

¿Realmente entiende el IEP de su estudiante?

Subcomité del IEP, Comité Asesor de Padres
12 de octubre de 2022

Exploremos el documento del IEP:

- ¿Cuándo se debería de realizar la próxima revisión de tres años?
- ¿Cuáles son los tipos de reunión de IEP?
- ¿Cuál es la elegibilidad de su estudiante y en qué sección del IEP se encuentra?
- ¿Ha cumplido su estudiante las metas dentro de su IEP? ¿Dónde puede encontrar esa información?
- ¿Cómo se están evaluando las metas de su estudiante?

Exploremos el documento del IEP (continuación):

- ¿Qué tipos de adaptaciones y modificaciones se le brindan a su estudiante?
- ¿En dónde puede solicitar una copia del IEP en un idioma que no es el inglés?
- ¿Qué secciones en el IEP trata con la participación de los padres y el consentimiento?
- ¿En qué tipo de entorno de instrucción se asigna a su estudiante y dónde puedo encontrar esa información?
- ¿Qué porcentaje de tiempo pasa su estudiantes fuera del entorno de educación general?

Exploremos el documento del IEP

- ¿Dónde puede encontrar la oferta de FAPE del Distrito?
- ¿Cuáles servicios acuerde el Distrito en proveer?
- ¿En qué tipo de entornos se prestarán estos servicios y quién los prestará?
- ¿Se proporcionará el año escolar prolongado (ESY, por sus siglas en inglés) y/o transporte?
- ¿Tiene su estudiante un plan de intervención de comportamiento y en dónde lo puede encontrar?

Programa de Educación Individualizada Secciones A y B

Puntos a considerar:

- ¿Qué tipo de reunión es?
- ¿Cuándo se llevará a cabo la próxima reunión anual del IEP?
- ¿Cuándo se realizará la revisión de tres años?
- ¿Cuál es el idioma natal del estudiante?
- ¿Quién posee los derechos de educación?

Los Angeles Unified School District				INDIVIDUALIZED EDUCATION PROGRAM (IEP)		Page 1 of 20	
Student Identification Number		SSID		Eligible			
Student Last First MI		Date of Birth:					
Section A: Meeting Information							
Pertinent Dates				Type of Meeting			
Date of Initial IEP Team Meeting				☐ Initial ☐ Amendment of IEP dated			
Date of Present Meeting							
Annual Review to be conducted by				☐ Annual Review ☐ Early Start Transition			
Next Three Year Review will be conducted by				☐ Three Year Review ☐ Expulsion Analysis			
Three Year Review or Evaluation was conducted on				☐ Other ☐ Individual Transition Plan			
Transition to Kindergarten to be conducted by							
Location of Meeting				District Name Los Angeles Unified School Dis			
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 English		Alternate Mode of Communication			
Home Address of Student							
City		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					
Surogate Parent		Telephone					
Attends CURRENT SCHOOL as a result of one of the following		Attends School of Residence					
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 ☐ Superior Court		☐ Department of Mental Health ☐ Department of Children's Services		☐ Other	
Child's family living within LAUSD's boundaries?		☐ 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							

Adquisición del idioma/ Progreso de las metas anuales: Secciones C y D

Puntos a considerar:

- ¿Qué es la clasificación de competencia de lenguaje de su hijo?
- 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?

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Los Angeles Unified School District
Student: (CRISTIAN) Date of Birth: MI

Section C: Language Acquisition
Language Classification: (Limited English Proficient) Start Date: (23-SEP-2010)
Withdrawal by Parent Request: Yes No Reclassification Date:
ELPAC Performance Level and Performance Descriptor: Test Date:
Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1 (ELD)	☐	☒	
Category English Language Development			
Objective 1 met	☐	☒	(Rec'd F in spring 2019 ELD class, current grade F)
Objective 2 met	☐	☒	(Rec'd F in spring 2019 ELD class, current grade F)
2 (Reading)	☐	☒	(Current grade is F; Spring 2019 grade of D)
Category Reading			
Objective 1 met	☐	☒	(Current grade is F; Spring 2019 grade of D)
Objective 2 met	☐	☒	(Current grade is F; Spring 2019 grade of D)
3 (Writing)	☐	☒	(Current grade is F; Spring 2019 grade of D)
Category Writing			
Objective 1 met	☐	☒	(Current grade is F; Spring 2019 grade of D)
Objective 2 met	☐	☒	(Current grade is F; Spring 2019 grade of D)
4 (Math)	☒	☐	
Category Math			
Objective 1 met	☒	☐	
Objective 2 met	☒	☐	
5	☐	☐	
Category			
Objective 1 met	☐	☐	
Objective 2 met	☐	☐	
6	☐	☐	
Category			
Objective 1 met	☐	☐	
Objective 2 met	☐	☐	
7	☐	☐	
Category			
Objective 1 met	☐	☐	
Objective 2 met	☐	☐	
8	☐	☐	
Category			
Objective 1 met	☐	☐	
Objective 2 met	☐	☐	
9	☐	☐	
Category			
Objective 1 met	☐	☐	
Objective 2 met	☐	☐	
10	☐	☐	

