



Welcome *Bienvenidos*

The Family Academy Team is working on some exciting work for our session today.

The IEP Journey:

**A program to
help students realize their
dreams**

We will begin the webinar at 5:30pm.

El equipo de Family Academy está trabajando en un trabajo emocionante para nuestra sesión de hoy.

El camino del IEP:

**Un programa para ayudar
a los estudiantes a realizar
sus sueños**

Comenzaremos el seminario web a las 5:30 p.m.



Course Catalogue of Monthly Parent and Family Webinars

Catálogo de cursos de
Seminarios web mensuales para padres y familias

**The IEP Journey: A program to help
students realize their dreams**

***El camino del IEP : Un programa para ayudar
a los estudiantes a realizar sus sueños***

November 16, 2022

16 de noviembre, 2022



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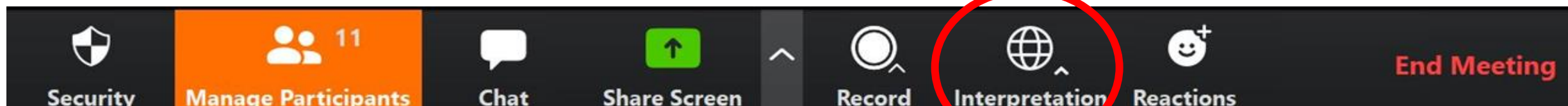


Interpretation Services: laptop or computer

- Click on the globe icon at the bottom of the screen.
- Select the language of preference for you.
- You will engage and listen to the presentation in the language you select.

Servicios de interpretación: computadora portátil o de escritorio

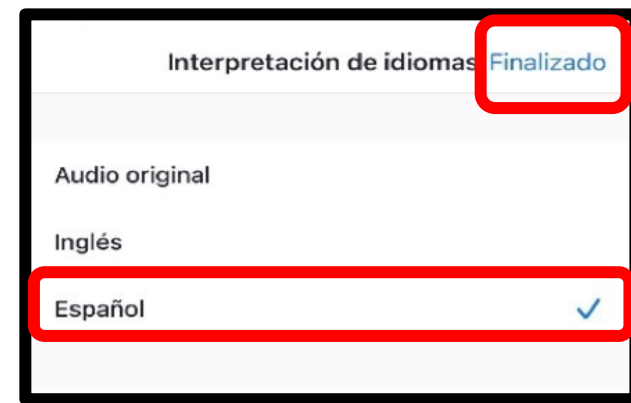
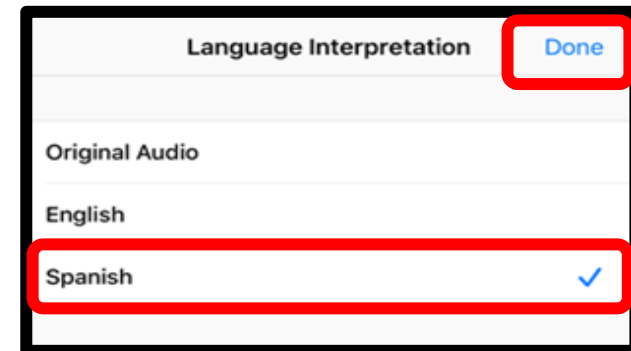
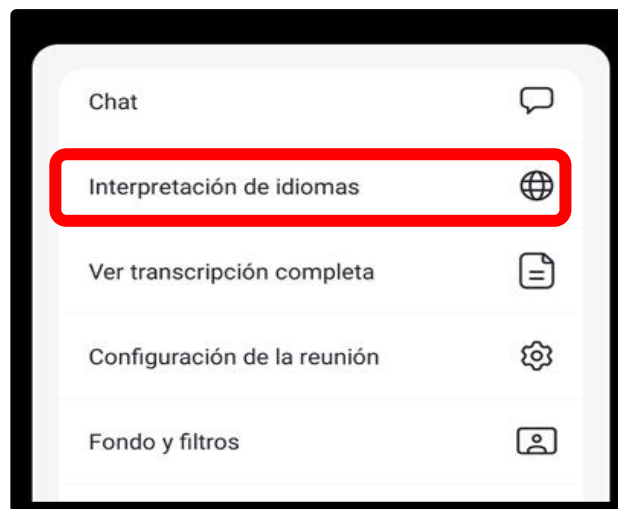
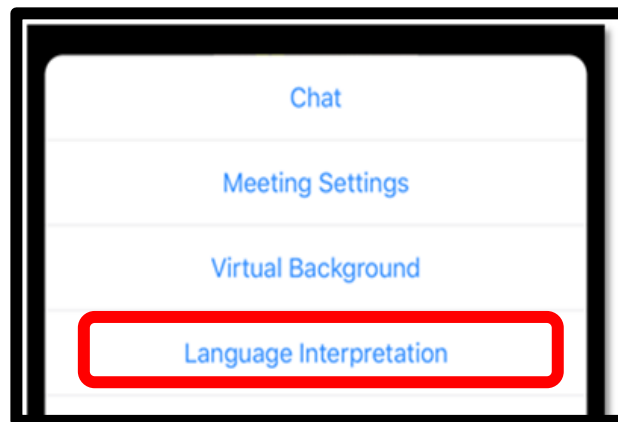
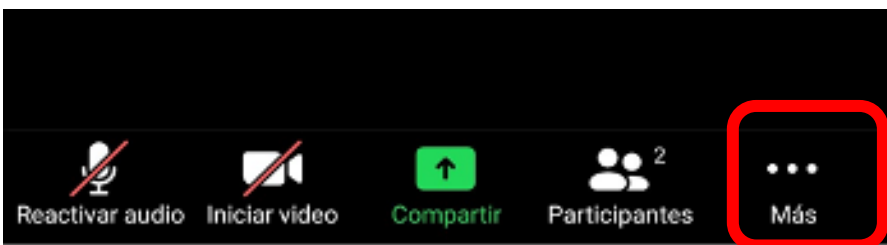
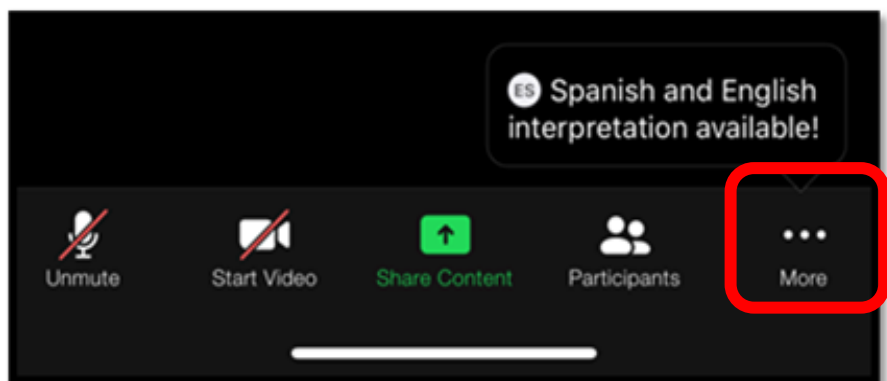
- *Haga clic en el símbolo del mundo en la parte de abajo de su pantalla.*
- *Seleccione el idioma que le gustaría escuchar.*
- *Participará y escuchará la presentación en el idioma que seleccione.*





Interpretation services: mobile device

Servicios de interpretación: dispositivo móvil





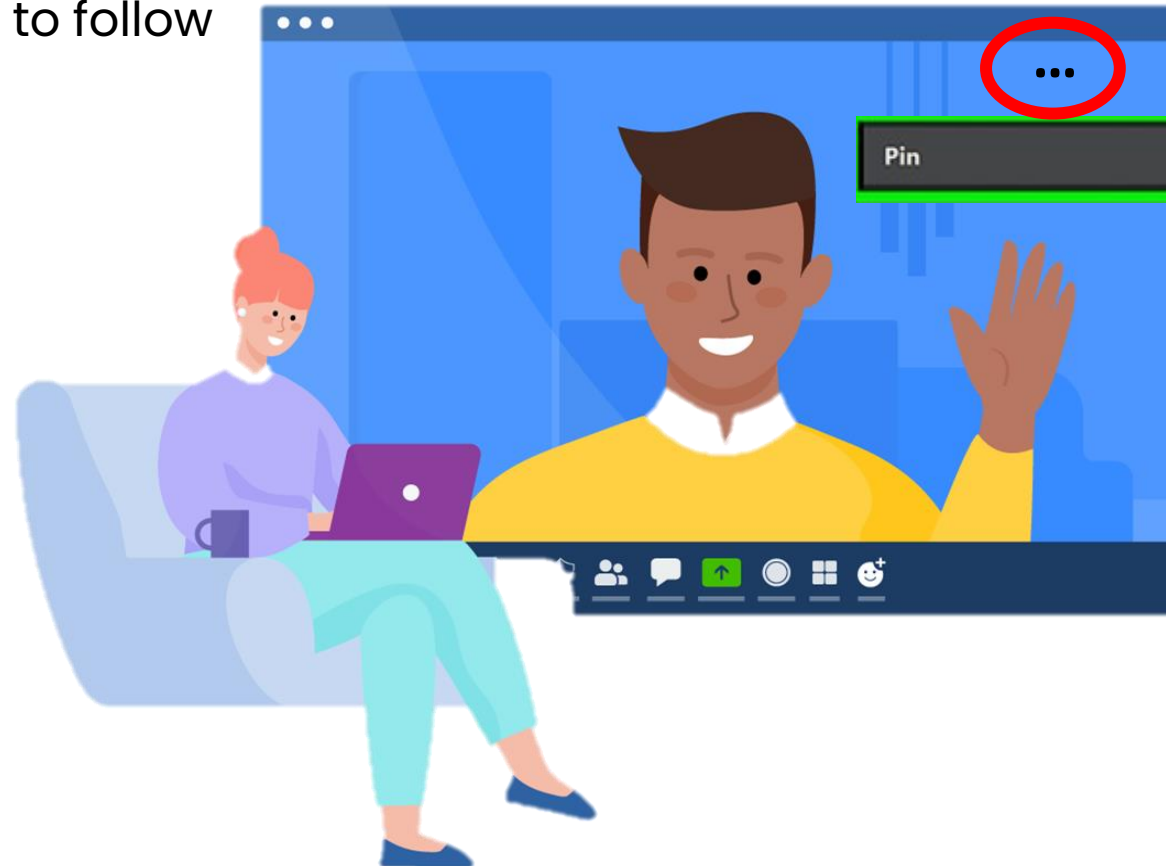
American Sign Language (ASL)

Lenguaje de Señas Americano (ASL, siglas en inglés)

- Hover over the image of our ASL team.
- Click on the three dots.
- Pin the image to follow during the presentation.

- Coloque el cursor sobre la imagen de nuestro equipo de ASL.
- Haga clic en los tres puntos.

- Fije la imagen haciendo clic sobre Pin para seguir la imagen durante la presentación.





