CONDUCTING AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING
LOS ANGELES UNIFIED SCHOOL DISTRICT

INTRODUCTION

The manner in which an IEP meeting is conducted will often determine its effectiveness. The process should ensure that:

- **The focus is on the student.**

- **All participants are viewed as having important contributions.**

- **Communication is in a style and manner that is both understandable and respectful.**

- **The needs of the student guide the decisions made at the meeting.**

- **The decisions made can and will be implemented.**

- **Policy requirements are met.**

The following six statements are required to be read aloud at every IEP team meeting, regardless of parent attendance.

- **An IEP meeting is a collaborative process, and all participants will be provided the opportunity to ask questions and provide recommendations and suggestions.**

- **The IEP team has the authority and responsibility to design a program in which the child can derive meaningful benefit.**

- **The draft IEP, behavior intervention plan, or assessment plan might change as a result of the IEP team's deliberations.**

- **The decision on related services and placement will occur during the IEP meeting, unless the team agrees that there is not sufficient information to make a placement determination.**

- **The District considers the family equal partners in the educational decision-making process.**

- **Any team member may propose an objective or goal in the IEP, even if it is not included in the Welligent goal bank**

BEGINNING THE MEETING

- **Begin the meeting on time.**
- **If the meeting is being audio recorded, advise the participants to speak loudly enough and take turns speaking.**
- **State the purpose of the meeting. Example for an annual review: "We are here to review the progress that (student's name) has made since the last IEP meeting and to plan (his/her) education program for the next year." Example for an initial IEP: "We are here to determine whether (student's name) has a disability and requires special education and related services and if so determine what services will meet (his/her) needs."**
- **Introduce the participants and their roles.**
- **When an interpreter is used, clarify the roles and turn-taking procedures that are to be used (e.g., allow time for all communication to be completely interpreted; speak to the participants, not the interpreter; take turns talking; simultaneous interpretation will occur; or other specific interpreting procedures to be used).**
- **Distribute the proposed agenda and ask the participants if there are any additions or modifications.**
- **Changes should only be accepted if they are consistent with the purpose(s) of the IEP meeting.**
- **Ask the parents if they received copies of *A Parent's Guide To Special Education Services (Including Procedural Rights and Safeguards)* and *The IEP and You* and *The ITP and You*, if a transition plan is being developed or reviewed. If they have not received them, provide copies and review the content with the parents.**
- **If the student has reached the age of 18, and has not been determined to be incompetent under State law, all rights, roles, responsibilities and communication described in this e P P M Manual pertaining to the parent are conveyed to the student.**
- **Solicit and answer questions from the parents regarding their rights. Invite them to ask questions at any time during the meeting.**
- **Ask the parents if they understand their rights as described in the Guide and/or explained to them. If they do not, their rights should be summarized again until they understand them.**
- **Tell the team that the proceedings and results are confidential and will be used for educational purposes only.**
- **Tell the parents that their concerns and the information they provide regarding the student will be considered in reviewing and/or developing the IEP. This may be achieved by asking questions throughout the meeting, such as: "Tell us about your child.", and "From your perspective, what can we do to help?"**
- **If the student is in attendance, he/she can contribute to the meeting by discussing their educational strengths and concerns.**
- **Throughout the meeting invite parent/student comments and questions. Check for parent and student understanding. Take every opportunity to make the parents and students part of the team.**

Note: If a parent or student concern/question cannot be addressed at the meeting, specify a time in the future when the parent or student will receive a response and by whom. Make every attempt to address the concern and document the consideration and response.

- **Give the parents and student (if present) an opportunity to share their expectations and vision of the student's future, including short-term and long-term issues. The parent or student may describe his/her understanding of the student's strengths and personal interests, as well as concerns**

regarding the student's educational performance, physical development, social and emotional development, independent functioning, vocational considerations and participation in the home and community. If the IEP team is developing or reviewing an ITP, discuss the student's post school goals, interests and preferences.

- Beginning with the year that the student will turn 14 and each annual review thereafter, discuss the District's requirements for graduation with a diploma or certificate of completion, including:
    - The difference between a diploma and certificate of completion.
    - The right of students to continue their education until age 22, unless they have earned a diploma.
    - The courses and credit requirements that must be satisfactorily completed for a diploma.
    - The criteria for receiving a certificate of completion.

DETERMINING ELIGIBILITY

In order for a student to be eligible for special education services the student must have a disability and a unique learning need that cannot be met through the general education program with appropriate accommodations and modifications. As a result, the student requires special education services to meet his/her unique learning need as determined through assessment.

A student ceases to be eligible for special education if he/she no longer has a disability or has a unique need requiring special education.
Note: *An assessment of the student must be conducted before the IEP team can make this determination.*

In determining eligibility, the IEP team should do the following:
- Discuss and consider assessment results.
- If the purpose of the IEP meeting is to determine initial or continuing eligibility or to consider terminating special education and related services, individuals knowledgeable about the assessment findings and who can interpret their instructional implications should give oral reports summarizing the findings from the assessment reports. This information should be communicated in clear, concrete language with minimal use of professional jargon. Encourage team members to ask for clarification if they do not understand what is being presented.

- Discuss the results from any independent educational evaluations conducted by qualified examiners (*See Initial Assessment, Reassessment and Independent Educational Evaluation*). If the persons conducting the evaluations are present ask them to summarize their findings. Note: Summarize the team's consideration of the independent educational evaluation(s) on the IEP document in *FAPE 2 Part 4, Additional Discussion*.