Niveles Actuales de Rendimiento conocido en inglés como PLOP: Sección F

¿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)

Los Angeles Unified School District

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Last First MI Date of Birth

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)

Áreas de mayor dominio

- En lo que el estudiante sobresalió durante este año
- El desarrollo del estudiante
- Una lista de las habilidades dentro de cada área

Áreas de menor dominio

- Necesidades/Retos
- ¿En lo que necesita trabajar el estudiante?
- Cualquier área en la no hubo crecimiento/en la que disminuyó
- Ámbitos en los que debe estar atento/a

Efecto de la discapacidad

- ¿Cuál es la discapacidad del estudiante?
- ¿Cómo afecta la discapacidad al estudiante en poder acceder a la educación?

Elegibilidad: Sección F

Puntos a considerar:

- ¿Cuál es la elegibilidad de su estudiante?
- Si su estudiantes califica bajo más de una elegibilidad, ¿dónde se incluirá esto?

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Section F: Meeting Date

Last First MI

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

Metas, metas, metas:

Sección 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?

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

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:

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.
- **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 y lo que constituye la finalización exitosa de cada una de las metas.

Participación en los Exámenes Administrados por el Estado y en todo el Distrito: Sección L

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			Date of Birth		Meeting Date			
Last	First	MI						
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.								

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?

Protecciones Procesales y Acciones de Seguimiento:

Sección 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 natal para repasarla antes de firmarla?

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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.

Recoupment 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 national 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 supports/accommodations/services, etc. are recommended.

☐ Student experienced learning loss as a result of the school facility closures caused by the COVID-19 global pandemic and recoupment supports/accommodations/services, etc. are necessary. Additionally, the IEP team discussed recoupment to address past learning loss. Recoupment is not part of the Student's stay put program. Recoupment offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).

☐ Recoupment 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)

Página de Consentimiento: Sección 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

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 <table border="1"> <thead> <tr> <th>Method</th> <th>Whom</th> <th>When</th> </tr> </thead> <tbody> <tr> <td>Email</td> <td></td> <td></td> </tr> <tr> <td>Email</td> <td></td> <td></td> </tr> </tbody> </table>		Method	Whom	When	Email			Email					
Method	Whom	When													
Email															
Email															
<i>I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request: _____ (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)</i>															
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:															
<table border="0"> <tr> <td>☐ Assessment</td> <td>Specify</td> <td></td> </tr> <tr> <td>☐ Eligibility</td> <td>Specify</td> <td></td> </tr> <tr> <td>☐ Instructional Setting</td> <td>Specify</td> <td></td> </tr> <tr> <td>☐ Services</td> <td>Specify</td> <td></td> </tr> </table>				☐ Assessment	Specify		☐ Eligibility	Specify		☐ Instructional Setting	Specify		☐ Services	Specify	
☐ 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. A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to 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 find information on dispute resolution processes in the District's publication, <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> .															
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													

Nombres y Firmas: Sección 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

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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 LAS		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

Análisis del Entorno de Restricción Mínima

Puntos a considerar:

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

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.

IEP FAPE Parte I: Elegibilidad, Asignación, y 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
- 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

	As of Date:	Effective With this IEP	Future Changes Related to this IEP
Eligibility: (from Page 4)		<i>Eligible</i>	
	<i>Final IEP Reason Final IEP Effective Date:</i>		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School		
Instructional Setting	Setting		
	Program		
	Special Day Minutes/Wk	0	
	Addresses Goals		
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intercession	☐ Yes ☐ No	
	Parent Counseling and Training (PCT)	☐ Yes ☐ No	
Accommodation, Modifications, Supports	ESY Transportation		
	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			

IEP FAPE Parte 2: 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?