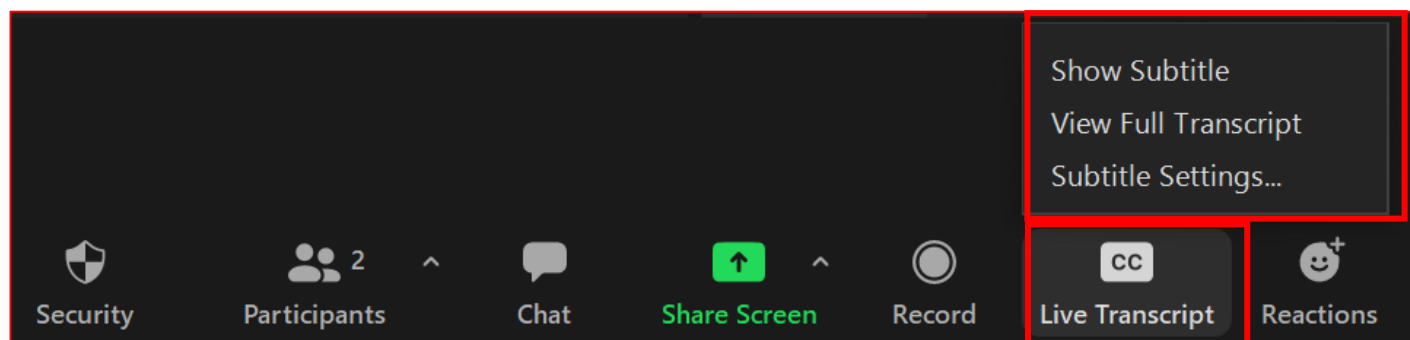
Closed Captioning (CC): laptop or computer

- 1) To enable Closed Captioning:
 - a) Click on **Live Transcript** below CC icon
 - b) Select **Show Subtitle** or **View Full Transcript**
- 2) To disable Closed Captioning: click CC icon and select **Hide Subtitle**

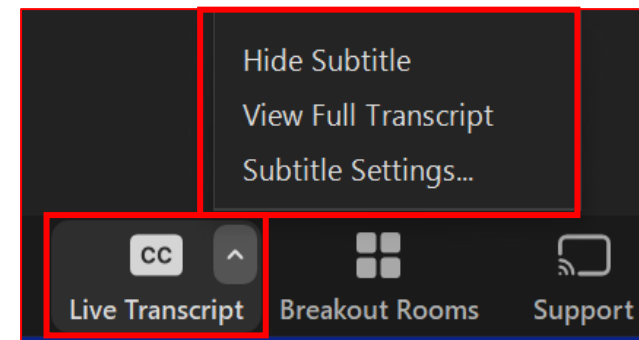
Subtítulos: computadora portátil o de escritorio

- 1) Para activar los subtítulos:
 - a) Haga clic en **Live Transcript** debajo del ícono CC
 - b) Seleccione **Show Subtitle** (mostrar subtítulo) o **View Full Transcript** (transcripción completa)
- 2) Para desactivar los subtítulos: haga clic en el icono CC y seleccione **Hide Subtitle** (ocultar subtítulo)

1



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Closed Captioning (CC): mobile device

Subtítulos (CC): dispositivo móvil

- 1) Click on the 3 dots
- 2) Click on **Meeting Settings**
- 3) Activate **Closed Captioning**, then click **Done**
- 4) This text will show on your screen
- 5) Captioning is only available in English
- 6) If you don't want CC, go back to Settings and click **Disable Live Transcript**

1) Haga clic en los 3 puntos

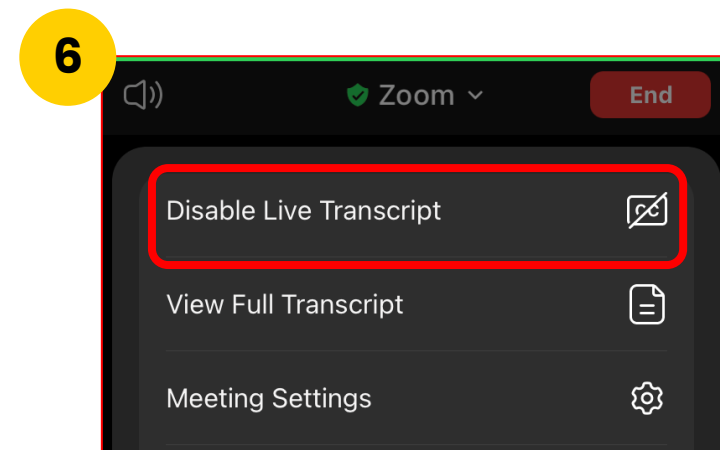
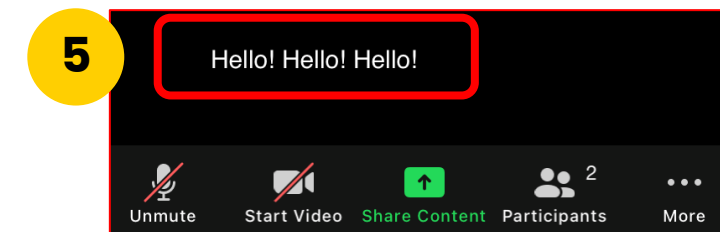
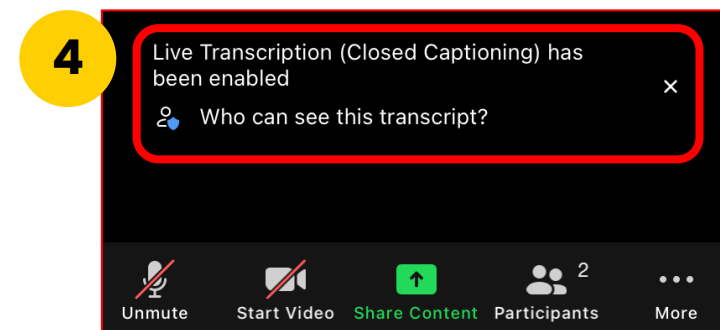
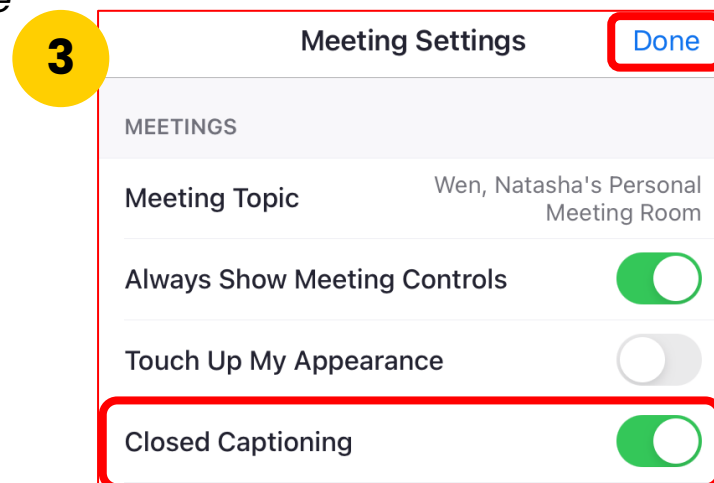
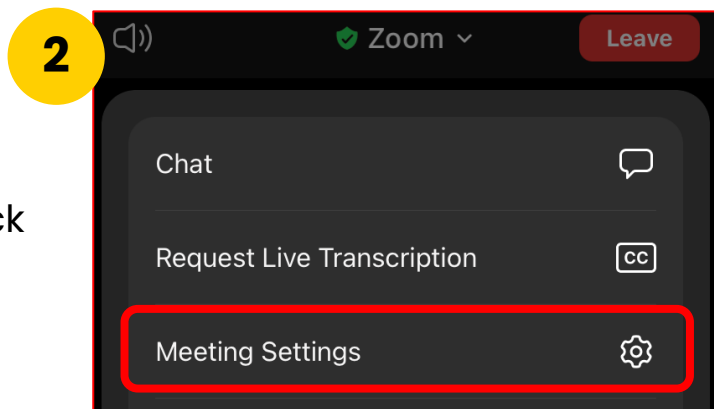
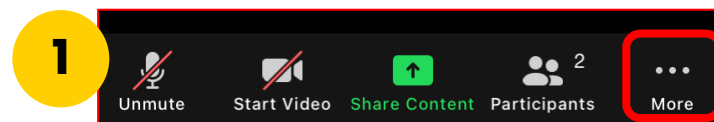
2) Haga clic en **Meeting Settings** (Configuración de la reunión)

3) Active **Closed Captioning** (subtítulos), haga clic en **Done** (Listo)

4) Este texto aparecerá en tu pantalla.

5) Los subtítulos solo están disponibles en inglés

6) Si no desea los subtítulos, vuelva a Settings (Configuración) y haga clic en **Disable Live Transcript**

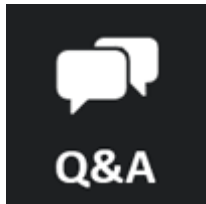




Engaging on this Webinar *Participando en este seminario web*

This is a Zoom webinar. Participant microphones are automatically muted and video is off.

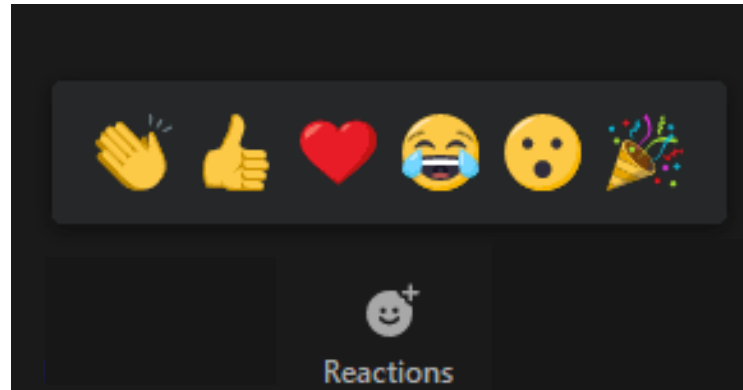
Este es un seminario web o webinario por medio de Zoom. Automáticamente están desactivados los micrófonos de los participantes, al igual que su video.



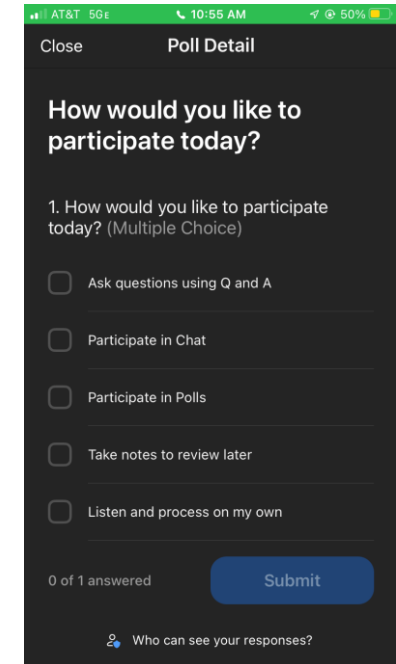
Ask questions
Haga preguntas



Interact with
presenters and
share your ideas
*Interactúe con los
presentadores y
comparta sus
ideas.*



Use the emojis to express
your reactions
*Utilice los emojis para
expresar sus reacciones*



Participate in polls
Participe en las encuestas



Meeting Norms

Normas para la reunión

- 1) We will keep students as a priority.
- 2) We will use online meeting application features to respectfully present questions and comments related to the topic in discussion.
- 3) We believe that we can agree to disagree.



- 1) *Mantendremos a los estudiantes como una prioridad.*
- 2) *Usaremos las funciones de la aplicación de reuniones en línea para presentar respetuosamente preguntas y comentarios relacionados con el tema en discusión.*
- 3) *Creemos que podemos aceptar estar en desacuerdo.*

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

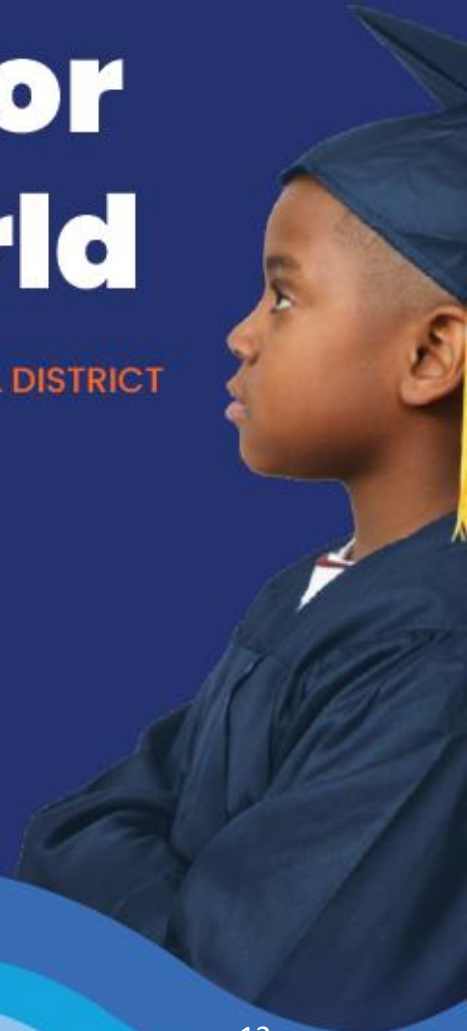
Establecer una Academia para las Familias para dar a las familias las destrezas, información, y oportunidades de redes de comunicación para apoyar el éxito académico y social-emocional de los estudiantes (Plan Estratégico, página 42)



Ready for the World

LOS ANGELES UNIFIED SCHOOL DISTRICT

2022–26 Strategic Plan





Greetings from the Office of Parent and Community Services

Saludos desde la Oficina de Servicios para Padres y la Comunidad



**Antonio Plascencia, Director
Los Angeles Unified School District**



**Diane Panossian, Director
Los Angeles Unified School District**



Webinar Staff

Personal del Seminario Web



Natasha Wen, Parent Educator Coach
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*Natasha Wen, Asesora Pedagógica de Padres
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Jaclyn Tolj
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Education

Presenter

Presentadora



Miho Murai
Training and Education Officer
CAC



The IEP Journey: A Program to Help Students Realize Their Dreams

*El camino del IEP :
Un programa para ayudar a los
estudiantes a realizar sus sueños*

Presented by Miho Murai
CAC Training and Education Officer

*Presentado por Miho Murai
Funcionaria de capacitación y educación del CAC*

Goals for Today's Presentation

- Recognize that YOU are the best person to monitor your child's education
- Learn the basic laws that govern special education so that YOU can be an equal participant in the IEP team meeting
- Be an expert at understanding the different parts of the IEP
- Learn to create SMART goals
- Learn effective strategies to become a strong advocate on behalf of YOUR child's unique needs

Meta para la Presentación Hoy

- *Reconocer que USTED es la mejor persona para monitorear la educación de su hijo*
- *Conozca las leyes básicas que rigen la educación especial para que USTED pueda ser un participante igualitario en la reunión del equipo del IEP.*
- *Sea un experto en entender las diferentes partes del IEP*
- *Aprende a crear metas SMART*
- *Aprenda estrategias efectivas para convertirse en un firme defensor de las necesidades únicas de SU hijo*

Who is in our audience?