- Determine whether the student has or continues to have one or more disabilities. When making this determination the IEP team should:

    - Discuss characteristics of the student that support the identification of a disability.

    - Answer the questions on the relevant certification forms for students when determining whether a student has a specific learning disability, emotional disturbance of speech or language impairment eligibility or when re-evaluating a student with these eligibilities and complete the form.

    - Document the areas of disability that were discussed.

- o Document the areas of disability considered by the IEP team for which the student did not meet eligibility requirements and the reasons why.

- o Identify the disability or disabilities for which the student is found eligible and which is the primary disability impacting learning. Document this disability on *Section F: Eligibility* page of the IEP document.

- Determine whether the student has a unique learning need that requires special education services. When making this determination the IEP team should:

  - o For an initial IEP, develop and document a profile of the student's functioning, including present levels of educational performance, and the accommodations and modifications that have been tried with the student and their level of success.

  - o Discuss whether the student's disability has or continues to have an adverse effect on his/her educational performance.

  - o Determine whether the unique educational needs of the student are not primarily due to:

    - ▪ Environmental, cultural or economic factors.

    - ▪ Lack of instruction in math.

    - ▪ Lack of instruction in reading.

    - ▪ Limited English proficiency.

    - ▪ Social maladjustment.

    - ▪ Temporary physical disability.

Note: If the IEP team determines that the student's unique educational needs are *primarily* due to one or more of the above factors, then the team must conclude that the student is not eligible for special education.

- If it is determined that the student does not have a disability or no longer has a disability and thus is not eligible for special education, the IEP team may discuss other general education accommodations and modifications that might be beneficial.

- If it is determined that the student has a disability, but does not require or no longer requires special education to access his educational program, the IEP team should discuss whether the student is eligible for a Section 504 Plan.

  Note: If it is determined that the student may be eligible for a Section 504 Plan, refer the student for the 504 evaluation process.

- If it is determined that the student is not or is no longer eligible for special education services, check the "Does not meet eligibility criteria for Special Education Services" or "No Longer Eligible for Special Education Services" box on the IEP.

- If it is determined that a student no longer requires special education, follow Welligent IEP system procedures for conducting an Exit IEP under the category of "No longer eligible for special education services."

- Document the decisions made above on the *Section F: Eligibility page of the IEP*. If it was determined the student is not or is no longer eligible for special education, the IEP meeting can be adjourned. If the student is determined to be eligible, proceed with the meeting.

DETERMINE THE APPROPRIATE CURRICULUM OF INSTRUCTION

Based on the assessment data, determine whether the student will participate in one or more of the following:

- **The District general education curriculum for his/her grade level.**

- **The District general education curriculum using accommodations and/or modifications.**

- **The District special education alternate curriculum.**

Document the decision in *FAPE Part I* of the IEP.

Note: It is the responsibility of the IEP team to determine whether a student will participate in the general curriculum or alternate curriculum, which then determines which standards will be used to assist in developing appropriate goals. General education curriculum is the course of study for all students expected to meet diploma requirements. Alternate curriculum is the course of study for students who are working on alternate achievement standards and is designed for students with significant cognitive disabilities. Alternate achievement standards are aligned with and modified from general education grade level content standards. The decision to recommend instruction using an alternate curriculum will impact a student's educational outcomes from the point of the recommendation forward. As such, the decision to recommend a student be instructed using an alternate curriculum should only be made after appropriate information has been gathered and discussed by an IEP team. *[See REF- 6275.0 Guidelines for Individualized Educational Program (IEP) Teams When Considering a Recommendation to Instruct a Student Using an Alternate Curriculum].*

PREVIOUS GOAL ACHIEVEMENT

If the student is receiving special education services, review all annual goals and objectives in the current IEP and determine whether the objectives under each goal have been met or not. All objectives have to be met in order for the goal to be met. For each goal that is not met, determine the reason(s) why and what might be done to better assist the student to meet the goal. Enter this information in *Section D: Goal Achievement from Current IEP* of the IEP document. Utilizing monitoring information, discuss the progress the student has or has not made. Discuss goal achievement or partial achievement as strengths; not achieved as areas of need.

Note: Since it is District policy that IEP goals be aligned to state standards, the use of results from multiple sources of data will allow the IEP team to identify the specific skills/achievement over time.

These MULTIPLE MEASURES or sources of data may include:
- **Curriculum based measures (CBM)**
- **Diagnostic data**
- **Curriculum based assessments (CBA)**
- **Summative assessments**
- **Other student data sources include:**

- Student work samples
- Student discourse and discussion – especially important for ELD PLP and goal development
- Parent observation at home of student demonstrating knowledge or skill
- Teacher observation

DETERMINING PRESENT LEVELS OF PERFORMANCE (PLPs)

Identify performance areas in which the student requires support based on his/her assessed unique needs and the assessment or monitoring information used to make that determination. This data provides the IEP team with the information necessary to individualize a student's educational program.

Examples of performance areas include: health/development; vision (including low vision); hearing; social, emotional and behavioral status; general ability; self-help; academic performance (e.g. reading, written language, math); orientation and mobility; language functions; motor abilities; and career and transition abilities.