[illegible]

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

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

Puntos a considerar:

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

IEP FAPE Parte 4: Discusión Adicional

Part 4 - Additional Discussion (This section is optional)

Parent has agreed to obtain a land line phone to facilitate communication with Cristian. The IEP team will meet during the second week of school (week of January 18) to evaluate the effectiveness of supports for Cristian. Cris 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, 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, 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,

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.

IEP FAPE Parte 2: Tabla de Resumen de FAPE

FAPE Summary Grid

Program:		GE			Setting:		General Education		
Eligibility:					Curriculum:		General Education		
Transportation:		None			Low Incident Support:		None		
Date District Received Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly		~			—
10	Language/Speech	Effective on Signature Date	Regular	Yearly		School-Based			—
RSP	RSP	Effective on Signature Date	Regular	Weekly		RSP-Literacy/ELA/ELD			—

IEP FAPE Parte 2: Medios para la Prestación de Servicios

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						
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

Plan de Intervención de Conducta

Puntos a considerar:

- ¿Qué comportamientos están impidiendo el aprendizaje?
- ¿Hay una buena descripción sobre cómo sería?
- ¿Con qué frecuencia se observa el comportamiento?
- ¿Quién observa el comportamiento y cómo se está documentando?
- ¿Cuáles son los predictores del comportamiento?
- ¿Qué falta del entorno/plan de estudio?
- ¿Qué cambios del entorno, en la estructura y apoyos se necesitan para eliminar la necesidad del estudiante en usar el comportamiento?

Page 1 of 3

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

(Behavior Intervention Plan, pg. 1 of 3)

Los Angeles Unified School District

Student (Last First MI) (CRISTIAN) Date of Birth Meeting Date (02-SEP-2021)

The behavior impeding learning is: Describe what it looks like:
 1 poor attendance attendance rate of 5.26%

2 It impedes learning because: Lack of work production ☒ disrupts other students ☐ requires instruction to stop ☐
 instructional time is lost ☐ negative interaction with peers ☐
 other ☐

The need for a Behavior Intervention Plan: ☒ early stage intervention ☐ moderate ☐ serious ☐ extreme

3 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)
 4 ☒ Reported by attendance records ☐ and/or ☒ observed by teachers and other staff ☐ daily ☒ high ☒ 70

PREVENTION PART 1 ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

☐ Disruption in routines	☐ Work level higher than student's ability	☐ Verbal directives	☐ Lack of predictability
☒ Unstructured time	☒ Internal physical/emotional state	☐ Peer conflict	☐ Over stimulation
☐ Events from previous environments	☐ Lack of freedom, choice, desirable activities, friends	☐ Room conditions	☐ Specific room arrangement
☐ Under stimulation			

☐ Other Describe: { }

6 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 Analysis

Present in the environment:	☐ Classroom seating arrangement	☐ Noise levels	☐ Interactions (adult and/or peers)
Missing in the environment:	☐ Peer status gained for misbehavior	☒ Inappropriate materials (age-appropriate)	☐ Conflict resolution skills
	☐ Transition skills	☒ Schedule	☐ Effective communication with parent
	☐ Re-teaching	☒ Task structuring	☐ Communications system
	☐ Social skills instruction	☒ Consequences not clear to student	
	☐ Choices		

☐ Other (Missing/Present): { }

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

7 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)

Time Changes:	☐ Give more time on tasks	☒ Allow completion in parts	☐ Teach a closure system
Space Changes:	☐ Signal transition	☐ Provide a break	☐ Give less time on tasks
Material Changes:	☐ Preferred seating	☐ Different work areas	☐ Study carrels
Interaction:	☐ Personal space	☐ Hands-on learning	☐ Tasks organized
	☐ Accommodated work	☐ Notebook organizer	☐ Enlarged print size books
	☐ High interest materials	☐ Cue the student	☐ Model
	☐ Use specific supportive words	☐ Praise successes	☐ Peer Models
	☐ Verbally praise student	☐ Use calm, de-escalating language	
	☒ Use specific support communications		

☐ Other { }

Who will establish? RSP teacher/other staff Who will monitor? RSP Teacher/other staff Frequency Weekly

Plan de Intervención de Conducta (continuación)

Puntos a considerar:

- ¿Cuándo sucede el comportamiento?
- ¿Qué estrategias / plan de estudio necesario / materiales se necesitan?
- ¿Quién enseñará estas estrategias?
- ¿Quién dará seguimiento a estas estrategias?
- ¿Con qué frecuencia se les dará seguimiento?
- ¿Qué refuerzos deberían de ser usados para establecer, mantener y generalizar comportamientos de sustitución?
- ¿Por quién? ¿Con qué frecuencia?
- ¿Qué estrategias serán usadas si el comportamiento que causa problemas sucede de nuevo?
- ¿Por quién?