¿Quién está en nuestra audiencia?

Use reactions to tell us the grade level of your child!
¡Use reacciones para decirnos el nivel de grado de su hijo/a!

Preschool or younger <i>Preescolar o más joven</i>	Elementary <i>Escuela primaria</i>	Middle School <i>Escuela intermedia</i> Gr. 6-8	High School <i>Escuela secundaria</i> Gr. 9-12	Post-High School Career Preparatory & Transition Center <i>Post-secundaria Preparación para la carrera y centro de transición</i>
				
 Does not apply / <i>No aplica</i>				

How well do you know the IEP Process?

¿Qué tan bien conoce el proceso del IEP?

Use reactions to tell us!

Usa las reacciones para decírnoslo.

Expert <i>Experto</i>	Intermediate <i>Intermedio</i>	Beginner <i>Principiante</i>
		

Who Can Best Monitor Your Child's Education?

¿Quién es la mejor persona para dar seguimiento a la educación de sus estudiantes?



To Be an EFFECTIVE Advocate, You Must:

1. IDENTIFY the issue/s
2. ACCESS the law/regulation/policy
3. KNOW what to ask for
4. COLLABORATE with others.

Para ser un Defensor EFECTIVO, usted debe:

1. *IDENTIFICAR los problemas*
2. *ACCEDER a la ley/regulación/política*
3. *SABER qué pedir*
4. *COLABORAR con los demás.*

Acronyms to Know



FAPE	Free Appropriate Public Education
IEP	Individualized Education Program
IDEIA / IDEA	Individuals with Disabilities Education Improvement Act of 2004
LRE	Least Restrictive Environment
RSP	Resource Specialist Program
SAI	Specialized Academic Instruction
ERICS	Educationally Related Intensive Counseling Services
FBA	Functional Behavior Assessment
BIP	Behavior Intervention Plan
BII	Behavior Intervention Implementation

Siglas que debe saber (por sus siglas en inglés)

<i>Educación pública adecuada y gratuita</i>
<i>Programa de Educación Individualizada</i>
<i>Acta/Ley del Mejoramiento Educacional de los Individuos con Discapacidades de 2004</i>
<i>Entorno de restricción mínima</i>
<i>Programa Especial de Recursos Didácticos</i>
<i>Enseñanza Académica Especializada</i>
<i>Servicios de Orientación Intensiva Educativamente Relacionados</i>
<i>Evaluación de la Conducta Funcional</i>
<i>Plan de Intervención de Conducta</i>
<i>Enseñanza Académica Especializada</i>

Acronyms to Know

DIS	Designated Instruction and Services (Related Services)
PLP / PLP	Present Level of Performance
SDC / SDP	Special Day Class / Program
PCT	Parent Counseling and Training
ESY	Extended School Year
NPA	Non-Public Agency
NPS	Non-Public School
PWN	Prior Written Notice
IDR	Informal Dispute Resolution
ADR	Alternative Dispute Resolution
DP	Due Process
OAH	Office of Administrative Hearings

Siglas que debe saber (por sus siglas en inglés)

<i>Instrucción y Servicios Designados (Servicios Relacionados)</i>
<i>Nivel Actual de Rendimiento</i>
<i>Programa Especial Diurno</i>
<i>Orientación y capacitación para padres</i>
<i>Año Escolar Prolongado</i>
<i>Agencia No Pública</i>
<i>Escuela No Pública</i>
<i>Aviso/notificación previo/a por escrito</i>
<i>Resolución informal de disputas</i>
<i>Resolución Alternativa de Disputas</i>
<i>Debido Proceso</i>
<i>Oficina de Audiencias Administrativas</i>

Effective Advocacy Means:

- Advocate on big and small issues
- Create relationships
- Focus on the child's strengths
- Be the first line of disability detection
- Be prepared by knowing the law and applying the facts
- Be aware that time is the enemy
- Always keep a written record!!

La abogacía eficaz significa:

- *Abogar por asuntos grandes y pequeños*
- *Hacer conexiones*
- *Enfóquese en las fortalezas del niño*
- *Ser la primera línea de detección de discapacidad*
- *Estar preparado al estar al tanto de la ley y usar hechos*
- *Tener en cuenta que el tiempo es el enemigo*
- *¡Siempre mantenga un registro escrito!*

Individuals with Disabilities Education Improvement Act (IDEIA)

- Federal law which provides for special education and related services for **eligible** students with disabilities.
- All eligible children with disabilities have a right to FAPE:
 - Free
 - Appropriate
 - Public
 - Education
 - In the least restrictive environment (LRE).

Acta/Ley del Mejoramiento Educacional de los Individuos con Discapacidades (IDEA)

- *Ley federal que provee educación especial y servicios afines a estudiantes con discapacidades que sean **elegibles**.*
- *Todos los estudiantes con discapacidades que sean elegibles tienen derecho a FAPE:*
 - *Gratis*
 - *Apropiada*
 - *Pública*
 - *Educación*
 - *Entorno de restricción mínima (LRE)*

What is FAPE? Free and Appropriate Public Education

¿Qué es FAPE? *Educación Pública Adecuada y Gratuita*



- Special Education: Specialized and individualized instruction, tailored to meet the child's individual needs
- Related Services: Any additional services necessary to help the child benefit from their educational instruction (In CA, called "Designated Instruction and Services")

- *Educación Especial: instrucción especializada e individualizada, adaptada para satisfacer las necesidades individuales del estudiante*
- *Servicios Relacionados: Cualquier servicio adicional necesario para ayudar al estudiante a beneficiarse de su instrucción educativa (en California, llamado "Instrucción y Servicios Designados")*

The IEP Process

Suspect Child Has a Disability that Impacts Their Education

Parent/School Requests Assessment in Writing

Parent Provided with Assessment Plan within 15 Days of Request

School Denies Assessment (PWN)

Parent Signs the Assessment Plan

Request for IDR/ADR/Mediation Only, or file for Due Process

Individualized Education Program (IEP) Meeting Held within 60 Days to Determine Special Education Eligibility pursuant to Assessment Results

El proceso del IEP

Hay sospechas de que una discapacidad afecta su educación

Los padres/la escuela solicitan una evaluación por escrito

Al padre se le proporciona un plan de evaluación dentro de los 15 días de la solicitud

Escuela niega la evaluación (PWN)

El padre firma el Plan de Evaluación

Solicitud de IDR/ADR/Solo mediación, o archivo de debido proceso

Reunión del Programa de Educación Individualizada (IEP) que se lleva a cabo dentro de 60 días para determinar la Elegibilidad de Educación Especial conforme a los Resultados de la Evaluación

What is an Assessment Plan?

Identifies various areas of assessments that should be assessed:

- Health and development, including vision and hearing
- General ability (ability to process, comprehend, apply information)
- Academic performance
- Language function
- Motor abilities
- Social-emotional status
- Self-Help, including orientation and mobility
- If appropriate,
 - Career and vocational abilities/interests
 - Behavior, if appropriate (FBA)
 - Educationally Related Intensive Counseling, if appropriate (ERICS)
 - Language and Speech (LAS), etc.

¿Qué es un plan de evaluación?

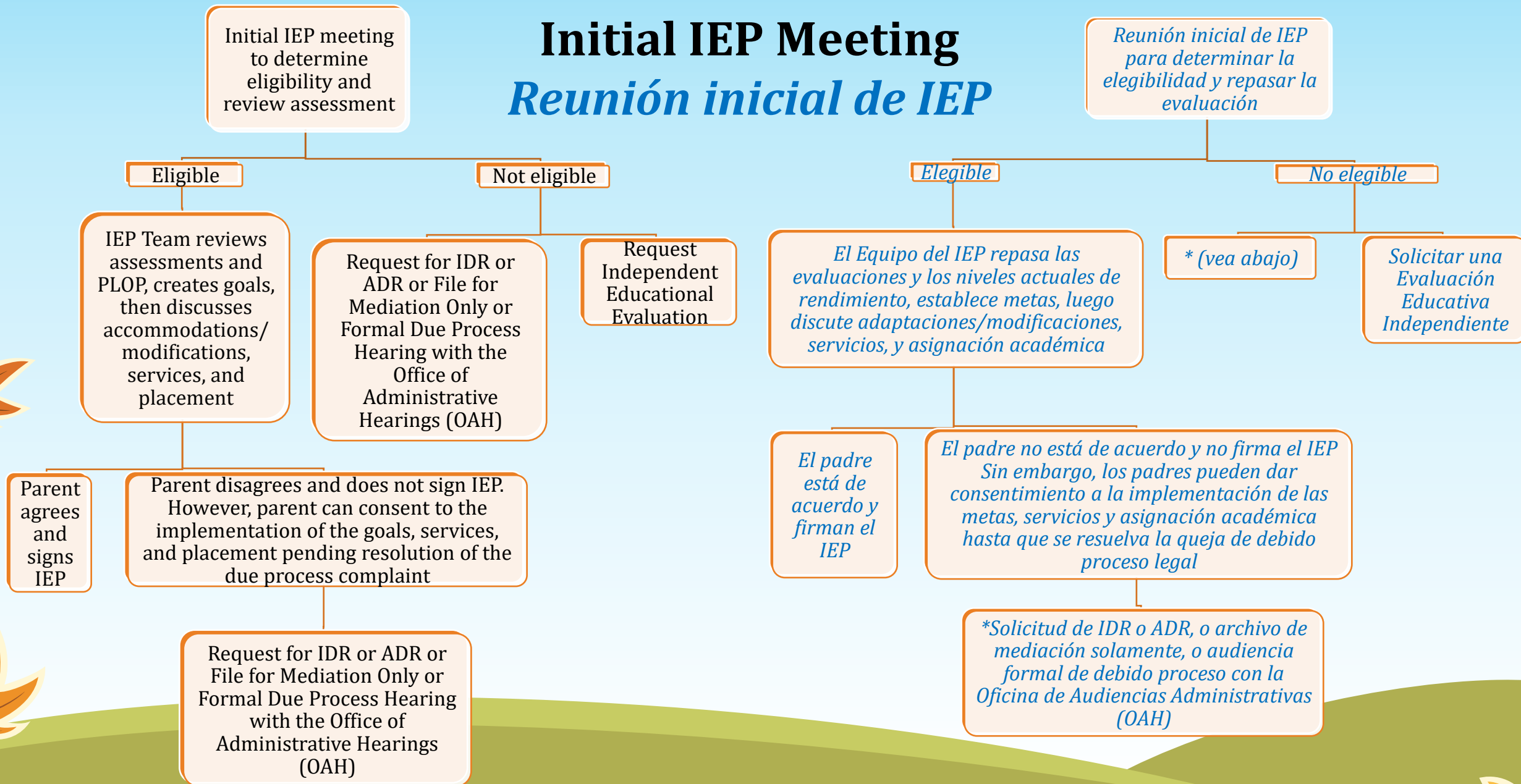
Identifica varias áreas de evaluación que deben medirse:

- *Salud y desarrollo, incluyendo visión y audición*
- *Capacidad general (capacidad para procesar, comprender, aplicar información)*
- *Rendimiento Académico*
- *Función del lenguaje*
- *Habilidades motoras*
- *Estado socioemocional*
- *Autoayuda, incluyendo orientación y movilidad*
- *Si es apropiado,*
 - *Habilidades/intereses profesionales y vocacionales*
 - *Comportamiento/conducta, si corresponde (FBA)*
 - *Servicios de Orientación Intensiva Educativamente Relacionados, si es apropiado(ERICS)*
 - *Lenguaje y Habla (LAS), etc.*

	13 Categories	<i>13 Categorías</i>
AUT	Autism	<i>Autismo</i>
DBL	Deaf-Blindness	<i>Sordera-ceguera</i>
DEA	Deafness	<i>Sordera</i>
ED	Emotional Disturbance	<i>Transtornos emocionales</i>
HOH	Hard of Hearing	<i>Hipoacusia, trastornos auditivos</i>
ID	Intellectual Disability	<i>Discapacidad intelectual</i>
MD	Multiple Disabilities	<i>Discapacidades múltiples</i>
OI	Orthopedic Impairment	<i>Impedimento ortopédico</i>
OHI	Other Health Impairment	<i>Otras impedimento de salud</i>
SLD	Specific Learning Disability	<i>Discapacidad específica en el aprendizaje</i>
SLI	Speech or Language Impairment	<i>Afección del habla o el lenguaje</i>
TBI	Traumatic Brain Injury	<i>Lesión cerebral traumática</i>
VI	Visual Impairment	<i>Discapacidad visual</i>

Initial IEP Meeting

Reunión inicial de IEP



What should be discussed at Each IEP Meeting?