Present Levels of Performance should be data-driven and include the following:

- Information about results from multiple measures of assessment (see MULTIPLE MEASURES listed on previous page);

- Student strengths;

- Areas of need; and

- Impact of disability statement that identifies the disability, including how the disability impacts the student's involvement and progress in the general education curriculum.

The PLPs can be written prior to the meeting in a narrative form but subject to revision by the IEP team. (Make sure to add parent observations and feedback related to each performance area.)

Completing the *Section E: Present Level of Performance* on the IEP document:
- The first line is the performance area
- Write one PLP for each performance area
- Do not combine reading and written language under language arts
- The second line is for the assessments and monitoring processes used to document the baseline -- such as, teacher-made test, observations, interviews, student portfolios
- The third line is for state and District assessments- All assessment data is pre-populated in this line.

When discussing STUDENT STRENGTHS, document what the student can do. Establish a baseline performance level and be sure to include results of curriculum-based measures. Think about what standards the student has mastered and how the student performs on classroom and homework assignments. Establish baseline performance level by:
- Reviewing multiple assessment measures
- Identifying standards mastered
- Describing classroom academic performance
- Identifying strengths

When discussing STUDENT NEEDS, be specific. Document areas of difficulty for the student. Indicate which standards need to be mastered. Describe the student's classroom performance. This information will

enable the IEP team to develop an appropriate goal or determine appropriate accommodations, modifications or services for the student.

- **Document areas of difficulty**
- **Determine standards that need to be mastered**
- **Describe classroom performance**
- **Must clearly link to goal(s) and objectives selected**

IMPACT OF DISABILITY statement MUST contain these THREE elements:

- **Name the disability**
- **Describe *how* the disability is manifested in the specific performance area**
- **State that the disability *impacts the student's involvement and progress in the general education curriculum***

State the name of the disability and describe how the disability impacts the student's academic skills specifically in that performance area and, as such, *"impacts the student's involvement and progress in the general education curriculum".*

In the event there is no impact of the student's disability on the specific performance area, no corresponding goal would be established and the impact of disability statement might include the following language, *"The student's disability does not impact student's involvement and progress in the general education curriculum for this performance area."*

If it is determined by the IEP team that the instruction for the student will be aligned to the alternate curriculum, the impact of disability statement will include the following, *"impacts the student's involvement and progress in the general education curriculum to such a degree that his instruction is based on alternate achievement standards using the alternate curriculum."*

ANNUAL GOALS AND OBJECTIVES

For each performance area statement that identifies a student need, develop at least one annual goal. Annual goals represent the IEP team's estimate of what the student can reasonably be expected to achieve with specialized instruction or support during a specified period not to exceed 12 months. Annual goals must be measurable and include conditions that will enable the student to access the goal. The team should answer the question, "With specialized instruction or support what do we expect the student to know or do within a year". All academic goals must be aligned to the California Common Core State Standards.

Additionally:

- Goals developed for related service providers may also be aligned to the content standards.

- Stand-alone goals, goals that cannot be linked to content standards, may need to be developed in relevant performance, e.g. behavior, social emotional learning.

- Develop specific, measurable, attainable, relevant, and time-bound goals with appropriate conditions and specific measurement terms to achieve the goal.

- Reading Foundational (RF) standards goals can be written below grade level to match the instructional needs of students; however, it is best practice to pair the out-of-grade level goal with a grade level goal that addresses reading comprehension.

- If a student has a moderate to severe disability and is not participating on the required course of student to attain a high school diploma, goals should be developed based upon alternate achievement standards aligned to the California State Content Standards.

- For students with visual impairments, goals should be developed that also address the critical skills they require to access the core curriculum, function independently, and participate meaningfully in educational activities as delineated in the Expanded Core Curriculum (ECC).

- On *FAPE Part 2*, during the development of service grids, determine the type of general education, special education and related services providers who will be responsible for instructing the student in each of the goals. It is possible that more than one person may be responsible. For example, both the general and special education teachers may be providing instruction to ensure attainment of the IEP goals.

- Determine how progress towards goal achievement will be reported to the parent.

  Note: **It is a legal requirement that parents of students with disabilities must be informed of progress and achievement toward IEP goals at least as often as report cards are issued for general education students.** Personnel responsible for goals must document student progress towards IEP goals on the *IEP Report of Progress and Achievement from Current IEP* located on *Page 5 Goal page* of the IEP document. Copies of the *IEP Report(s) of Progress and Achievement* must be provided to the parent or sent home with students when issuing report cards to general education students. See LAUSD Policy Bulletins 2332.6 *Elementary School Progress Report Marking Practices and Procedures* and 1353.1 *Marking Practices and Procedures in Secondary Schools.*

- If the student has been determined to be an English Learner (EL) identify appropriate English language development goals based upon one of the four domains: listening, speaking, reading, and writing to support the development of English proficiency. Appropriate goals must link to determined areas of need in the English Language Development (ELD) Present Level of Performance that is required for every EL student.

- If the student is blind or visually impaired, the IEP team must determine if the student requires instruction in Braille and the use of Braille. The team must consider the findings from an assessment of the student's reading and writing skills, needs, appropriate reading and writing media, and the student's future need for instruction in Braille and the use of Braille. If the student requires instruction in Braille or the use of Braille, develop appropriate goals and objectives and document the need for Braille materials and equipment in *FAPE Part 1* of the IEP document.