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INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Student: Los Angeles Unified School District (Behavior Intervention Plan, pg. 2 of 3)
 Last: CRISTIAN First: MI Date of Birth: Meeting Date: 02-SEP-2021

ALTERNATIVE 8 PART II: 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: ☐ Sensory input ☐ Attention (peer) ☐ Attention (staff)
 To Avoid: ☐ Tangible (desired item) ☐ Tangible (desired activity) ☒ Attention (staff)
☒ Sensory input ☐ Attention (peer) ☐ Task (too long)
☐ Task (too difficult) ☐ Task (too easy)

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 9 Cris should create a schedule for himself (such as using the school Bell Schedule posted in a prominent place or creating a class log) so that he is aware of his classes and what assignments he needs to complete.

10 What teaching Strategies/Necessary Curriculum/Materials are needed?

☒ Better communication skills ☐ Anger management ☐ Communication system ☐ Self-management systems
☒ Following schedules & routines ☐ Learning new social skills ☐ Learning how to negotiate ☐ Learning structured choice
☐ Learning new scripts ☐ Learning notebook organization ☐ Learning to use conflict resolution ☐ Learning to request breaks
☐ Other _____

Who will establish? ☐ RSP Teacher/Other staff Who will monitor? ☐ RSP Teacher/other staff Frequency: ☐ Monthly

11 What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

Intervention

Physical: ☐ High-fives ☐ Smiles ☐ Handshake
☐ Pat on the back ☒ Use specific praises ☐ Recognition of student's st... ☐ Peer recognition
 Verbal: ☐ Time on the computer ☐ Free time ☐ Listen to music
 Contingent Access: ☐ Preferred activity ☐ Describe: _____ ☐ Other: _____
☒ Positive phone calls or notes to home ☐ Certificate sent home ☐ Seating Location
 Tangibles: ☐ Tokens ☐ Points
 Tokens and Points: ☐ Exempt assignment ☐ Extra test points
 Privileges: _____
 Other ideas: _____

Selection of reinforcer based on: ☐ student input ☒ reinforcer for general increase in positive behaviors

By whom? ☐ RSP teacher/other staff Frequency: ☐ Weekly

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

12 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 school consequences)

Contact student to determine possible issues with technology. If there are no such issues, remind student of the program he has agreed to follow, and discuss consequences for future if he doesn't turn in work. Recognize efforts to date and provide encouragement.

Personnel? ☐ RSP teacher/other staff

Plan de Intervención de Conducta (continuación)

Puntos a considerar:

- ¿Cuál es la meta para la conducta?
- ¿Es una meta SMART para el IEP?
- ¿Son también necesarias las adaptaciones o modificaciones al plan de estudio?
- ¿Son necesarios cambios/apoyos referentes al entorno?
- ¿Es suficiente reforzar el comportamiento de sustitución por sí solo?
- ¿Se necesita tanto enseñar como reforzar el nuevo comportamiento de sustitución?
- ¿Este BSP se coordina con otras agencias?
- ¿Quién es responsable por comunicarse con las agencias?
- ¿Cómo y con qué frecuencia se notificará al padre?

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INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Student: **Los Angeles Unified School District** (Behavior Intervention Plan, pg. 3 of 3)
Last: **CRISTIAN** First: **MI** Date of Birth: Meeting Date: **02-SEP-2021**

OUTCOMES **PART IV** **BEHAVIORAL GOALS**

13 Behavioral Goal: Goal #: **5**

Cris will increase his class attendance rate to 96% or better.

The above behavioral goal is to: ☒ Increase 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?
(Accommodations described at FAPEI)

☒ Yes ☐ No

Are environmental supports/changes necessary?
☐ Yes ☒ No

Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?
☒ Yes ☐ No

Are both teaching of new replacement behavior AND reinforcement needed?
☐ Yes ☒ No

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**

14 Manner and content of communication:

☒ Phone calls ☐ Email ☒ Written notes
☐ Daily reports ☐ Daily charting ☐ Behavioral logs
☐ Weekly reports
☐ Other

Between? Frequency?
(Parent and RSP teacher/other school) Monthly

Plan Individual de Transición

Puntos a considerar:

- ¿Se invitó al estudiante al IEP?
- ¿Ha recibido el estudiante un mentor?
- ¿Se ha remitido y asignado al estudiante a una agencia externa?
- ¿Participó el estudiante en educación de experiencia laboral?
- ¿Ha recibido el estudiante conocimiento sobre la preparación universitaria?
- ¿Ha recibido el estudiante conocimiento sobre la carreras?
- ¿Cuáles evaluaciones se han administrados para evaluar la meta de educación/capacitación del estudiante?
- ¿Cuál es la meta postsecundaria de educación/capacitación del estudiante?
- ¿Qué tipo de actividades apoyan la meta del estudiante?
- ¿Qué persona/agencia que es responsable?