- Eligibility (i.e. Evaluations)
- Student's progress towards annual goals, if applicable
- Present levels of performance (PLOP) in ALL areas of need, including English Language Development (if appropriate)
- Behavior concerns
- Annual goals & objectives
- Dates, frequency, and location of all services

¿Qué se debe discutir en cada reunión del IEP?

- *Elegibilidad (es decir Evaluaciones)*
- *Progreso del estudiante hacia las metas anuales, si procede*
- *Niveles actuales de rendimiento (PLOP) en TODAS las áreas de necesidad, incluido el desarrollo del idioma inglés (si corresponde)*
- *Preocupaciones de comportamiento*
- *Metas y objetivos anuales*
- *Fechas, frecuencia y ubicación de todos los servicios*

What should be discussed at Each IEP Meeting?

- Description of the type of placement necessary to implement the IEP in the least restrictive environment (LRE)
- (Special education and related services)
- Assistive technology
- Participation in state and district-wide testing
- Necessary modifications and/or accommodations
- Transition Plan, if age appropriate
- Behavior Intervention Plan, if necessary

¿Qué se debe discutir en cada reunión del IEP?

- *Descripción del tipo de asignación necesaria para implementar el IEP en el entorno de restricción mínima (LRE)*
- *(Educación especial y servicios afines)*
- *Tecnología de apoyo*
- *Participación en pruebas estatales y del distrito*
- *Modificaciones y/o adaptaciones necesarias*
- *Plan de transición, si es apropiado para la edad*
- *Plan de intervención del comportamiento, si es necesario*





**Let's now explore
the IEP document...**

***Exploremos el documento
del IEP...***

Page 1: Meeting (Sec. A) and Student Information (Sec. B)

Points to Consider:

- What type of meeting is this? (Initial, Annual, Triennial, or 30 Day IEP Meeting...)
- When will the Three Year Review (aka Triennial) be held?
- What is the student's primary language?
- Who holds the Educational Rights?

Blank IEP August 2022 Individualized Education Program (IEP) Page 1 of 23

Los Angeles Unified School District

Student Identification Number: [] SSID: [] Eligible

Student: Last [] First [] MI [] Date of Birth: []

Section A: Meeting Information

Pertinent Dates

Date of Initial IEP Team Meeting: []

Date of Present Meeting: []

Annual Review to be conducted by: []

Next Three Year Review will be conducted by: []

Three Year Review or Evaluation was conducted on: []

Transition to Kindergarten to be conducted by: []

Type of Meeting

☐ Initial ☐ Amendment of IEP dated []

☒ Annual Review ☐ Early Start Transition

☐ Three Year Review ☐ Expulsion Analysis

☐ Other [] ☐ Individual Transition Plan

Location of Meeting: [] District Name: Los Angeles Unified School Dist

Section B: Student Information

Date of Birth: [] Age: [] Grade: []

Gender: ☐ Male ☐ Female Limited English Proficient Student: ☒ Yes ☐ No Ethnic Code: []

Location of the Psych Folder: [] Student has no Psych Folder: ☐

Location of the Cum Folder: [] Student has no Cum Folder: ☐

Home Language: [] Student Language: [] Alternate Mode of Communication: []

Home Address of Student: []

City: [] CA ZIP Code: []

Home Telephone: [] Daytime Telephone: [] Emergency Telephone: []

School of Attendance: [] Location Code: []

School of Residence: [] Location Code: []

Name of Parent/Guardian: [] Telephone: []

Address: []

City: [] CA ZIP Code: []

Surrogate Parent: [] Telephone: []

Attends CURRENT SCHOOL as a result of one of the following: []

Is the student living in a Family Foster Home (FFH)? ☐ No ☐ Yes FFH#: []

Is FFH Provider related to student? ☐ No ☐ Yes Relationship: []

Licensed Children's Institution: ☐ No ☐ Yes LCI Name: []

LCI#: []

Out of the home placement made by: ☐ Regional Center ☐ Department of Mental Health ☐ Department of Children's Services

☐ Superior Court ☐ Other []

Child's family living within LAUSD's: ☐ No ☐ Yes

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? ☐ No ☐ Yes

Página 1: Reunión (Sec. A) y Información del Estudiante (Sec. B)

Puntos a considerar:

- ¿Qué tipo de reunión es? (Reunión inicial, anual, trienal o de 30 días de IEP...)
- ¿Cuándo se realizará la revisión de tres años (también conocidas como trienal)?
- ¿Cuál es el idioma natal del estudiante?
- ¿Quién posee los derechos de educación?

Language Acquisition (Sec. C) and Progress of Annual Goals from prior IEP (Sec. D)

- Points to Consider:
- What is your child's language classification?
 - If Limited English Proficient (LEP), what is your child's ELPAC performance level and when was your child assessed?
 - Has your child achieved their annual goals?
 - If not, do you know why?

Los Angeles Unified School District

Student Last First MI

Date of Birth

Section C: Language Acquisition

Language Classification: (Limited English Proficient)

Withdrawal by Parent Request: ☐ Yes ☐ No

Start Date: [Redacted]

Reclassification Date: [Redacted]

Test Date: [Redacted]

Test Date: [Redacted]

ELPAC Performance Level and Performance Descriptor: [Redacted]

Alternate ELPAC Performance Level and Performance Descriptor: [Redacted]

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Category	Achieved		If No, explain the reason the goal/objective was not achieved
		Yes	No	
1 [Redacted]	[Redacted]	☐	☒	[Redacted]
Objective 1 met		☐	☒	[Redacted]
Objective 2 met		☐	☒	[Redacted]
2 [Redacted]	[Redacted]	☐	☒	[Redacted]
Objective 1 met		☐	☒	[Redacted]
Objective 2 met		☐	☒	[Redacted]
3 [Redacted]	[Redacted]	☐	☒	[Redacted]
Objective 1 met		☐	☒	[Redacted]
Objective 2 met		☐	☒	[Redacted]
4 [Redacted]	[Redacted]	☒	☐	[Redacted]
Objective 1 met		☒	☐	[Redacted]
Objective 2 met		☒	☐	[Redacted]
5 [Redacted]	[Redacted]	☐	☐	[Redacted]
Objective 1 met		☐	☐	[Redacted]
Objective 2 met		☐	☐	[Redacted]
6 [Redacted]	[Redacted]	☐	☐	[Redacted]
Objective 1 met		☐	☐	[Redacted]
Objective 2 met		☐	☐	[Redacted]
7 [Redacted]	[Redacted]	☐	☐	[Redacted]
Objective 1 met		☐	☐	[Redacted]
Objective 2 met		☐	☐	[Redacted]
8 [Redacted]	[Redacted]	☐	☐	[Redacted]
Objective 1 met		☐	☐	[Redacted]
Objective 2 met		☐	☐	[Redacted]
9 [Redacted]	[Redacted]	☐	☐	[Redacted]
Objective 1 met		☐	☐	[Redacted]
Objective 2 met		☐	☐	[Redacted]
10 [Redacted]	[Redacted]	☐	☐	[Redacted]
Objective 1 met		☐	☐	[Redacted]
Objective 2 met		☐	☐	[Redacted]

Adquisición de idioma (Sec. C) y Progreso de las Metas Anuales del IEP Anterior (Sec. D)

- Puntos a considerar:
- ¿Qué es la clasificación de competencia de lenguaje de su estudiante?
 - Si tiene dominio limitado del idioma inglés o LEP, ¿cuál es el nivel de desempeño de su estudiante en el ELPAC y cuándo fue evaluado/a?
 - - ¿Ha alcanzado su estudiante sus metas anuales?
 - Si no, ¿sabe por qué?

Present Levels of Performance, PLOP (Sec. E)

What Are They?

- A summary of how a student is doing in a given area over the last year.
- Lists what types of assessments/monitoring process are being used
- Includes inputs from the teacher and/or case manager
- **PLOP should always include the baseline of each annual goal!!!**
- PLOP should be included for reading, writing, ELD, math & social emotional and ANY other areas of disability (i.e. speech, OT, PT, AT, behavior)

Los Angeles Unified School District

Student: Last First MI Date of Birth XXXXXXXXXX Meeting Date

Section E: Present Level of Performance

Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Niveles Actuales de Rendimiento, PLOP (Sec. E)

¿Qué son?

- Un resumen sobre cómo se está desempeñando el estudiante dentro de cierto ámbito al transcurso del año.
- Enumera qué tipo de evaluaciones / Se está usando un proceso de seguimiento
- Incluye comentarios del maestro y/o coordinador de casos
- **¡EL PLOP siempre debe incluir un punto de referencia para cada meta anual!**
- Se debería de incluir PLOP para los ámbitos de lectura, escritura, ELD, matemáticas y socioemocional así como CUALQUIER otras área de la discapacidad OT, PT, AT, comportamiento)

Eligibility (Sec. F)

LAUSD currently uses the Welligent for their IEPs. Welligent does NOT allow the IEP to list more than one eligibility on the eligibility page.

Therefore, if the child has more than one eligibility make sure it's listed in the IEP summary page and the IEP team determine which eligibility is the primary, secondary, etc.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
Last First MI

Date of Birth

Meeting Date

Section F: Eligibility

If applicable, areas discussed related to disability or suspected disability:

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code:

☒ Not Applicable,

☐ Blind or

☐ Partially Sighted

Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):

Code:

☒ Not Applicable,

☐ Blind or

☐ Partially Sighted

☐ Does not meet eligibility criteria for Special Education Services (Initial IEP).

or

☐ No Longer Eligible for Special Education Services (Review IEP).

No Longer Eligible (Effective Date):

☐ This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason:

Final IEP Effective Date:

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:

☐ Social Maladjustment

☐ Temporary Physical Disability

☐ Lack of instruction in reading

☐ Lack of instruction in math

☐ Limited English Proficiency

☐ Environmental, Cultural or Economic Factors

Elegibilidad (Sec. F)

LAUSD actualmente utiliza el sistema de Welligent para la administración de los IEP. Welligent NO permite que el IEP incluya más de una elegibilidad en la página de elegibilidad. Por lo tanto, si el estudiante tiene más de una elegibilidad, asegúrese de que aparezca en la página de resumen del IEP y el equipo del IEP determine cuál es la elegibilidad primaria, nivel secundario, etc.

Annual Goals and Objectives (Sec. G)

Points to Consider:

- Is there a baseline included in the PLOP for this goal?
- Is there a goal for all areas of suspected disability?
- How will this goal be measured?
- Are the short-term objectives appropriate to this goal?
- Is your child making sufficient progress to meet this annual goal?
- If not, do you know why?

Section G: Annual Goals and Objectives

Performance Area: Reading Category: Reading Annual Goal #: 1

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

☐ State Assessments ☐ Norm Referenced ☐ Criterion Referenced ☐ Curriculum Based
☐ Observation ☐ Portfolio ☐ Work Samples ☐ Informal
☐ Other

Incremental objective #1 related to the goal:

Incremental objective #2 related to the goal:

Date to be achieved: MO/YR Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS				
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met: ☐ Yes ☐ No
Is progress sufficient to meet annual goal? ☐ Yes ☐ No	Is progress sufficient to meet annual goal? ☐ Yes ☐ No	Is progress sufficient to meet annual goal? ☐ Yes ☐ No	Is progress sufficient to meet annual goal? ☐ Yes ☐ No	Objective 2 Met: ☐ Yes ☐ No
If "No" please comment: ☐ Needs More Time ☐ Excess Absence/Tardy ☐ Assignments Not Completed ☐ Need to review/revise Goal ☐ Other	If "No" please comment: ☐ Needs More Time ☐ Excess Absence/Tardy ☐ Assignments Not Completed ☐ Need to review/revise Goal ☐ Other	If "No" please comment: ☐ Needs More Time ☐ Excess Absence/Tardy ☐ Assignments Not Completed ☐ Need to review/revise Goal ☐ Other	If "No" please comment: ☐ Needs More Time ☐ Excess Absence/Tardy ☐ Assignments Not Completed ☐ Need to review/revise Goal ☐ Other	If "No" please explain:

Metas y objetivos anuales (Sec. G)

Puntos a considerar:

- ¿Se incluye un punto de referencia dentro del nivel actual de rendimiento para esta meta en particular?
- ¿Hay una meta para todas las áreas en las que se prevé una discapacidad?
- ¿Cómo se evaluará la meta?
- ¿Las metas establecidas a corto plazo apropiadas para esta meta?
- ¿Su estudiante está mostrando suficiente progreso para cumplir con esta meta anual?
- Si no, ¿sabe por qué?