- If the student's behavior is impeding learning, a Behavior Intervention Plan should be developed. To do this, relevant data is utilized to identify antecedents to the behavior, a possible function of the behavior, and changes to the student's environment to support the development of more appropriate behaviors. This Behavior Intervention Plan should include the hypothesized function of the behavior and a

Functionally Equivalent Replacement Behavior (FERB). The behavior goal should be developed based on the FERB.

- If Tier I and II supports are in place and the behavior continues, the IEP team should consider a Functional Behavior Assessment (FBA). A Functional Behavior Assessment (FBA) is a systematic process of identifying and understanding behavior(s) that impede learning. Functional Behavior Assessment utilizes data collection (direct and indirect) to gather and analyze information about the student's behavior and accompanying environments in order to hypothesize the purpose or intent (function) of the target behavior and guide the development of function-based, positive antecedent-based, and consequence-based behavioral interventions.

Note: If the IEP team determines that a FBA is needed, an assessment plan will have to be developed after the meeting and an IEP team meeting scheduled to consider the findings of the FBA. Complete as much of the current IEP meeting as possible, with the understanding that an amendment IEP meeting will be held once the FBA is completed.

DEVELOPING POST SECONDARY GOALS FOR STUDENTS 14 AND OLDER

- Postsecondary goals are required for all students with disabilities with an IEP, beginning at the first IEP that will be active when a student will turn 14 years of age, per LAUSD policy:
    - A measurable postsecondary goal is what the student wants and hopes for his or her future in terms of higher education or training, employment, and independent living. Although the student may have several postsecondary goals, the ITP is focused on what they can accomplish within two years after leaving after high school. The annual measurable goals in the IEP outline what schools will do to help the student during high school to achieve the long-term post-secondary goals (transition to adult living).
    - Examples of post-secondary goals include:
        - **Education**
            - **Continuing or adult education**
            - **Attend community college**
            - **Attend a four year college/university**
        - **Training**
            - **Vocational training**
            - **Apprenticeships**
            - **Trade school**
        - **Employment**
            - **Competitive employment**
            - **Self-employment**
            - **Supported employment**
            - **Volunteer work**
            - **Work/activity program**
        - **Independent Living Skills**
            - **Independent living**
            - **Semi-independent living**
            - **Supported living**
            - **Living with family/relatives**

- - Residential living
    - Mobility
  - Postsecondary goals must be developed in the following areas:
    - Education or training
    - Employment
    - Independent living skills

The following steps will assist the IEP team in documenting postsecondary goals using the current Individual Transition Plan (ITP):
- Step 1 of ITP – Assessment: Identify the assessments and report results of the assessments used to determine interests, strengths, preferences, and needs in education/training, employment, and independent living skills.
- Step 2 of ITP – Postsecondary Goals and Transition Activities: Postsecondary goals and transition activities: Education/Training: Write or select post-secondary goals and transition activities that align to both the student's present levels of performance and their identified interests, strengths and preferences. Select a date prior to the next annual IEP by which the activities should be completed and determine which people/agencies will be responsible for supporting the student in completing each activity. Note that at least one person listed as responsible should be from the school site. *For more information, consult with the DOTS teacher on your campus and the DOTS website at dots.lausd.net.*
- Step 3 of ITP – Course of study: A multiyear description of coursework to achieve the student's desired postsecondary goals from the student's current to anticipated exit year.

STANDARDS, ACCOMMODATIONS AND MODIFICATIONS

For all K-12 students who are instructed in the general curriculum, discuss that the student will be expected to meet grade level standards.

Consider the following:
- Does the disability impact the student's ability to meet District grade level standards? If yes, discuss *how* the student's disability impacts the student's learning and how this influences the student's ability to meet grade level standards.
- Discuss what accommodations and/or modifications are necessary to help the student progress in the general curriculum.
  - Accommodations are changes to the way students are expected to learn or how they are assessed on learning. They do not fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria. Accommodations provide students with equal access to learning and equal opportunities to demonstrate knowledge.
  - Modifications do fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.
- Document the above decisions in *FAPE Part 1*.
- Discuss the accommodations, modifications, or services, if any, that the student requires to participate in non-academic and extra-curricular activities. Non-academic and extra-curricular activities are those activities provided or sponsored by the school or District available to other students in the school. They do not include other community-based activities. Identify the type of staff who will be responsible for providing the accommodations, modifications or services.

Note: Refer to *My PLN* and the Division of Special Education website for training modules on accommodations and modifications.

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

Explain that students, in state identified grades, including students with disabilities, are required to participate in the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system replaced the Standardized Testing and Reporting (STAR) program. Some pencil-and-paper assessments previously used in the STAR program will continue being used under the new CAASPP. The District's Office of Data and Accountability provides testing guidelines, including guidelines for students with disabilities, annually. A small percentage of students with severe cognitive delays who are being educated in an alternate curriculum, may upon the determination by the IEP team, participate in the California Alternate Assessment (CAA). Students with disabilities must also participate in any District-wide student performance assessments or an alternate assessment to assess the student's skills.

Students may need accessibility tools or accommodations to access assessments. There are three different levels of support available on state and district assessments: universal tools, designated supports, accommodations. For information on how to determine appropriate supports, see LAUSD REF-043786 *Accessibility and Accommodations Guidelines for Smarter Balanced Assessments.*

Document the decisions in *Section K: Participation in State and District-wide Assessments*.

