiento adicional para alcanzar sus metas académicas

La meta del comportamiento

#### Page 25 of 26 INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Learning of His/Her Peers OUTCOMES BEHAVIORAL GOALS Behavioral Goal: Goal #: 6 When working on an independent task that the teacher will check in on been of see if he he needs any clarification on the task/assignment 100% of the time as measured by student work samples and teacher observations. The above behavioral goal is to: <a>Increase use of replacement behavior and may also include:</a> Observation and Analysis Conclusion Are curriculum accommodations or modifications also necessary? Where described? FAPE 1 Are environmental supports/changes necessary? Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)? Are both teaching of new replacement behavior AND reinforcement needed? This BIP to be coordinated with other agency's service plans? Agency? Yes No Person responsible for contact between agencies. COMMUNICATION PART V Manner and content of communication: Phone calls Daily reports Daily charting ✓ Weekly reports ✓ Other classdojo/schoology Frequency? Teacher/Counselor/Parent weekly or as needed.

# Behavior Intervention Plan (Page 3)

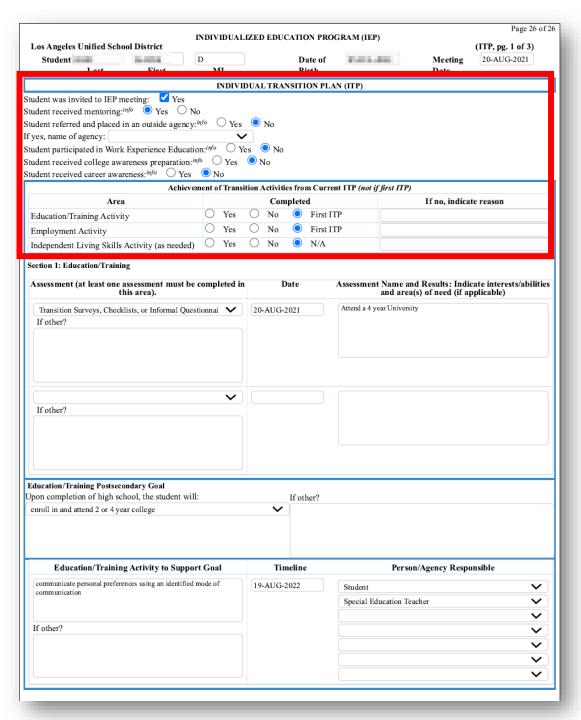
An optional group of 3 pages for students who require additional behavioral supports to meet their academic goals

Concluding questions and methods of communication with parent regarding behavior

# Plan de Intervención del Comportamiento (Página 3)

Un grupo opcional de 3 páginas para los estudiantes que requieren apoyo del comportamiento adicional para alcanzar sus metas académicas

Preguntas de conclusión y métodos de comunicación con los padres con respecto al comportamiento



#### Individual Transition Plan (Includes Page 1 - 3)

The ITP is a required document for all students who are at least 14 years old

General questions about student's participation in ITP activities

## Plan de Transición Individual (Incluye Páginas 1 - 3)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

Preguntas generales sobre la participación de los estudiantes en las actividades de ITP

	п	NDIVIDUAL	IZED EDUC	CATION PRO	GRAM (IEP)		Page 26 of 26
Los Angeles Unified School							(ITP, pg. 1 of 3)
Student Last	First	MI		Date of Birth	P. 61 A - 610	Meeting Date	20-AUG-2021
			DUAL TRAN	NSITION PL	AN (ITP)		
Student was invited to IEP med Student received mentoring. Info Student referred and placed in If yes, name of agency:  Student participated in Work E Student received college aware Student received career awarer	Yes No an outside a gency:  **perience Education**  ness preparation: **info**  Yes  Yes	nfo Yes  n:info Yes  n:V Yes  No	es No				
	Achieven	ent of Transi			ent ITP (not if first ITP)		
Area				pleted		If no, indica	te reason
Education/Training Activity		O Yes	O No	First I			
Employment Activity		O Yes	O No	First I	TP		
Independent Living Skills Ad	ctivity (as needed)	O Yes	O No	O N/A			
Section 1: Education/Training							
Assessment (at least one ass	D	ate	Assessment Name an	d Results: Indi (s) of need (if a	cate interests/abilities pplicable)		
Transition Surveys, Checklis If other?  If other?  Education/Training Postsecon Upon completion of high scho enroll in and attend 2 or 4 year	lary Goal ol, the student will:	<b>v</b> )	20-AUG-2	If other?	Attend a 4 year Universit	y	
	Education/Training Activity to Support Goal ommunicate personal preferences using an identified mode of ommunication		Tim	neline	Person Student Special Education Tea	n/Agency Resp	onsible  V V V V V V V V V V V V V V V V V V
If other?							~
							~
							~
							~
	<u> </u>						