Creating SMART IEP Goals

- **Specific:** The goal should be specific in targeting the area of academic achievement and functional performance. The goal should include a clear description of the knowledge and skills that will be taught and how the child's progress will be measured.
- **Measurable:** You should be able to measure the goal using standardized assessments, curriculum-based assessments, work samples, and/or teacher charted data.
- **Achievable:** The student should be able to achieve the goal within a year

Crear metas SMART para el IEP

- **Específicas:** La meta debe ser específica en que se enfoca en el área de rendimiento académico y desempeño en lo funcional. Esta meta debería incluir una descripción clara sobre el conocimiento y las destrezas que se enseñarán y cómo el progreso del estudiante será evaluado.
- **Medibles:** Usted debería de poder evaluar esta meta por medio de las evaluaciones estandarizadas, evaluaciones que se basan en el plan de estudio, muestras de trabajo, y/o datos registrados por el maestro.
- **Alcanzable:** El estudiante debería de ser capaz de alcanzar la meta dentro del plazo de un año.

Creating SMART IEP Goals (contd.)

- **Results Oriented/Relevant:** The goal should clearly spell out the expected result. The goal should be relevant to the unique needs of the child and should not be based on district curricula, state or district tests, or other external standards
- **Time-limited:** The goal and objectives are time-limited. What does the child need to know and be able to do after one year in special education?

SMART goals are realistic for the student to achieve and explain how the student will accomplish them

Crear metas SMART para el IEP (continuación)

- **Resultados Dirigidos/Relevantes:** *La meta debería de claramente indicar los resultados previstos. La meta debería de ser relevante a las necesidades únicas del estudiante y no deberían basarse en los planes de estudio del distrito, las pruebas estatales o del distrito, u otros estándares externos.*
- **Tiempo establecido:** *Las metas y los objetivos tienen tiempo establecido. ¿Qué necesita saber y capaz en hacer el estudiante después de un año en la educación especial?*

Las metas SMART son realistas en que el estudiante podrá alcanzarlas e indican cómo el estudiantes las logrará

Additional Information About Creating Annual Goals

- The IDEA does not state how many specific goals must be included in the IEP, but as a general rule, there should be at least one annual goal for each area of identified need.
- Also, too many skills should not be combined into one goal or else it will be difficult to measure progress on that goal.
- Each IEP goal should have a corresponding item of instruction or services identified and the IEP should indicate who will be responsible for student's progress towards that goal.
- Having goals without related programming to support those goals will likely result in a finding that the District did not provide FAPE.

Información adicional sobre la creación de metas anuales

- *IDEA no indica cuántas metas específicas deben ser incluidas en el IEP, pero como norma general, debe haber por lo menos una meta anual para cada área de necesidad identificada.*
- *También, demasiadas habilidades no deben ser combinadas en una meta o será difícil medir el progreso en esa meta.*
- *Cada meta del IEP debe tener un artículo correspondiente de instrucción o servicios identificados y el IEP debe indicar quién será responsable por el progreso del estudiante hacia esa meta.*
- *Tener metas sin programación asignada para apoyar esas metas probablemente resultará en un hallazgo que el Distrito no proporcionó FAPE.*

Participation in State and District-wide Assessment (Sec. K)

Points to Consider:

- What types of state and District assessments will your child be participating in?
- Does your child need accommodations or supports for any of these assessments?

Participación en Pruebas Estatales y De Todo el Distrito (Sec. K)

Puntos a considerar:

- ¿En qué tipo de evaluaciones estatales y del distrito participará su estudiante?
- ¿Necesita su estudiante adaptaciones o apoyos para cualquiera de estas evaluaciones?

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Individualized Education Program (IEP)

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Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student

Last

First

MI

Date of Birth

Meeting Date

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.

No assessment tests found.

Procedural Safeguards and Follow-up Action (Sec. N)

Points to Consider:

- Were you provided a copy of the Procedural Rights & Safeguards in your primary language?
- Was an interpreter that was knowledgeable about special education terminology provided to you at no expense for the entire IEP meeting?
- Did you request a copy of the IEP in your primary language to review before you sign and provided consent?
- Was recoupment and compensatory services discussed at the IEP meeting?

Los Angeles Unified School District

Student Last First MI Date of Birth Meeting Date

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 language.

☐ 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:

☐ The IEP team has reviewed and discussed whether compensatory education is required due to 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 not required.

☐ Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.

☐ Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.

☐ Compensatory education consideration was documented on IEP dated

Recoupment Services Consideration:

☐ The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:

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 experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).

☐ Recoupment services consideration was documented on IEP dated

☐ 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)

THIS SPACE DELIBERATELY LEFT BLANK.

Protecciones Procesales y Acciones de Seguimiento (Sec. N)

Puntos a considerar:

- ¿Se le proporcionó una copia de los Derechos y Protecciones Procesales en su idioma natal?
- ¿Se le proporcionó un intérprete que poseía conocimientos sobre la terminología de educación especial sin costo durante toda la reunión del IEP?
- ¿Solicitó una copia del IEP en su idioma principal para revisar antes de firmar y dar su consentimiento?
- ¿Se discutieron los servicios de recuperación y compensatorios durante la reunión del IEP?

Parent Participation and Consent (Sec. Q)

Points to Consider:

- What components of the IEP are you agreeing to?
- Parents can list their concerns and comments on this page and/or include an attachment
- Parents can agree to implement the IEP while still disagreeing that the District's offer constitutes a free and appropriate public education ("FAPE")
- Parents can disagree with the IEP in its entirety
- Parents can agree to some parts of the IEP and disagree with other parts

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Los Angeles Unified School District

Student Last First MI Date of Birth Meeting Date

Section Q: Parent Participation and Consent

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) was notified 3 times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present.
☐ Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

Parent Notification

Method	Whom	When

(PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. (Parent initials here ONLY if the PARENT requested that the meeting be rescheduled.)

Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a 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 WITH THE SPECIFIC EXCEPTION(S) stated below:

☐ Assessment	Specify	
☐ Eligibility	Specify	
☐ Instructional Setting	Specify	
☐ Services	Specify	

☐ The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP.

Parent Concerns and Comments

Signature(s) Date

☐ Parent ☐ Guardian ☐ Student age 18-21 years age 18-21 years ☐ Surrogate Parent ☐ Emancipated Minor ☐ Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? ☐ Yes ☐ No ☐ No Response

☐ I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting

Signature(s) Date

Participación y consentimiento del padre (Sec. Q)

Puntos a considerar:

- ¿Con qué sección del IEP está de acuerdo?
- Los padres pueden enumerar sus preocupaciones y comentarios en esta página y/o incluir una página adjunta
- Los padres pueden estar de acuerdo con implementar el IEP a pesar de estar en desacuerdo con que la oferta del Distrito constituye una educación pública gratuita y apropiada (FAPE, por sus siglas en inglés)
- Los padres pueden estar en desacuerdo con el IEP en su totalidad
- Los padres pueden estar de acuerdo con algunas partes del IEP y no estar de acuerdo con otras partes

Names and Signatures (Sec. R)

- Points to Consider:
- These are the people who attended the IEP meeting
 - Parents can invite any external professionals and/or support person to the IEP meeting, including therapists, doctors, educational advocates and attorneys, and a family member or friend who knows the student

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Individualized Education Program (IEP)

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Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Last First MI

Date of Birth

Reconvened Meeting Date

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian		
Parent/Guardian		
Student Age 18-21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee		
Special Education Teacher		
General Education Teacher		
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

Nombres y Firmas (Sec. R)

- Puntos a considerar:
- Estas son las personas que participaron en la reunión del IEP
 - Los padres pueden invitar a cualquier profesional externo y/o persona de apoyo a la reunión del IEP, que incluye terapeutas, doctores, defensores de la educación y abogados y parientes o amistades quienes conocen al estudiante

Q&A



Preguntas y Respuestas

Sec. A: Meeting Information

Información acerca de la reunión

Sec. B: Student Information

Información del estudiante

Sec. C: Language Acquisition

Adquisición del idioma

Sec. D: Progress of Annual Goals from prior IEP

Progreso de las Metas Anuales del IEP anterior

Sec. E: Present Levels of Performance

Niveles Actuales de Rendimiento

Sec. F: Eligibility

Elegibilidad

Sec. G: Goals

Metas

Sec. K: Participation in State and District-wide Assessment

Participación en las Pruebas Administradas por el Estado y en todo el Distrito

Sec. N: Procedural Safeguards and Follow-up Action

Protecciones Procesales y Acciones de Seguimiento

Sec. Q: Parent Participation and Consent

Participación y consentimiento del padre de familia

Sec. R: Names and Signatures

Nombres y Firmas

Least Restrictive Environment (LRE) Analysis

Points to Consider:

- Was there a discussion during the IEP meeting about whether the placement that is being offered is in the least restrictive environment?

Los Angeles Unified School District

Student: Last First MI Date of Birth Meeting Date

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Worksheet

Not an Official Document

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

To Be Completed By the IEP Team at the IEP Team Meeting

Student's Current Placement Type:

☐ General Education Class/General Education Site	☐ Special Day Program/General Education Site
☐ Special Day Program/Special Education Center	☐ Nonpublic School
☐ Home/Hospital or Residential Care Facility	

DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the Step that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?

☐ Yes ☐ No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.

☐ 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 in the box below. Then go to Step B.

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?

☐ Yes ☐ No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.

☐ Yes ☐ No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? 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 in the box below. Then go to Step C.

Análisis del Entorno de Menor Restricción (LRE)

Puntos a considerar:

- ¿Se discutió durante la reunión de IEP si la asignación académica que se ofrece es el entorno de restricción mínima?

FAPE Part I: Eligibility, Placements, Supports

Points to Consider:

- Eligibility
- Type of Curriculum
- Placement
- Type of Instructional Setting
- Type of Program
- Special Day Minutes/Week

Los Angeles Unified School District		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
Student: Last First MI		IEP FAPE Part I - Eligibility, Placements and Supports	
Date of Birth Meeting Date			
Eligibility: (from Page 4)	Effective With this IEP	As of Date:	
	Eligible		
Curriculum	Final IEP Reason		
	Final IEP Effective Date:		
Placement	Type of School		
	Name of School		
Instructional Setting	Setting		
	Program		
Additional Factors	Special Day Minutes/Wk		
	Addresses Goals		
Accommodation, Modifications, Supports	Low Incident Support		
	Assistive Technology Support		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Transportation		
	Extended School Year/Intersession	☐ Yes ☐ No	
Comments, as appropriate	Parent Counseling and Training (PCT)	☐ Yes ☐ No	
	ESY Transportation		
Low Incidence Equipment	Instructional Accommodations		
	Instructional Modifications		
Assistive Technology Equipment	Other Supports, including Non-Academic and Extra-curricular Activities		
	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	☐ Yes ☐ No	
	If the Parent does not agree, specify the area(s) to be reassessed.		

Parte I de FAPE: Elegibilidad, Asignación, Apoyos

Puntos a considerar:

- Elegibilidad
- Tipo de Plan de Estudio
- Asignación académica
- Tipo de Entorno de Instrucción
- Tipos de Programas
- Minutos/Semanas en Educación Especial

FAPE Part I: Eligibility, Placements, Supports

Points to Consider:

- Additional Factors - Low Incident Support, Assistive Technology Support, ESY, Transportation, PCT
- Accommodations, Modifications, and Supports
- Preparation for Three Year Review
- Low Incidence Equipment
- Assistive Technology Equipment

Los Angeles Unified School District
Student Last First MI
Date of Birth Meeting Date

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IEP FAPE Part I - Eligibility, Placements and Supports

Effective With this IEP As of Date: Future Changes Related to this IEP

Eligibility: (from Page 4) Eligible

Final IEP Reason
Final IEP Effective Date:

Curriculum

Placement

Type of School
Name of School

Instructional Setting

Setting
Program
Special Day Minutes/Wk
Addresses Goals

Additional Factors

Low Incident Support
Assistive Technology Support
Transportation
Extended School Year/Intersession ☐ Yes ☐ No
Parent Counseling and Training (PCT) ☐ Yes ☐ No
ESY Transportation

Accommodation, Modifications, Supports

Instructional Accommodations
Instructional Modifications
Other Supports, including Non-Academic and Extra-curricular Activities

Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)

Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? ☐ Yes ☐ No
If the Parent does not agree, specify the area(s) to be reassessed.