SERVICES AND SUPPORTS

Discuss the services that the student will need to reasonably achieve the goals and objectives that were developed, the rationale per the research that supports the recommended services to the extent practicable, and the most appropriate service providers, including general education teachers, special education teachers, least restrictive environment (LRE) facilitators, related services providers, etc. In order for an IEP team to recommend a special education or related service, the goals and objectives agreed to must justify the need for the service and provide the direction necessary to guide the providers' work with the student. In addition, for a student to receive a related service, an assessment, conducted by a qualified assessor, must have indicated student's need for the service and that the services cannot be provided by a general or special education educator.

If the IEP team is considering counseling as a related service, refer to the *Counseling Services* section of this *e-PPM* for further criteria and guidance.

Beginning with the year that the student will turn 14 discuss whether there are any agencies currently or prospectively providing or paying for transition services (e.g. Department of Rehabilitation or Regional Center). If so, document this on page three of the ITP along with whether the parent/guardian or student, if over age 18, gives permission to the District to invite these agencies to the next IEP in which transition services will be reviewed.

Discuss the amount of time that the student will require special education and related services. For related services providers, review the amount of time specified under each goal. Calculate on a weekly basis the percentage of time the student is in school that he/she will be receiving special education and related services.

If necessary, discuss any additional support services that may be needed to support the student's special education and related services. This might include interpreters for deaf students, etc.

Discuss the type of physical education the student should receive. This includes regular physical education (with or without accommodations), specially designed physical education, and adapted physical education.

- **Specially designed and adapted physical education (APE) can only be agreed to if an assessment has been conducted, the IEP team has found the student in need of this related service in order to benefit from special education services, and goals and objectives have been developed.**

- **Discuss any accommodations or modifications the student may require such as extra time to dress or assistance with a locker.**

Discuss any supports for school staff that may be needed, including professional development and training.

Discuss if the student requires assistive technology, using information previously discussed by the team.

- **Focus first on specific present levels of performance. Consider any assessment information presented. In addressing the student's need for assistive technology begin with low/no tech (i.e. graphic organizers, color coding, picture boards) to mid-level technology (calculator, books on tape) to higher-level technology (word processor, computers).**

- **If equipment is recommended, use descriptive terms, not brand names (i.e. tablet not "iPad"). Be sure that the need for assistive technology is documented in the student's present levels of performance, and that goals and objectives incorporate the assistive technology selected. See *Assistive Technology and Low Incidence Programs* section in this *e-PPM* for further information.**

Note: Assistive Technology excludes surgically implanted medical devices or replacement of such devices.

- **Determine whether the student qualifies for low incidence services. The District can receive State funding to support the special equipment needs and services of students with low incidence disabilities: students with a visual impairment, students who are deaf or hard of hearing and students with a severe orthopedic impairment.**

The need for low incidence equipment and/or services is assessed by the classroom and/or special education teacher and appropriate related services professionals and determined by the IEP team.

- **The following are examples of the specialized equipment and/or services.**

  - **Specialized communication instruction/equipment (i.e. Braille, American Sign Language, Fingerspelling, communication boards and/or communication devices)**

  - **Specialized materials and equipment to access curriculum (i.e.Braille readers/writers, amplification devices, specialized computer hardware and/or software)**

  - **Specialized transportation**

  - **Specialized equipment/instruction to acquire daily living skills**

  - **Assistance with personal needs**

  - **Specialized career and vocational instruction**

Document in *Section F: Eligibility* and *FAPE 1: Additional Factors* if the student qualifies for low incidence services.

Document the need for any low incidence specific instruction, accommodations, and /or equipment on *FAPE 1: Low Incidence Equipment.*

Note: Low Incidence services can only be agreed to if an assessment which should include a medical diagnosis related to the low incidence disability has been conducted, the IEP team has determined that low incidence service(s) are necessary for the student to benefit from special education services, and has developed appropriate low incidence goals and objectives.

EXTENDED SCHOOL YEAR

Determine whether the student requires extended school year (ESY) services. ESY services are provided during the summer/intersession for a student who the IEP team determines will experience a loss of skills (regression) during the break from school that he/she will not recoup in a time frame comparable to typical students upon return to school. Most students regress during school breaks and recoup their lost skills within an expected period of time when school reconvenes. For a student to have a regression and recoupment problem, the IEP team must consider the student's past performance and determine that the student is at risk of not recouping skills within the normally expected period of time. A student with severe disabilities may also be eligible for ESY services if he/she requires such services in order to attain critical skills that are essential to the progress of the student and lead to independent functioning and integration with nondisabled individuals.

Document the above decisions in *FAPE 1, Additional Factors, Extended School Year*.

PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

Explain the following:

- That the IEP team has the responsibility to determine the appropriate educational setting for the delivery of the services.

- That the legal principle of "least restrictive environment" requires that to the maximum extent appropriate, students with disabilities should be educated with students who are not disabled.

- That placement in a special class or separate schooling should only occur when the nature or severity of the student's disability is such that education in a general education class with appropriate accommodations, modifications, services and supports cannot be achieved satisfactorily.

- That the District provides a continuum of placement options that are listed from the least restrictive to the most restrictive.

- Review the least restrictive to the most restrictive.

- Explain that, consistent with the principle of serving the student in the "least restrictive environment", consideration of the appropriate placement option for the student should begin with the general education classroom.

- If the student will receive any special education services outside the general education classroom, the rationale must be considered and discussed by the IEP team and documented on the *LRE Analysis* page of the IEP.