# Individual Transition Plan (Includes Page 1)

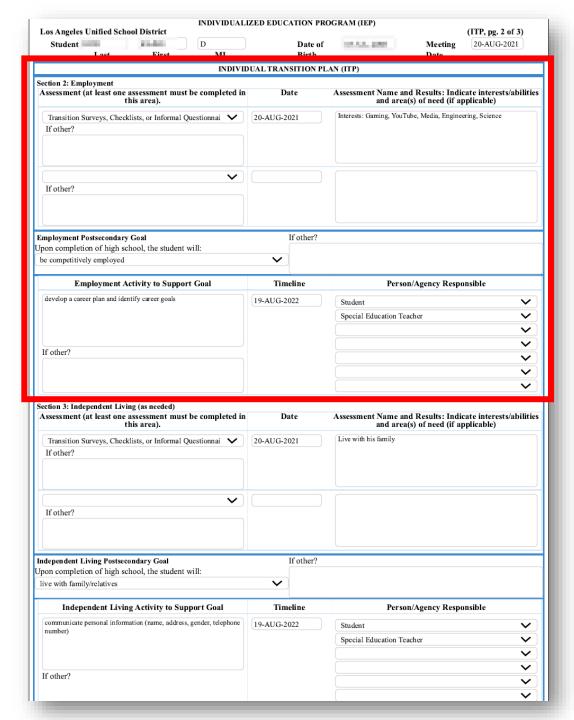
The ITP is a required document for all students who are at least 14 years old

Section 1 is regarding informal transition assessment results, what the student wants to do after high school, and how the school can support that goal

## Plan de Transición Individual (Incluye Página 1)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad.

La sección 1 se refiere a los resultados informales de la evaluación de transición, lo que el estudiante quiere hacer después de la escuela preparatoria y cómo la escuela puede apoyar esa meta.



# Individual Transition Plan (Includes Page 2)

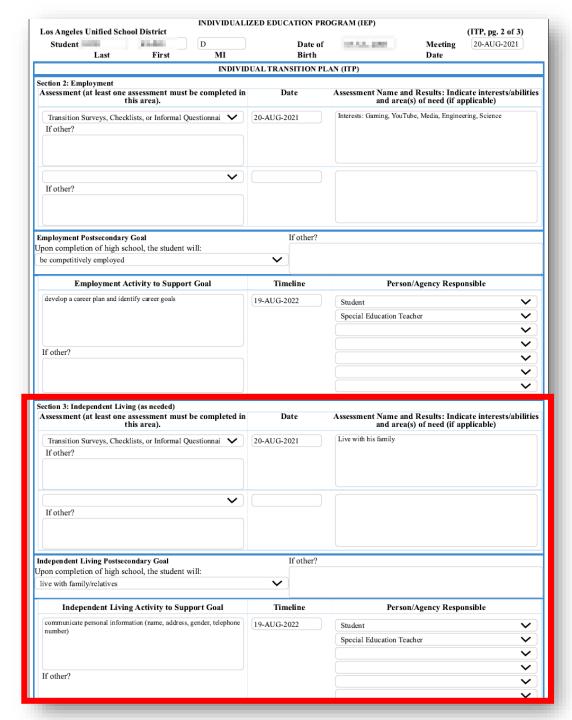
The ITP is a required document for all students who are at least 14 years old

Section 2 provides informal assessment results regarding student's employment interests and what the school will do to support those interests

## Plan de Transición Individual (Incluye Página 2)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

La Sección 2 proporciona resultados informales de evaluación con respecto a los intereses laborales de los estudiantes y lo que la escuela hará para apoyar esos intereses



