Do You Really Understand Your Child's IEP?

IEP Sub-Committee, Community Advisory Committee
Los Angeles Unified School District
April 2022

Let's explore the IEP document:

- When should the next Three Year Review be conducted?

- What type of IEP meeting is this?

- What is your child's eligibility and which section of the IEP will you find that on?

- Has your child met their IEP goals? Where would you find that information?

- What types of accommodations and modifications are being provided to your child?

Let's explore the IEP document (cont'd):

- Where can you request to receive a copy of your IEP in a language other than English?

- What type of instructional setting is your child placed in and where would you find that information?

- Where can you find the District's offer of FAPE?

- What services are the District agreeing to provide?

- What kind of setting will those services be provided in and who will be providing the services?

Individualized Education Program: Page 1 (Meeting and Student Information)

Points to Consider:
- What type of meeting is this?
- When will the next annual IEP meeting be held?
- When will the Three Year Review be conducted?
- What is the student's primary language?
- Who holds the educational rights?

Language Acquisition/ Progress of Annual Goals: Sections C & D

Points to Consider:
- What is your child's language classification?
- If 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?

Present Levels of Performance: Section 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)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ___ ___ ___   Date of Birth ___   ___
    Last   First   MI

Section E: Present Level of Performance

Performance Area: Reading

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: Behavior

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):

Present Levels of Performance (PLOP)

Strengths

- What the student did well in this area during the last year
- How the student has grown
- A list of abilities in each area

Areas for Improvement

- Needs/Challenges
- What does the student need to work on
- Any area where there is no growth/decline
- Areas to keep an eye on

Impact of Disability

- What is the child's disability?
- How does this disability impact the student from accessing their education

Eligibility: Section F

Points to Consider:
- What is your child's eligibility?
- If your child qualifies for more than one eligibility, where would that be included?

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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

Goals, Goals, Goals: Section 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?

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

- **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

Participation in State and District-wide Assessment: Section K

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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.

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?

Procedural Safeguards and Follow-up Action: Section N (Revised 11/29/21)

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 it?
- Was recoupment services discussed at the IEP meeting?

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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

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)

Consent Page: "Page 10"

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

Section Q: Parent Participation and Consent

Parent Participation	Parent Notification		
	Method	Whom	When
○ Parent/Student (18-21) has participated in the IEP meeting.	Email		
○ Parent/Student (18-21) indicated before the meeting that they would not be able to attend.	Email		
○ 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.	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.)		

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** o 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.

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, *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards).*

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 [   ]

Names and Signatures: Page 11 - Signature Page

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

Least Restrictive Environment 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?

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 Part I: Eligibility, Placements, and Supports

Points to Consider:
- Eligibility
- Type of Curriculum
- Placement
- Type of Instructional Setting
- Type of Program
- Special Day Minutes/Week
- 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

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		Eligible	
	Final IEP Reason Final IEP Effective Date:		
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/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			

IEP 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?

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:		
	Frequency:		
This service addresses the following goals:	Interval:		
1(Reading)	Minutes/Interval:		
2(Behavior)	Minutes/Interval (Pullout from Gen Ed):		
3(Behavioral Support)	Service Delivery Model:		
	RSP Area:		
	Responsible Personnel:		

*

		Effective With This IEP	Future Changes Related To This IEP
Service 2	Start Date:	Effective on Signature Date	
	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:		
	Frequency:		
This service addresses the following goals:	Interval:		
2(Behavior)	Minutes/Interval:		
3(Behavioral Support)	Minutes/Interval (Pullout from Gen Ed):		

IEP FAPE Part 3: Percentage of Time Outside General Education

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		

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

IEP FAPE Part 4: Additional Discussion

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,

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.

IEP 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)?
-

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Los Angeles Unified School District — IEP FAPE Part 2 - Summary of Services

Last / First / MI — Date of Birth / Meeting Date

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			–

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						
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

IEP FAPE Part 2: FAPE Summary Grid
Alternative Remote/Distance Learning Services
During Emergency Conditions

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.

Behavior Intervention Plan

Points to Consider:
- What is the behavior that is impeding learning?
- Is there a good description of how it looks like?
- How frequent is the behavior observed?
- Who observes the behavior and how is it being reported?
- What are the predictors for the behavior?
- What is missing in the environment/ curriculum?
- What environmental changes, structure, and supports are needed to remove the student's need to use this behavior?

Behavior Intervention Plan (cont'd)

Points to Consider:
- Why is the behavior occurring?
- What teaching strategies/necessary curriculum/materials are needed?
- Who will teach these strategies?
- Who will monitor these strategies?
- Who frequent will they be monitored?
- What are reinforcements should be used to establish, maintain, and generalize the replacement behavior(s)?
- By whom? How frequent?
- What strategies will be employed if the problem behavior occurs again?
- By whom?

Behavior Intervention Plan (cont'd)

Points to Consider:
- What is the behavior goal?
- Is it a SMART IEP goal?
- Are curriculum accommodations or modifications also necessary?
- Are environmental supports/changes necessary?
- Is reinforcement of replacement behavior alone enough?
- Are both teaching of new replacement behavior AND reinforcement needed?
- Is this BSP coordinated with other agencies?
- Who is responsible for contacting the agency?
- How and how often will the parent be notified?

Individual Transition Plan

Points to Consider:
- Was the Student invited to the IEP?
- Has the Student received mentoring?
- Has the Student been referred and placed in an outside agency?
- Did the Student participate in Work Experience Education?
- Has the Student received college awareness preparation?
- Has the Student received career awareness?
- What assessments have been used to assess Student's education/training goal?
- What is the Student's education/training postsecondary goal?
- What activities support Student's goal?
- What person/agency is responsible?

Individual Transition Plan (cont'd)

Points to Consider:
- What assessments have been used to assess Student's employment goal?
- What are the names of the assessments and the results of the assessments?
- What is the Student's employment postsecondary goal?
- What activities support Student's goal?
- When will the activities be completed?
- What person/agency is responsible?
- What assessments have been used to assess Student's independent living skills?
- What is the Student's independent living postsecondary goal?
- What activities support Student's goal?
- What person/agency is responsible?

Individual Transition Plan (cont'd)

Points to Consider:
- Was a course of study reviewed with the parent and student in relation to courses completed, courses currently enrolled, and courses still needed?
- Was a course of study provided to the parent or student over the age of 18?
- Is the Student working towards a diploma or a certificate of completion?
- Are there agencies currently or prospectively providing or paying for transition services?
- Can these agencies be invited to the next IEP?
- Is (are) there annual IEP goal(s) related to Student's transition services needs?
- Is there evidence that Student was invited to the IEP team meeting?

Any Questions?
Thank you!!

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