- Progressing through the continuum, discuss the placement options and whether the student's goals and objectives, with the accommodations, modifications, services and supports previously agreed to can reasonably be met. If the team rejects a less restrictive option, it must consider and discuss why that option has been rejected.

- Consider the communication needs of the student, and in the case of a student who is deaf or hard

of hearing, consider the student's language and communication needs, opportunities for direct communications (without an interpreter) with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

- If the behavior of the student is a factor in the placement decision the IEP team must address the following:

  o Ensure that school-wide and classroom behavioral expectations are defined, taught, reinforced monitored and corrected by school site staff with fidelity.

  o What are the behavioral expectations in the student's classroom(s)?

  o Has a collaborative team consisting of people with expertise and experience working with the student and his/her family been assembled to support the student by developing positive behavioral supports?

  o Do behavioral supports need to be developed for the student's behaviors, which are not considered to be serious? If so, have the specific behavioral goals and objectives, consistent reinforcements and social skills to be taught, been written into the IEP? If not, add them.

  o Is the student demonstrating behaviors which interfere with daily learning? Has a Behavior Intervention Plan been developed that identifies the communicative intent of the behavior(s), the antecedent/environmental factors contributing to the behavior(s), social skills to be taught, goals and objectives and needed accommodations, modifications, services and supports?

    ▪ If a Behavior Intervention Plan has not been developed, the IEP team should develop one. (See *Behavior Supports for Students with Disabilities section* of this e-PPM.)

  o If the student demonstrates behavior that significantly interferes with the implementation of the student's IEP goals and objectives, has a Functional Behavior Assessment (FBA) been conducted?

    ▪ If not, the IEP team should consider requesting a Functional Behavior Assessment before considering placement in a more restrictive environment.

  o If the student has had a Functional Behavior Assessment, has a Behavioral Intervention Plan been developed by the IEP team? If not, the IEP team should consider developing one.

    ▪ In considering the above be sure to identify and document on the IEP the following:

      • Previously effective means of addressing the behavior.

      • The team members involved in implementing the Behavior Intervention Plan.

      • The current classroom management practices that will be augmented.

      • The function-based, positive antecedent-based and consequence-based behavioral intervention and instructional strategies that will be employed.

      • The settings in which the Behavior Intervention Plan will be consistently used.

      • The acceptable interventions to ensure the safety of the student and others according to District standards.

Note: IEP teams should not agree to the placement of a student in a more restrictive environment, because of the student's behavior, until a Behavior Intervention Plan has been developed and implemented.

When considering placement in the general education classroom the following must be addressed and documented on the IEP:

- What modifications or accommodations need to be provided by the general education teacher in order for the student to be involved in and progress in the general curriculum, be held to high achievement standards, appropriately interact with non-disabled peers in the classroom and activities outside of the classroom, including extracurricular activities?

- What specific services are necessary to support the general education teacher in providing the modifications or accommodations?

- What specific special education and related services need to be provided?

If the IEP team is considering placement outside of the general education classroom the following must be addressed and documented on the IEP:

- Identification of the general education courses and subjects to which the student will be assigned.

- How the general education teacher(s) and special education teacher(s) will collaborate to enable the student to maintain access to the general curriculum with any needed modifications and continue to develop meaningful relationships with peers.

- How the student will participate with non-disabled peers, socially and/or academically.

- How the collaborative team can use the student's strengths in providing instruction.

A plan to support the student's movement to a less restrictive environment, including activities that will be conducted to implement the plan.

If the IEP team is considering a placement outside of the student's school of residence, see Determining Placement in the Least Restrictive Environment section of this ePPM.

If the IEP team is considering related services for the student that are not available at their school of attendance, see Determining Placement in the Least Restrictive Environment section of this ePPM.

If it is anticipated that the student will matriculate to the next school level in the coming year (i.e. elementary to middle school, middle to high school), consider and document the activities that will be conducted to support a successful matriculation.

Based on IEP team decisions on instructional setting and educational program for a student, the Welligent IEP system calculates the percentage of time that the student will be receiving special education services during an average week. Related services is included in the calculation.

Complete the LRE Analysis page as an IEP Team and refer to the LRE Flowchart for guidance. (See LAUSD Bulletin 5901.4 *Determining Placement in the Least Restrictive Environment).*

Document the above decisions in *FAPE 1* of the IEP.

TRANSPORTATION

- Determine if the student requires transportation services. Transportation as a related service may be needed if the placement or services are not at the student's school of residence. A student may also need transportation due to personal factors such as health, social judgment, or lack of ability to communicate, such that the safety of the student is a primary consideration.

- If the student requires transportation, determine if school to school or home to school transportation is needed. School to school transportation is generally needed when the student will be attending a school that is not their school of residence or receiving services at another location. Home to school transportation may be required to accommodate personal factors such as health, social judgment, or lack of ability to communicate, such that the safety of the student is a primary consideration. There may also be special circumstances such as the student will be attending a nonpublic school or other special arrangements specific to the students.

- If the student's personal factors such as health, social judgment or lack of ability to communicate are such that that the safety of the student is a primary consideration, the IEP team should determine and document whether the student needs home-to-school or some other mode of transportation and whether the student needs special accommodations, equipment modifications or supports. This determination should be based on information from recent assessments.