# Individual Transition Plan (Includes Page 2)

The ITP is a required document for all students who are at least 14 years old

Section 3 provides informal assessment results regarding student's desires for independent living and what the school can do to support them

## Plan de Transición Individual (Incluye Página 2)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

La Sección 3 proporciona resultados informales de evaluación con respecto a los deseos de los estudiantes de vivir de forma independiente y lo que la escuela puede hacer para apoyarlos

#### INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 3 of 3) Student 20-AUG-2021 THE RESERVE Meeting Birth Date Last Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal. A course of study (or IGP) was reviewed with parent and student in relation to: Courses completed: Yes No Courses currently enrolled in: Yes No Courses still needed: OYes No IGP or course of study was provided to the parent or student over age 18 as required: Student is working towards: Certificate of Completion Diploma Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability: Future Agency Involvement: Are there agencies currently or prospectively providing or paying for transition services? Yes No Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No Agency Name: ~ Agency Name: ~ Agency Name: 1. Does the student's IEP include appropriate measurable postsecondary goals that cover 1. Ves education/training, employment and, as needed, independent living? info 2. Ves 2. Are the postsecondary goals updated annually? info 3. Is there evidence that the measurable postsecondary goals were based on age appropriate 3. **Yes** 4. **Yes** Are there transition services that will reasonably enable the student to meet their postsecondary 5. **Y**es 5. Do the transition services include a course of study that is a multi-year description of coursework 6. **V** Yes from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info 7. **Yes** Is (are) there annual IEP goal(s) related to the student's transition services needs? info 8. Yes N/A 7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? info

# Individual Transition Plan (Includes Page 3)

The ITP is a required document for all students who are at least 14 years old

Review of coursework towards graduation

# Plan de Transición Individual (Incluye Página 3)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

Revisión de los cursos necesarios para la graduación

Los Angeles Unified School District	INDIVIDUALIZED	EDUCATION PROC	GRAM (IEP)		(ITP, pg. 3 of 3)
Student Last First	MI	Date of Birth	N. O. L. AND.	Meeting Date	20-AUG-2021
	INDIVIDUAL	TRANSITION PLA	N (IEP)		
Course of study: A multi-year description of A course of study (or IGP) was reviewed with Courses completed: Yes No Courses currently enrolled in: Yes No Courses still needed: Yes No IGP or course of study was provided to the para Student is working towards: Certificate o Additional courses/activities discussed that ma goals, community experiences, participation in NA	meet thei parent and student in r  No  ent or student over age f Completion  o l y support post second.	ir postsecondary go relation to:  e 18 as required:  Diploma ary goals (e.g. SLC p	al.  Yes  Participation, elective	es or instruction r	elated to postsecondary
Future Agency Involvement: Are there agencies currently or prospectively p Do you give permission to the District to invite Agency Name: Agency Name: Agency Name:				l be reviewed?	○ Yes ○ No
1. Does the student's IEP include appropriate meducation/training, employment and, as needed 2. Are the postsecondary goals updated annuall 3. Is there evidence that the measurable postsectransition assessment? info 4. Are there transition services that will reasons goals? info 5. Do the transition services include a course of from the student's current year to anticipated exachieve the identified postsecondary goals? info 6. Is (are) there annual IEP goal(s) related to th 7. Is there evidence that the student was invited were discussed? info 8. If appropriate, is there evidence that a represt the IEP team meeting with the prior consent of majority? info	I, independent living?  y? info  condary goals were ba  ably enable the studen  f study that is a multi- cit year and that is des  I to the IEP team meet  entative of any partici	sed on age appropria t to meet their postse year description of c igned to help the stu services needs? info ting where transition	oursework dent services		1.

# Individual Transition Plan (Includes Page 3)

The ITP is a required document for all students who are at least 14 years old

If any agencies will be involved in transition services, they will be listed here

# Plan de Transición Individual (Incluye Página 3)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad.

Si alguna agencia participará en los servicios de transición, se enumerarán aquí.