Comments, as appropriate

Low Incidence Equipment

Assistive Technology Equipment

Parte I de FAPE: Elegibilidad, Asignación, Apoyos

Puntos a considerar:

- Factores Adicionales - Apoyo para discapacidades poco comunes, tecnología de apoyo, ESY, Transporte, PCT
- Adaptaciones, modificaciones, y apoyos
- Preparación para el repaso de tres años
- Equipo para discapacidades poco comunes
- Equipo para la tecnología de apoyo

Accommodations

- Definition: Refer to the actual teaching supports and services that the student may require to successfully learn
- Should not change the expectation of the curriculum or grade level
- Examples:
 - Extended time on tests/assignments
 - Tests read orally
 - Books on tapes
 - Taped lectures
 - Note takers
 - Quiet testing environment
 - Assistive technology
 - Aides

Adaptaciones

- *Definición: Haga referencia a los apoyos y servicios de enseñanza actuales que el estudiante puede requerir para aprender exitosamente*
- *No debe cambiar las expectativas del plan de estudio o nivel de grado*
- *Ejemplos:*
 - *Tiempo prolongado en pruebas/tareas*
 - *Pruebas leídas en voz alta*
 - *Libros grabados*
 - *Lecciones grabadas*
 - *Personas que toman notas*
 - *Ambiente callado al hacer las pruebas*
 - *Tecnología de apoyo*
 - *Asistentes*

Modifications

- Definition: Refer to changes made to the curriculum expectations in order to meet the student's needs
- Are made to the curriculum when the expectations are beyond the student's level of ability
- Can be minimal or very complex
- Examples:
 - Second language exemptions
 - Withdrawal of specific skills
 - Student is involved in the same unit/theme but provided with different tasks and expectations
 - Modified grades
 - Modified assignments

Modificaciones

- *Definición: Haga referencia a los cambios hechos a las expectativas del plan de estudios para atender las necesidades del estudiante*
- *Son hechos al plan de estudios cuando las expectativas están más allá del nivel de habilidad del estudiante*
- *Puede ser mínima o muy compleja*
- *Ejemplos:*
 - *Excepciones por segundo idioma*
 - *Retirada de habilidades específicas*
 - *El estudiante está involucrado en la misma unidad/tema pero con diferentes deberes y expectativas*
 - *Calificaciones modificadas*
 - *Tareas modificadas*

FAPE Part 2: Summary of Services

Points to Consider:

- What services will your child get?
- What goal(s) does it address?
- How often will the services be provided?
- Where will the services be provided?
- How will the services be provided?
- Who will provide the services?
- When will the services start?
- When will the services end?

Blank IEP August 2022

Individualized Education Program (IEP)

Page 14 of 23

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP FAPE Part 2 - Summary of Services

Student

Date of Birth

Meeting Date

FAPE Summary Grid

Program:		Setting:	
Eligibility:		Curriculum:	
Transportation:		Low Incident Support:	
Date District Received			
Parent Signature:			

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
--------------	--------------	------------	--------------------	----------	-----------	------	---------------	-------------------

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	☐	☐	☐	☐	☐	☐
Transition Services	☐	☐	☐	☐	☐	☐
Supplementary Aids and Services (provided in general education classes and other general ed environments)	☐	☐	☐	☐	☐	☐

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

For IEP Team Information

☐ By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.

Parte 2 de FAPE: Resumen de los Servicios

Puntos a considerar:

- ¿Qué servicios recibe su estudiante?
- ¿Con qué meta está relacionada?
- ¿Con qué frecuencia se prestarán los servicios?
- ¿Dónde se prestarán los servicios?
- ¿Cómo se prestarán los servicios?
- ¿Quién proporcionará los servicios?
- ¿Cuándo iniciarán los servicios?
- ¿Cuándo finalizarán los servicios?

FAPE Part 2: Summary of Services - Alternative Remote/Distance Service Delivery

Points to Consider:

- Do you know what special education services your child will be provided and how often they will be provided?
- Were alternative remote/means of delivery for these services discussed (if your child will not be accessing these services in person)?

Blank IEP August 2022 Individualized Education Program (IEP) Page 14 of 23

Los Angeles Unified School District
Student _____ Date of Birth _____ Meeting Date _____
Last First MI

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IEP FAPE Part 2 - Summary of Services

FAPE Summary Grid

Program:			Setting:		
Eligibility:			Curriculum:		
Transportation:			Low Incident Support:		
Date District Received					
Parent Signature:					

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
Alternative Remote/Distance Learning Services During Emergency Conditions								
If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.								
Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):								
	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)		
Specialized Academic Instruction and Related Services	☐	☐	☐	☐	☐	☐		
Transition Services	☐	☐	☐	☐	☐	☐		
Supplementary Aids and Services (provided in general education classes and other general ed environments)	☐	☐	☐	☐	☐	☐		

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

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For IEP Team Information

☐ By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.

Parte 2 de FAPE: Resumen de los Servicios - Prestación Alternativa de Servicios Remotamente / A Distancia

Puntos a considerar:

- ¿Conoce qué servicios de educación especial se le prestarán a su estudiante y con qué frecuencia?
- ¿Se discutió la prestación de servicios remotamente / otro medio (si el estudiante no accederá a los servicios en persona)?

FAPE Part 3: Percentage of Time Outside General Education

Parte 3 de FAPE: Porcentaje de tiempo fuera la educación general

Points to Consider:

- What is the % of time per week that your child will be outside of the general education setting?

Puntos a considerar:

- ¿Cuál será el % de tiempo durante cada semana que su estudiante estará fuera del entorno de educación general?

Blank IEP August 2022 Individualized Education Program (IEP) Page 12 of 23

Los Angeles Unified School District
Student
Last First MI

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IEP FAPE Part 2 - Summary of Services
Date of Birth Meeting Date

	Effective With This IEP	Future Changes Related To This IEP
Part 3 - Percentage of Time Outside of General Education		
% of Time per Week outside of General Education		

Part 4 - Additional Discussion (This section is optional)

Notes:
Parents of students who are Medi-Cal eligible authorize LAUSD to submit claims for reimbursement by Medi-Cal funded services unless parent(s) signs a Parent Medi-Cal Non-Authorization to Bill form. Please see Parent's Guide to Special Education Services (including Procedural Rights and Safeguards).

FAPE Part 4: Additional Discussion

Points to Consider:

- Note that it states this section is optional but it is often one of the most important parts of the IEP because IEP team discussions and parents' concerns and requests should be listed here. Also, any follow up actions should be noted here.

Parte 4 de FAPE: Discusión Adicional

Puntos a considerar:

- *Tenga en cuenta que esta sección se indica como opcional, pero a menudo es una de las partes más importantes del IEP porque aquí se enumeran las discusiones del equipo de IEP, así como las preocupaciones y peticiones de los padres. Además, cualquier acción de seguimiento debería de ser enumerada aquí.*

Part 4 - Additional Discussion (This section is optional)

Parent has agreed to obtain a land line phone to facilitate communication with [REDACTED]. The IEP team will meet during the second week of school (week of January 18) to evaluate the effectiveness of supports for [REDACTED]. [REDACTED] has not been reporting to class and has not been receiving services due to avoidance behavior.

The PCT informational packet is available online via the LAUSD Parent Portal. You can register for this online platform at <https://parentportalapp.lausd.net/parentaccess/>. If you require assistance with accessing the Parent Portal, please contact a staff member in the main office of your child's school. You may obtain a copy of this PCT announcement from your child's IEP team. All workshops will be provided in both English and Spanish. If you have questions, please call!

An implementation IEP was held on September 2, [REDACTED]. The following points were discussed:

- Individual DIS counseling was included with 45 minutes of service per week as indicated by FSA which was agreed upon on July 16, [REDACTED]. 2 social emotional goals were developed. All compensatory services and IEE information have been documented in FSA.
- Per FSA, the district will conduct a health and transition assessment in lieu of the assessment plan that parent consented to on June 29, [REDACTED].

Other Components of the IEP, if necessary

- Transition plan
- Positive Behavior Support/Intervention Plan
- Referral for Educationally Related Mental Health Services (formerly known as AB 3632 mental health services)

Otros componentes del IEP, si son necesarios

- *Plan de transición*
- *Plan de apoyo/intervención de comportamiento positivo*
- *Remisión para servicios de salud mental relacionados con la educación (anteriormente conocidos como servicios de salud mental AB 3632)*

Other Rights Under IDEIA

- Least Restrictive Environment/Full Inclusion
- Fair and Comprehensive Assessment
- Full Parental Participation
 - Documents in your primary language
 - Interpreter services for every IEP meeting
 - Bilingual assessments
- Due Process Protections
- Child Find Obligations

Otros derechos bajo IDEIA

- *Entorno de Restricción Mínima/Inclusión completa*
- *Evaluación justa y exhaustiva*
- *Plena participación de los padres*
 - *Documentos en su idioma natal*
 - *Servicios de intérprete para cada reunión del IEP*
 - *Evaluaciones bilingües*
- *Protecciones de debido proceso legal*
- *Obligaciones de Child Find*

Independent Education Evaluation (IEE)

- If parent/ERH disagree with district's assessment, they have the right to request an independent education evaluation (IEE)
- School district can respond in only two ways:
 1. District grants the parents' request and provides the IEE at public expense, or
 2. District files due process to get an administrative law decision saying their assessment is appropriate

Evaluación educativa independiente (IEE)

- *Si los padres/ERH no están de acuerdo con la evaluación del distrito, tienen el derecho de solicitar una evaluación de educación independiente (IEE)*
- *El distrito escolar puede responder de dos maneras:*
 1. *El distrito otorga la solicitud de los padres y provee la IEE a expensas públicas, o*
 2. *El distrito presenta queja de debido proceso legal para obtener una decisión de ley administrativa indicando que su evaluación es apropiada*

If a Student Is Not Eligible for Special Education, then Consider...

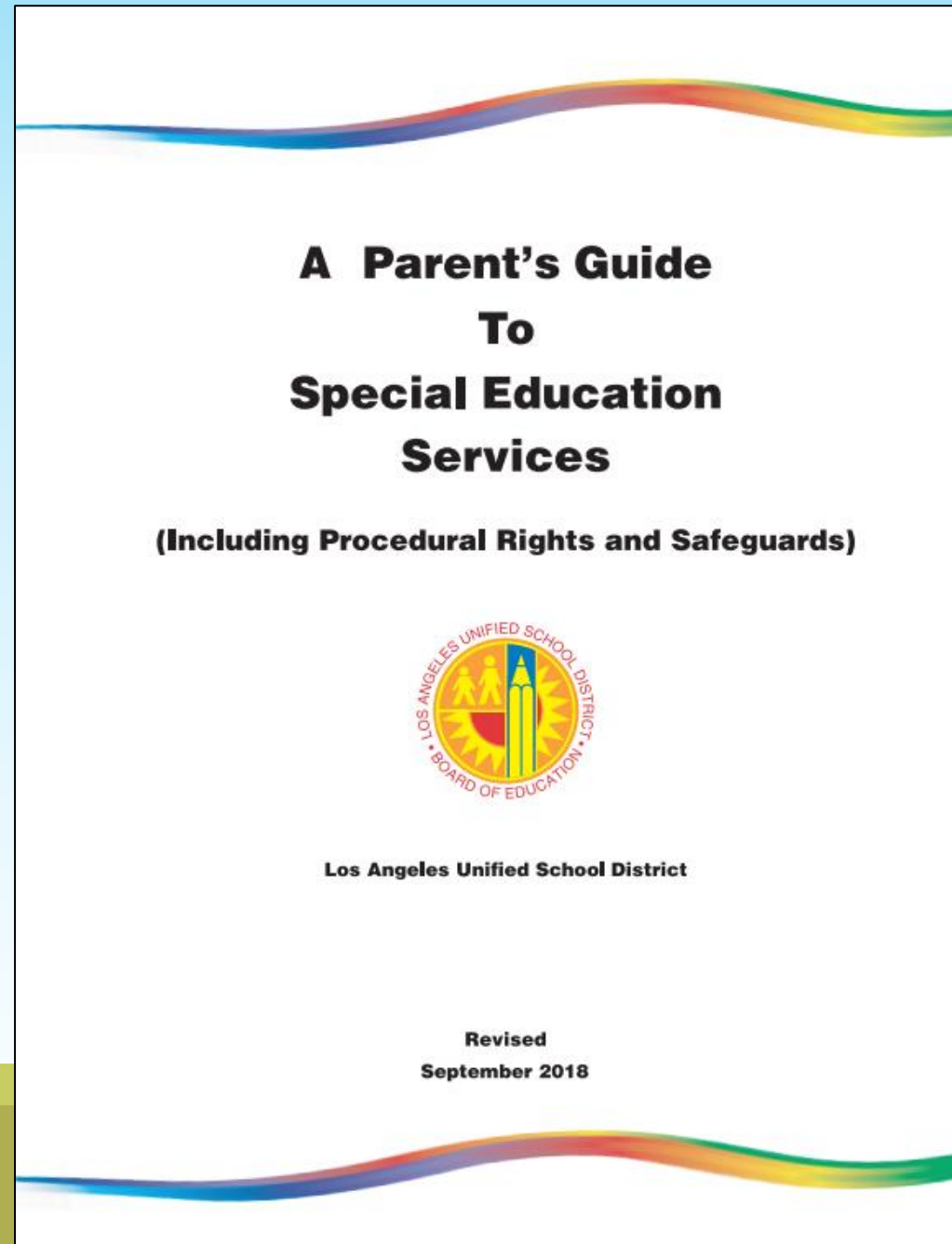
- Requesting a Student Success/Study Team Meeting
- Requesting a 504 Plan

Si un estudiante no es elegible para Educación Especial, entonces considere...