- Consideration should be given to the following:

  o Unique medical or assistive equipment, including wheelchairs or gurneys that have unique designs, configurations, or adaptation that may require special handling.

  o When the school bus equipment may require modification.

  o When the student exhibits behavioral difficulties and a behavior plan is to be implemented. If the IEP team recommends that assistance is needed on the bus, there must be a behavior intervention plan with behavioral goals to support the need.

  o When the student is medically fragile, requires special assistance, or has other unique needs.

  o When climate control has been requested by a physician to address an identified medical need.

  o When a physician has imposed a limitation of time on the bus to address an identified medical need.

  o When the student's special communication needs are a critical factor in the effective communication of evacuation procedures and other safety issues such that accommodations and modifications applied on school to school and home to school transportation are insufficient.

  o If the student will be receiving extended school year services, determine if and what form of transportation will be required. In making this determination, the IEP team should consider whether or not the school of attendance will be an ESY site for the following summer.

  o Be sure that any supports the student may require during transportation have been documented in the Data/Transportation Transfer Form.

Document the above decisions in *FAPE 2 Part 4*.

OFFER OF A FREE APPROPRIATE PUBLIC EDUCATION

Review the services, curriculum, accommodations, modifications, supports, assistive technology and instructional setting that have been determined during the course of the IEP meeting to ensure consensus.

Ensure that all applicable sections of *FAPE 1* and *FAPE 2* reflect the consensus of the IEP team. Review the elements with the parent and encourage the parent to ask questions if the recommendations are not clear.

The completed IEP document reflects an offer of a Free Appropriate Public Education (FAPE) and details the specific educational placement, supports and services to enable the student to make educational progress.

Note: If during the specified period, the student will be matriculating to another school level or advancing to another grade and such movement will change what is offered, document the changes in the *FUTURE CHANGES* column of *FAPE Part 1* of the IEP.

PROCEDURES FOR RECESSING IEP MEETINGS

In situations when an IEP team meeting may not be concluded in one day and will be reconvened on another (when the District will make its offer of a free appropriate public education), parents have a right to receive a printed copy of the IEP document. In this case, parents may request and be given a copy of a "*Worksheet – Not an Official Document*" IEP until the meeting is continued and completed.

Per LAUSD District policy, there are four allowable reasons for a recessed IEP meeting:
- **Parent Exploring Placement Options (Example: Magnet)**
- **Parent Exploring NPS Placement Options;**
- **A recessed IEP team meeting may be necessary to allow parents to complete nonpublic school intake processes; or**
- **Emergency; Details in the Meeting Notes (Example: Lockdown, Collective Bargaining Agreement Limitations).**

When "Recessed" is selected as the Meeting Status, a dropdown menu will appear. The reason for recessing the meeting must be selected, and the Projected Reconvene Date required.

The following steps are to be completed when recessing an IEP meeting to be reconvened at a later date:
- **Indicate on FAPE Part 4, *Additional Discussion*, that the IEP has been recessed. As such, the IEP is a draft until the all of the documents have been reviewed with the IEP team and the District has made an offer of FAPE.**
- **Click Save/Close.**
- **Change the Meeting Status to "Recessed".**
- **Select a Recess Reason from the dropdown menu.**
- **Enter a Projected Reconvene Date.**
- **If necessary, document a further explanation on Meeting Notes.**
- **Do not enter a date into the Date of IEP Meeting field as this will lock the document pages.**
- **Click Save. Click Close.**
- **Upon parent request, provide the parents a copy of the IEP document, *Worksheet – Not an Official Document*.**
- **After the IEP team meeting has been reconvened, the District has made an offer of FAPE and the IEP has been completed, change the Meeting Status to "Completed."**
- **In the Date of IEP Meeting field, use the date and time of the first meeting, not the reconvened date, to lock the IEP.**
- **The Recess Date, Reconvene Date and Reason will be documented in Recess History above the Meeting Notes.**
- **Follow procedures identified above in, "*Procedures for Locking an IEP with a Complete Offer of FAPE.*"**

COMPLETING THE MEETING

- **Provide team members an opportunity to ask any final questions or concerns not previously addressed.**

- Have all team members participating in the meeting print and sign their names in Section R of the IEP.

- Thank the members for their attendance and participation.

- Document on FAPE 2 Part 4 Additional Discussion any follow-up actions necessary.

- Note: Parents whose primary language is other than English must be provided with specific information on how their questions and concerns will be addressed in their primary language or other mode of communication (e.g. a bilingual contact person).

- If the parents submit a written request for translation of the IEP, make sure the box is checked on the IEP and identify which elements of the IEP they are requesting. See guideline on *Parents' Right to be Informed in Their Primary Language or Other Mode of Communication*.

- Provide the parent with the *Parent Input Survey* and ask them to complete and return it according to directions.

- Inform District staff IEP participants that they may access the *Staff Input Survey* form at http://achieve.sped.lausd.net.

- If the IEP team determined that the student requires transportation complete the *Data/Transportation Transfer Form* and follow the transmission directions on the form.

- At the end of an IEP meeting, while parents/guardians are present, IEPs must be locked with the IEP status of "Pending" by entering a date in the "Date of IEP Meeting" field on the IEP Meeting screen.

- Even if an IEP meeting is held when the parents/guardians are not able to attend (for example, after several attempts to schedule the meeting were made, or a teleconference or other means of parent participation has taken place), the IEP must still be locked as "Pending" at the end of the meeting.