Student   Date of Birth   Date of Birth   Date of Birth   Date of Date   Date of Date   Date	INDIVIDUALIZED EDUCATION PROGRAM (IEP)		(ITD ng 2 of 2)
Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student in meet their postsecondary goal.  A course of study (or IGP) was reviewed with parent and student in relation to:  Courses currently enrolled in:	Statem - Sant of		(ITP, pg. 3 of 3) 20-AUG-2021
meet their postsecondary goal.  A course of study (or IGP) was reviewed with parent and student in relation to:  Courses completed:  Yes  No  Courses currently enrolled in:  Yes  No  Courses still needed:  Yes  No  Courses still needed:  Yes  No  IGP or course of study was provided to the parent or student over age 18 as required:  Yes  Student is working towards:  Certificate of Completion  Diploma  Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:  NA    Future Agency Involvement	INDIVIDUAL TRANSITION PLAN (IEP)		
Courses currently enrolled in:	meet their postsecondary goal.	ar, in order t	o enable the student to
Student is working towards:  Certificate of Completion  Diploma  Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:  NA  Future Agency Involvement:  Are there agencies currently or prospectively providing or paying for transition services?  Yes  No  Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed?  Yes  No  Agency Name:  Agency Name:  Agency Name:  1.  Yes  1.  Yes  1.  Yes  3. Is there evidence that the measurable postsecondary goals that cover education/training, employment and, as needed, independent living?  Imfo  2.  Are the postsecondary goals updated annually?  Imfo  3.  Yes  4. Are there transition services that will reasonably enable the student to meet their postsecondary goals  Irro  Yes  5.  Yes  5.  Yes  5.  Yes  6.  Yes  7.  Yes  8.  Yes  NA  Nametrum or student's transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals?  Info  7.  Yes  8.  Yes  NA	Courses currently enrolled in:   Yes  No		
Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:  NA    Future Agency Involvement:			
Are there agencies currently or prospectively providing or paying for transition services? Yes No  Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No  Agency Name:  Agency Name:  Agency Name:  1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? *bifo*  2. Are the postsecondary goals updated annually? *bifo*  3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? *info*  4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? *info*  5. Ves  5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? *info*  7. Ves  6. Is (are) there annual IEP goal(s) related to the student's transition services needs? *info*  7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? *info*  8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of	Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggest		
education/training, employment and, as needed, independent living? info  2. Are the postsecondary goals updated annually? info  3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? info  4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? info  5. Ves  5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info  6. Is (are) there annual IEP goal(s) related to the student's transition services needs? info  7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info  8. Ves N/A  N/A  NEED TO SERVICE STATE	Are there agencies currently or prospectively providing or paying for transition services?    Yes    No  Do you give permission to the District to invite these agencies to the next IEP in which transition services will be  Agency Name:  Agency Name:	reviewed?	○ Yes ○ No
education/training, employment and, as needed, independent living? info  2. Are the postsecondary goals updated annually? info  3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? info  4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? info  5. Ves  5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info  6. Is (are) there annual IEP goal(s) related to the student's transition services needs? info  7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info  8. Ves N/A  N/A  NEED TO SERVICE STATE			
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the IEP team meeting with the prior consent of the parent or student who has reached the age of			o. Ves 🔍 N/A
	the IEP team meeting with the prior consent of the parent or student who has reached the age of		

# Individual Transition Plan (Includes Page 3)

The ITP is a required document for all students who are at least 14 years old

Safeguard questions to conclude the ITP

## Plan de Transición Individual (Incluye Página 3)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

Preguntas de seguridad para concluir el ITP

### Questions? / ¿Preguntas?



### Summary of Learning Goals Resumen de los objetivos de aprendizaje

Today we reviewed the IEP is a document that is unique to each student with a disability, the sections that make up the IEP documents (procedural information, student information, and services/supports) and that in order for students to receive services, parent consent in needed.

El día de hoy repasamos que el IEP es un documento único para cada estudiante con una discapacidad, las secciones que componen el documento del IEP (información de procedimiento, información del estudiante y servicios/apoyos) y que el consentimiento de los padres es necesario para que los estudiantes reciban los servicios asignados.