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Los Angeles Unified School District
 Student (Last First MI) (CRISTIAN J MI) Date of Birth () Meeting Date (02-SEP-2021)
 (ITP, pg. 1 of 3)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

INDIVIDUAL TRANSITION PLAN (ITP)

Student was invited to IEP meeting: ☒ Yes
 Student received mentoring: ☐ Yes ☒ No
 Student referred and placed in an outside agency: ☐ Yes ☒ No
 If yes, name of agency: ()
 Student participated in Work Experience Education: ☐ Yes ☒ No
 Student received college awareness preparation: ☐ Yes ☒ No
 Student received career awareness: ☐ Yes ☒ No

Area	Achievement of Transition Activities from Current ITP (not if first ITP)			If no, indicate reason
	Completed			
Education/Training Activity	☐ Yes ☒ No	☐ First ITP		School closure due to national pandemic
Employment Activity	☐ Yes ☒ No	☐ First ITP		School closure due to national pandemic
Independent Living Skills Activity (as needed)	☐ Yes ☐ No	☒ N/A		

Section 1: Education/Training

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
Other - (textbox) ☒ If other? Previous ITP	10-DEC-2020	Previous ITP: Cris was undecided about his future interests. He was not at the IEP meeting for interviewing.
☒ If other?		

Education/Training Postsecondary Goal
 Upon completion of high school, the student will: ☒ If other?

enroll in and attend 2 or 4 year college

Education/Training Activity to Support Goal	Timeline	Person/Agency Responsible
develop a list of high school courses needed for college entrance and develop a schedule for completing them in the remaining years of high school	08-DEC-2021	Student ☒
If other?		Counselor ☒
		☒
		☒
		☒

- ¿Cuáles evaluaciones se han administrado para evaluar la meta de empleo del estudiante?
- ¿Cuáles son los títulos de las evaluaciones y los resultados de las evaluaciones?
- ¿Cuál es la meta postsecundaria de empleo del estudiante?
- ¿Qué tipo de actividades apoyan la meta del estudiante?
- ¿Cuándo se finalizarán las actividades?
- ¿Qué persona/agencia que es responsable?
- ¿Cuáles evaluaciones se han administrado para evaluar la meta de las destrezas para vivir por cuenta propia del estudiante?
- ¿Cuál es la meta postsecundaria de vivir por cuenta propia del estudiante?
- ¿Qué tipo de actividades apoyan la meta del estudiante?
- ¿Qué persona/agencia que es responsable?

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Plan Individual de Transición (continuación)

Puntos a considerar:

- ¿Se repasó una trayecto de estudio con el padre y el estudiante con relación a los cursos completados, los cursos que están realizando y los cursos que aún necesitan?
- ¿Se proporcionó un trayecto de estudio al padre o estudiante mayor de 18 años de edad?
- ¿Está el estudiante trabajando en obtener un diploma o certificación de terminación de estudios?
- ¿Hay agencias actualmente o posiblemente prestando o pagando por los servicios de transición?
- ¿Se puede invitar a estas agencias a la próxima reunión de IEP?
- ¿Hay meta/s anual/es de IEP que tienen que ver con las necesidades del estudiante en términos de los servicios de transición?
- ¿Hay evidencia que el estudiante fue invitado a la reunión del equipo de IEP?

9/2/2021 Individualized Education Program (IEP)
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District
Student (Last First MI) Date of Birth Meeting Date (TTP, pg. 3 of 3)
(02-SEP-2021)

INDIVIDUAL TRANSITION PLAN (IEP)

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: ☒ 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:
Cris should increase his attendance so he can complete his work and improve his grades.

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? *info* 1. ☒ Yes
2. Are the postsecondary goals updated annually? *info* 2. ☒ Yes
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? *info* 3. ☒ Yes
4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? *info* 4. ☒ Yes
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* 5. ☒ Yes
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? *info* 6. ☒ Yes
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? *info* 7. ☒ Yes
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* 8. ☐ Yes ☒ N/A

¿Alguna pregunta?
¡Gracias!

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