- *Solicitar una reunión del equipo de estudio/éxito del estudiante*
- *Solicitar un plan 504*

Publications

For more information about special education, including your parent rights and procedural safeguards, please refer to A Parent's Guide to Special Education Services (including Procedural Rights and Safeguards). This booklet contains a wealth of information and is available in 9 languages.



Publicaciones

Para obtener más información sobre la educación especial, incluidos los derechos de padres y las garantías procesales, consulte la Guía para padres sobre los servicios de educación especial (incluidos los derechos y las garantías procesales). Este libretto contiene una gran cantidad de información y está disponible en 9 idiomas.



Resources

- Division of Special Education - <https://achieve.lausd.net/sped>
- Community Advisory Committee - [PCSS / Community Advisory Committee \(lausd.net\)](https://achieve.lausd.net/sped)
- Disabilities Rights California (former PAI) – Special Education Rights and Responsibilities (SERR) Manual – www.disabilityrightsca.org
- Wrightslaw – www.wrightslaw.com
- ADDitude - <https://www.additudemag.com/>
- California Department of Education – www.cde.ca.gov
- Office of Administrative Hearings - <https://www.dgs.ca.gov/OAH>



Resources

- *División de Educación Especial - <https://achieve.lausd.net/sped>*
- *Comité Asesor Comunitario - [PCSS / Community Advisory Committee \(lausd.net\)](https://achieve.lausd.net/sped)*
- *Derechos Sobre las Discapacidades en California (ex PAI) – Manual de Derechos y Responsabilidades de Educación Especial (SERR) – www.disabilityrightsca.org*
- *Wrightslaw – www.wrightslaw.com*
- *ADDitude - <https://www.additudemag.com/>*
- *Secretaría de Educación California - www.cde.ca.gov*
- *Oficina de Audiencias Administrativas - <https://www.dgs.ca.gov/OAH>*



Thank You!
¡Gracias!



Follow us on Facebook
Síguenos en Facebook

<https://www.facebook.com/LAUSDCAC>

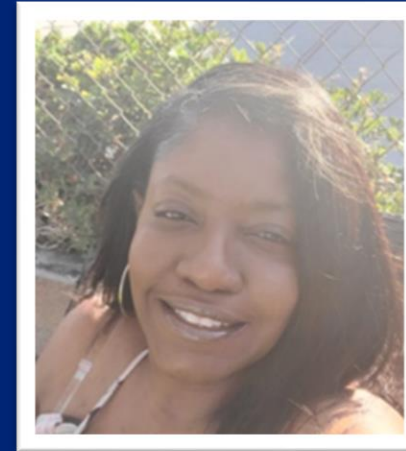


**Officers from LAUSD
Community Advisory Committee (CAC) Officers**

***Officers from LAUSD
Community Advisory Committee (CAC) Officers***



John Perron
Chairperson
CAC



Arlaina Jackson
Public Relations Officer
CAC



LAUSD Community Advisory Committee (CAC)

LAUSD Comité Asesor Comunitario (CAC, por sus siglas en inglés)

An Introduction for Parent and Family Center Directors
Una introducción para los Directores de los Centros de
Padres y Familias



Collaborating with LAUSD to Inform and Empower
students & families with Special Education needs.

Colaborar con el LAUSD para informar y capacitar
a los estudiantes y familias con necesidades de
educación especial.



Who We Are/Quienes Somos

**LAUSD
COMMUNITY
ADVISORY
COMMITTEE
(CAC)**

John Perron, Chairman / Presidente
Community Advisory Committee
Comité Asesor Comunitario

Arlaina Jackson, Public Relations Officer
Community Advisory Committee
Comité Asesor Comunitario

**LAUSD
COMITÉ
ASESOR
COMUNITARIO
(CAC, por sus
siglas en inglés)**

Rate Yourself / Auto Calificación

How much do you know about the Community Advisory
Committee (CAC)?

Place a number from 0-5 in the chat

0 = I don't know anything about the CAC

5 = I know a lot about the CAC

¿Cuánto sabe sobre el Comité Asesor Comunitario (CAC)?

Ingrese un número del 0 a 5 en el chat

0 = No sé nada sobre el CAC

5 = Sé mucho sobre el CAC



THE CAC: WHO WE ARE

EL CAC: QUIENES SOMOS

Advise on development of the Special Education Local Plan (SELPA) which provides all special education services within the district's geographical boundaries.

32 members and 10 alternates appointed by the LAUSD Board of Education

Guided by the CAC bylaws and California Education Codes 56190-56194

Passionate individuals who care deeply about Students with Special Education needs

COMUNITY ADVISORY COMMITTEE (CAC)

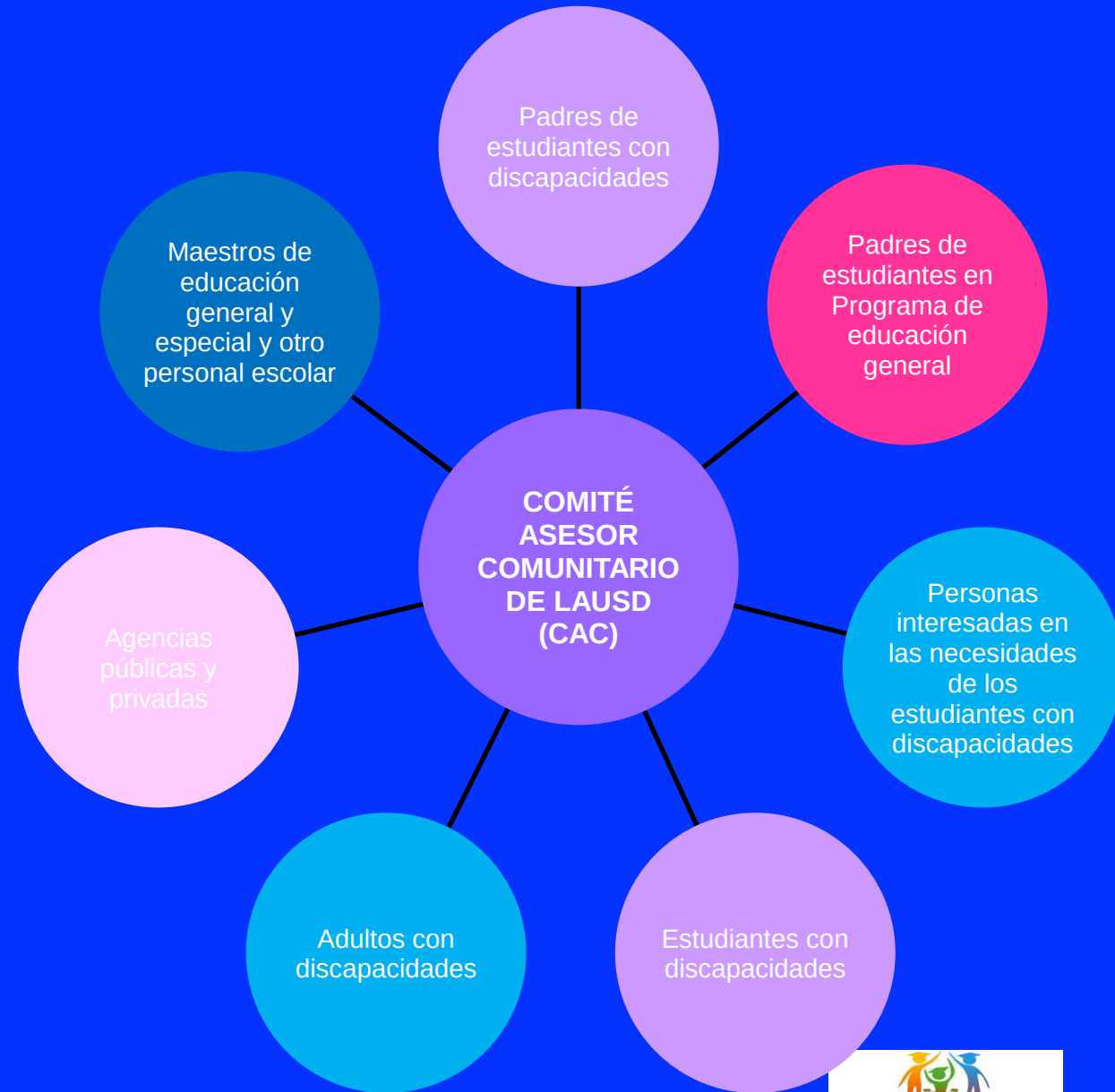
Asesorar sobre el desarrollo del Plan Local de Educación Especial (SELPA) que provee todos los servicios de educación especial dentro de los límites geográficos del distrito.