# Special Education Region Contact Information NÚMEROS DE TELÉFONO

#### **REGION EAST / REGION ESTE**

Phone number / NÚMERO DE TELÉFONO (323) 224-3300

#### REGION WEST / REGION OESTE

Phone number / NÚMERO DE TELÉFONO (310) 914-2102

#### REGION NORTH / REGION NORTE

Phone number / NÚMERO DE TELÉFONO (818)654-3600 – Balboa Blvd Office. (818) 252-5400 Arleta Ave Office.

#### REGION SOUTH / REGION SUR

Phone number / NÚMERO DE TELÉFONO (310) 354-3400

#### VIRTUAL ACADEMY AND VIRTUAL OPTIONS

PROGRAMAS DE OPCIONES

Phone number / NÚMERO DE TELÉFONO

(213) 241-2231





#### PHONE NUMBERS/EMAILS NÚMEROS DE TELÉFONO/CORREOS ELECTRÓNICOS

Division of Special Education School and Family Support Services (SFSS) Servicios de Apoyo Escolar y Familiar (SFSS) (213) 241-6701

Office of Student, Family and Community Engagement Oficina de Participación Estudiantil, Familiar y Comunitaria

(213) 481-3350

families@lausd.net



spedsfss@lausd.net

Division of Special Education Early Childhood Special Education (ECSE)

Educación Especial para la Primera Infancia (ECSE)

(213) 241-4713

ECSE@lausd.net



Office of Student Civil Rights

Oficina de Derechos Civiles de los Estudiantes

(213) 241-7682

**EquityCompliance@lausd.net** 



Division of Special Education Website / Sitio Web https://lausd.org/sped







# Upcoming Learning Opportunities! ¡Próximas oportunidades de aprendizaje!

#### https://lausd.org/sped





Division of Special Education

#### **Virtual Parent Workshops**

Student-Led IEPs

#### **January 2024**

TUESDAY: JANUARY 23, 2024 9:00 AM - 10:15 AM

**THURSDAY: JANUARY 25, 2024** 

6:00 PM - 7:15 PM

#### Exploring IEP Resolution Options that Keep Students at the Center

Did you know LAUSD offers various dispute resolution options for addressing IEP concerns/disagreements? Learn about the various processes available to families and schools.

#### March 2024

6:00 PM - 7:15 PM

TUESDAY: MARCH 12, 2024 9:00 AM - 10:15 AM

THURSDAY: MARCH 14, 2024

#### Have you wondered how students with disabilities can build

Elevating Student Voice and Self-Advocacy Through

self-advocacy skills through the IEP process? Learn how students can lead/participate in the development of their IEP.



https://bit.ly/DSE-VirtualParentWorkshops

Webinar ID: 842 5318 9472

(All sessions will use the same webinar link and webinar ID.)

#### https://lausd.org/familyacademy





#### FAMILY ACADEMY COURSE CATALOGUE

#### December 2023

December 11	

5:30 - 7:00 pm Webinar ID #: 895 5755 5227

#### Children's Hospital, Los Angeles (CHLA): More than Medica Appointments

Did you know that CHLA is the national leader in pediatric research? Did you know that they offer a variety of programs for youth and adults? Come learn about programs designed specifically for teens and youth, as well as their very sought-after Camp CHLA, a "Healthcare Career Exploration Camp for High School Students to explore, learn, and participate in the inspiring work that our team members do everyday."

### Wednesday December 13 https://bit.ly/ familyacademywebinar

5:30 – 7:00 pm Webinar ID #: 895 5755 5227

#### English Learner Advisory Committee (ELAC) and School Site Council (SSC) Parent Leaders Session 3: School Budgets

Parent leaders, join us in learning about the budget development cycle, School Plan for Student Achievement (SPSA), Targeted Student Population Plan (TSP), School Data Summary Sheets, as well as learn about leadership opportunities for parents and families in LAUSD.

### **Evaluation**



### Evaluación

### https://bit.ly/DSE-VPWEvaluation

Please complete the evaluation for this presentation and provide us with feedback at <a href="https://bit.ly/DSE-VPWEvaluation">https://bit.ly/DSE-VPWEvaluation</a>
We look forward to our continued collaboration!

Complete la evaluación de esta presentación y envíenos sus comentarios en <a href="https://bit.ly/DSE-VPWEvaluation">https://bit.ly/DSE-VPWEvaluation</a>
¡Esperamos poder seguir colaborando con usted!









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