- It is not permissible to add to or change anything on an IEP document after the meeting is over.

- Note that when the document is locked as "Pending" in the Welligent system, the parent signature and parent comment sections remain open.

- If the IEP document has the statement "worksheet, not an official document" written on each page, then the IEP has not yet been locked with the status of "Pending". Should the parents/guardians indicate that they are in disagreement with the IEP, the IEP must still be locked as "Pending" at the conclusion of the meeting in the same manner as an IEP that is not in dispute.

- The specific disagreement can be noted on the *Section Q, Parent Participation and Consent* pages ("Page 10 of the IEP") after the IEP is locked with the status of "Pending".

- There are two stages of locking an IEP. The first, "Date of IEP Meeting" on the IEP Meeting screen will lock the documents from being modified with the exception of the Section G, *Annual Goals and Objectives*, *Page 10 of the IEP* including the Management screens and will allow printing of the IEP for the parent/guardian to sign. The parent should receive a "clean" copy. They may decide to take the IEP home for review and consideration before completing the Page 10 of the IEP.

- In either case, once the IEP is completed, parents/guardians must never be told that they will be sent a copy of the child's IEP at a later time.

- The second and final stage is when the "*Date District Received Parent Signature"* is entered on the IEP Meeting screen. This will then lock the *Page 10 of the IEP* and the Management screens. When the District (school) receives the signed *Page 10 of the IEP* from the parent/student (18-21) the date of receipt must be time-stamped on the signed *Page 10 of the IEP*. If a time stamp is not available, the

administrator or administrative designee should handwrite the date received and include their full signature. Any handwritten time stamp on Page 10 of the IEP must include the following three items: (1) District Received; (2) Date in MM/DD/YY format; and (3) Administrator's/Administrative Designee's complete signature.

- Next, the school is to provide the parent/student (18-21) a copy of the time-stamped Page 10 of the IEP.

- The administrator or administrative designee then updates the Page 10 of the IEP in the Welligent system and transcribes the parent/student's (18-21) agreement or disagreement to the various components of the IEP including all written comments and the date of the signature as reflected on the hard copy of Page 10 of the IEP. If the date on the signed Page 10 is different than the date the District receives the signed Page 10, the time-stamped date should always be entered on the Welligent IEP Meeting screen in the *"Date District Received Parent Signature"* field.

- Once the "Date District Received Parent Signature" is entered, the eligible IEP will automatically become Active. Remember, the IEP does not appear on reports nor will it update timelines or LAUSD Student Information System until the "Date District Received Parent Signature" is entered and the IEP is Active. It is very important for Case Managers to monitor their "Pending IEP's" on their "My IEP Summary" screen and get parent responses.

The date the District (school) receives the signed Page 10 of the IEP is the date the agreed upon IEP placement, supports and services in the new IEP will begin.

RECORD KEEPING AND FOLLOW-UP ACTIONS

After the date has been entered into the "Date District Received Parent Signature" field on the IEP Meeting Screen and the IEP Status displays "Active," scan the original Page 10 of the IEP with parent/student (18-21) signature, and the *page 11, Attendance Sheet of IEP Participants* and upload under *Attached Documents* on the IEP Management screen. Place the hard copies of the signed Page 10 and the page 11 with IEP Participants' signatures in the student's green folder or special education confidential folder.

FACILITATING TIMELY IMPLEMENTATION OF THE IEP AND COMPLIANT SPECIAL EDUCATION PROCEDURES

The school site administrator is accountable for the implementation of the IEP. Immediately subsequent to the IEP meeting, the following procedures shall be addressed by the school administrator or administrative designee to ensure timely implementation of the IEP and compliant special education procedures:

- Ensure that the school has procedures in place to monitor and address adherence to special education legal requirements by regularly:
  - Reviewing Welligent Management reports
  - Analyzing and sharing relevant compliance data with staff
  - Monitoring and evaluating school-wide systems and practices

- Ensure the school implements District procedures for safeguarding the confidentiality of IEPs and IEP related documents.

- Ensure the school maintains a roster of staff eligible to interpret at IEP meetings and submits a current copy to the Division of Special Education by October 16th of each school year.

- Ensure that individual IEP team members are clear about specific follow-up actions and timelines for which they are responsible. Each employee should be aware of his/her duties with regard to implementing an IEP (e.g. providing services and/or instructional accommodations, supporting goals and objectives, etc.), and should participate in staff development activities to improve skills, as needed.

- Establish a procedure so that all pertinent staff and supervising offices (e.g., related services, nonpublic services, behavior, etc.) who will be implementing the IEP have access to the relevant components of the IEP.

- Determine and document if provisions are necessary for teachers and other staff to collaboratively plan, instruct, and evaluate the performance of students with disabilities, and determine the schedule for such opportunities to occur.

- Develop procedures to follow when paraprofessional support is absent so that students with disabilities are not denied assistance or sent home.

- Ensure that the school schedules IEP meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation.

- Identify school team members to develop ongoing instructional strategies, curricular adaptations, peer support, positive behavior intervention planning, transition skills, and orientation strategies.

- Assist in defining administrator, general education, special education, related services, and special education assistant roles and responsibilities for implementation of the IEP so that the student's placement, with the use of supplementary aids and services as appropriate, is successful.

- Identify school team members to develop ongoing instructional strategies, curricular adaptations, peer support, positive behavior intervention planning, transition skills, and orientation strategies.

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