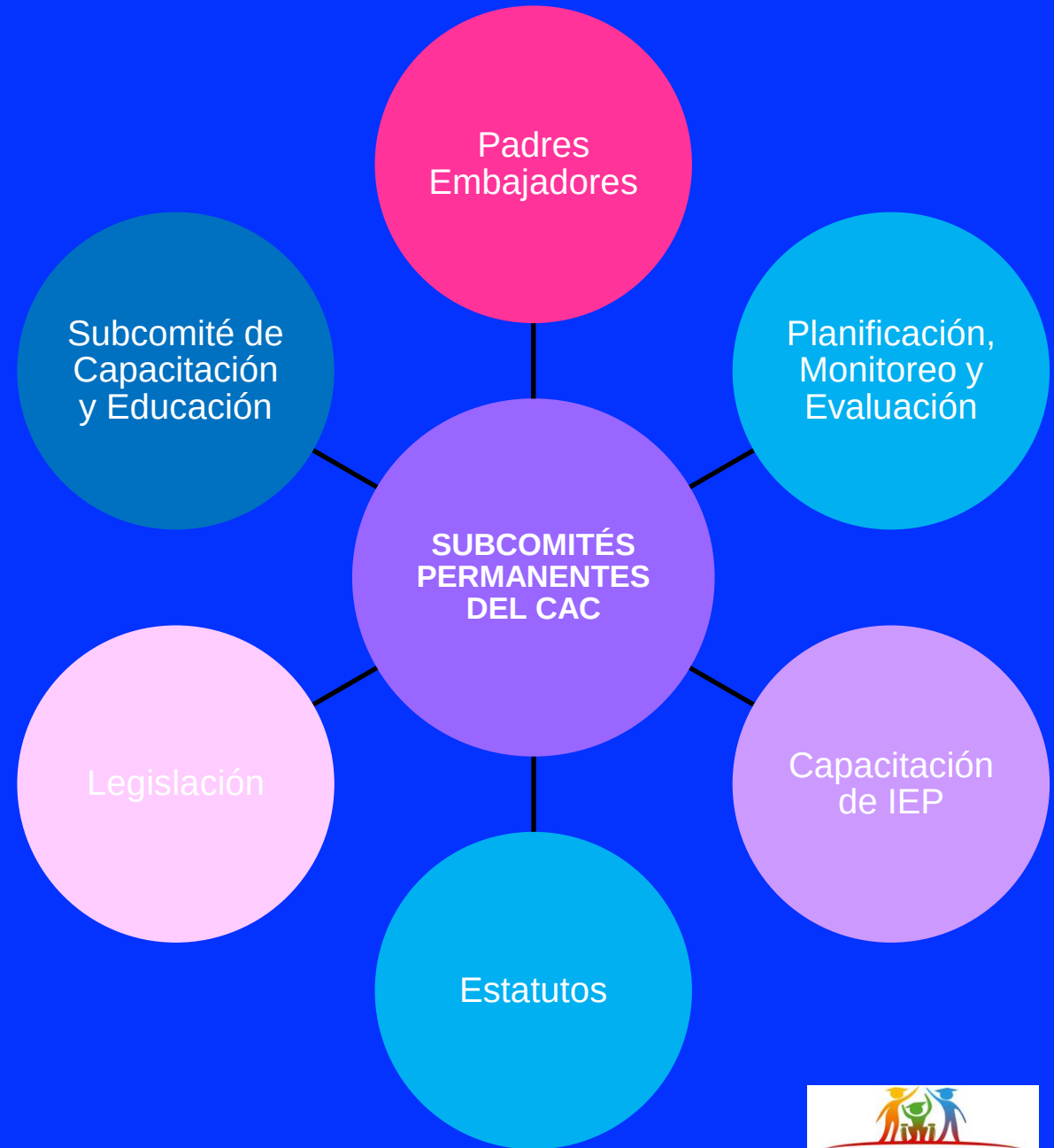
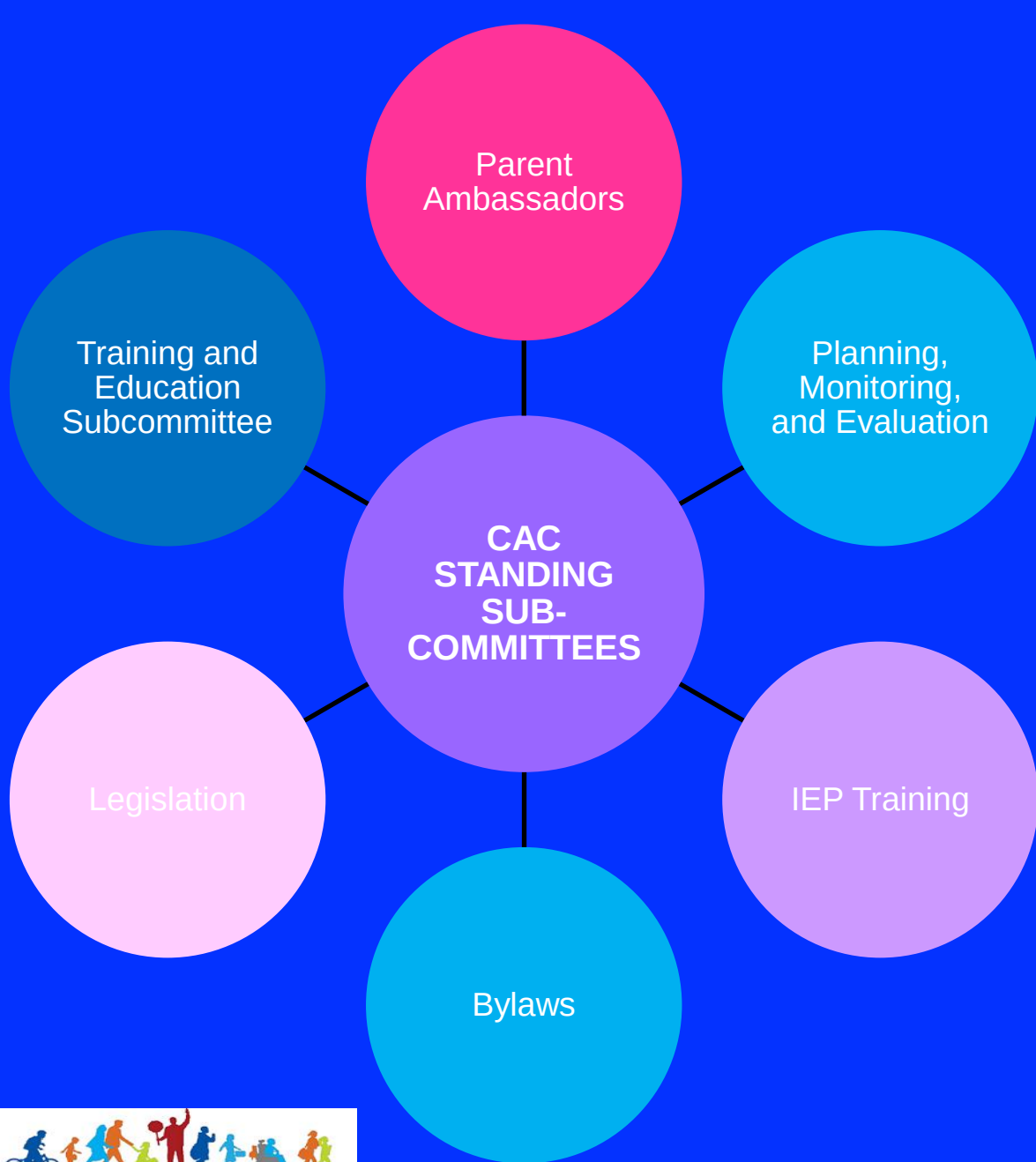
32 miembros y 10 suplentes designados por la Junta de Educación de LAUSD

Guiado por los estatutos del CAC y los Códigos de Educación de California 56190-56194

Individuos apasionados que se preocupan profundamente por las necesidades de los estudiantes con educación especial

COMITÉ ASESOR COMUNITARIO DE LAUSD (CAC)





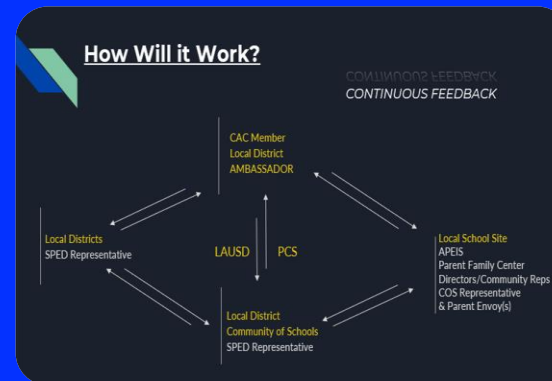
PARENT AMBASSADORS

PADRES EMBAJADORES

For the past two years the CAC has been working with Parent and Community Services to implement a “Parent Ambassador” program.

Our goal is to have Ambassadors at every school providing up-to-date information about Special Education.

The Ambassadors will be trained and approved by the District and will work collaboratively with school sites to build the Special Education community, empower parents, and ensure excellent services and supports for every student.



Durante los últimos dos años, el CAC ha estado trabajando con los Servicios para Padres y la Comunidad para implementar un programa de “Embajadores para Padres”.

Nuestra meta es tener embajadores en cada escuela que proporcionen información actualizada sobre educación especial.

Los embajadores serán capacitados y aprobados por el Distrito y trabajarán en colaboración con los sitios escolares para desarrollar la comunidad de Educación Especial, empoderar a los padres y asegurar excelentes servicios y apoyos para cada estudiante.

Community Advisory Committee Events

Eventos del Comité Asesor Comunitario



Comité Asesor Comunitario (CAC) Calendario 2022-2023

Revisado el 14 de septiembre de 2022

Reuniones de PLANEACIÓN DE AGENDA Cuarto miércoles 10am-11:30am	Reuniones de Subcomités Primer miércoles 10:00am-1:00pm 1 hora para cada subcomité	Reuniones Mensuales Cada tercer miércoles 10:00am-1:00pm
Capacitación para Funcionarios 14 de septiembre de 2022 10:00am – 12:00am	7 de septiembre de 2022 (Selección de presidentes)	*3 de agosto de 2022 (Día 1 de Orientación) 10 de agosto de 2022 (Día 2 de Orientación)



Community Advisory Committee (CAC) 2022-2023 Calendar

Revised September 14, 2022

AGENDA PLANNING Meetings	SUBCOMMITTEE Meetings	Monthly Meetings
4th Wednesday 10am-11:30am	1 st Wednesday 10:00am-1:00pm 1 hour for each subcommittee	Every 3 rd Wednesday 10:00am-1:00pm
Officer's Training September 14, 2022 10:00am – 12:00am	September 7, 2022 (Selection of Chairpersons)	*August 3, 2022 (Day 1 Orientation) August 10, 2022 (Day 2 Orientation)
*September 28, 2022	*October 12, 2022 (2 nd Wednesday)	**August 24, 2022 (4 th Wednesday Officer Elections)
October 26, 2022	November 2, 2022	September 21, 2022
November 30, 2022	*January 11, 2023 (2 nd Wednesday)	Tues. October 18, 2022
*December 7, 2022	February 1, 2023	November 16, 2022
January 25, 2023	March 1, 2023	December 14, 2022
February 22, 2023	*April 12, 2023 (2 nd Wednesday)	January 18, 2023
March 22, 2023	May 3, 2023	February 15, 2023
April 26, 2023		March 15, 2023
May 24, 2022		Sat. April 22, 2023
June 14, 2023		May 17, 2023
		*June 7, 2023 (1 st Wednesday)



The IEP Journey: A Program to Help Students Realize their Dreams



Greetings, families! On Wednesday,
November 16, join the Family Academy
Webinar from **5:30-7:00pm** to learn with and
from parent leaders and staff about the
Individualized Education Program (IEP).



Zoom Link: <https://bit.ly/familyacademywebinar>

ID 895 5755 5227

Passcode: 2022



Introducción al Comité Asesor Comunitario (CAC)

Aprenda sobre el Comité Asesor Comunitario (CAC) del Distrito Escolar Unificado de Los Ángeles y reciba información sobre el proceso de solicitud durante un seminario web titulado "Introducción al CAC" que se llevará a cabo:

Sábado, 12 de marzo de 2022
10:00 a.m. – 11:30 a.m.



Introduction to the Community Advisory Committee (CAC)

Learn about the Los Angeles Unified School District's Community Advisory Committee (CAC) and receive information on the application process during an "Introduction to the CAC" webinar to be held on:

Saturday, March 12, 2022
10:00 a.m. – 11:30 a.m.

Webinar link:

<https://lausd.zoom.us/j/83602969208?pwd=RmFZN0NwUzUzNDk1OVh1MXRnQnBHQT09>

Webinar ID: 836 0296 9208

Passcode: 2022

Telephone Number: 1 213 338 8477

The Community Advisory Committee (CAC) is made up of dedicated volunteers including **parents, students, staff, and community members**. The CAC is tasked to provide input and recommendations to the Los Angeles Unified Board of Education on Special Education programs and services outlined in the Special Education Local Plan (SELPA) in accordance with CA Ed Code sections 56190-56194.

Application window: February 21, 2022 - April 1, 2022

Visit <https://achieve.lausd.net/Page/10285> to view meeting videos, meeting materials, and to download an application today!

Questions? Email families@lausd.net





Q & A

Preguntas y Respuestas

Upcoming Webinars



Próximos seminarios web

Date: Sat., December 3, 2022

Time: 9:00am – 1:00pm

Title: LAUSD Celebration of Culture and the Arts: Developing Scholars Shaped by the Arts (Primary Grades)

Fecha: Sab., 3 de diciembre, 2022

Hora: 9:00am – 1:00p

Celebración de LAUSD de las Culturas y las Artes: Fomentar estudiantes moldeados por las artes (grados primarios)

Date: Wed., December 14, 2022

Time: 5:30–7:00pm

Title: SSC and ELAC Ambassadors Session 3: School Budget

Fecha: Mie., 14 de diciembre, 2022

Hora: 5:30–7:00pm

Título: Sesión 3 de Embajadores de SSC y ELAC: Presupuesto Escolar

Call to Action



Llamada a la Acción

What is something
you learned today
that you would like
to put into practice or
share with others?
Let us know in chat!



*¿Qué es algo que
aprendió hoy que le
gustaría poner en
práctica o compartir
con otros?
¡Díganos en el chat!*



Evaluation



Evaluación

Please take a few minutes to tell us how this webinar supported your learning.

Por favor tome unos minutos para informarnos cómo este seminario web apoyó su aprendizaje.

<https://bit.ly/FAW2022-11-16>

2022 11.16

English

Spanish

SESSION EVALUATION FORM

FAMILY ACADEMY WEBINAR
TOPIC: The IEP Journey: A Plan to Help Students Realize their Dreams

DATE: November 16, 2022.



Vinaka Maake Asante Shukria Dhanyavadagalu
 감사합니다 Kam Sah Hammida Manana Dankon
 Dank Je Maururu Biyan
 Blagodaram Dziękuje Arigato Chokrane Diolch i Chi Matondo
 Ngiyabonga Dzienuje Gracies Mochchakkeram
 Juspaxar Grazas Danknem Hvala Mesi
 நன்றி Ua Tsaug Rau Koj Bedankt Daknem
 Dekuji Nirringrazzjak Hvala Mesi
 Suksamat Welalin Di Ou Mesi
 Misaoatra Matur Nuwun 谢谢 Xbala Danke
 Thank You
 Kia Ora Kop Khun Khap Paldies Tingki
 Obrigado Gratias Tibi
 ありがとう
 Djere Dieuf
 Agat Eskerrik Ask
 Najis Tuke
 Go Raibh Maith
 Salamat



LAUSD
 UNIFIED

