



LAUSD
UNIFIED

PREPARING FOR THE IEP TEAM MEETING
PREPARACIÓN PARA LA REUNIÓN DEL EQUIPO DEL IEP

Learning Objectives

- Know how to retrieve a digital copy of your child's IEP via the LAUSD Parent Portal
- Identify key strategies for preparing effectively for an IEP team meeting.
- Describe at least three ways to actively engage during the IEP team meeting.
- List specific actions to take after the IEP team meeting to ensure continued involvement in the IEP process.

Objetivos de aprendizaje

- Sepa cómo recuperar una copia digital del IEP de su hijo a través del Portal para Padres del LAUSD
- Identificar estrategias clave para prepararse eficazmente para una reunión de equipo del IEP.
- Describa al menos tres maneras de participar activamente durante la reunión del equipo del IEP.
- Enumere las acciones específicas que se deben tomar después de la reunión del equipo del IEP para garantizar la participación continua en el proceso del IEP.



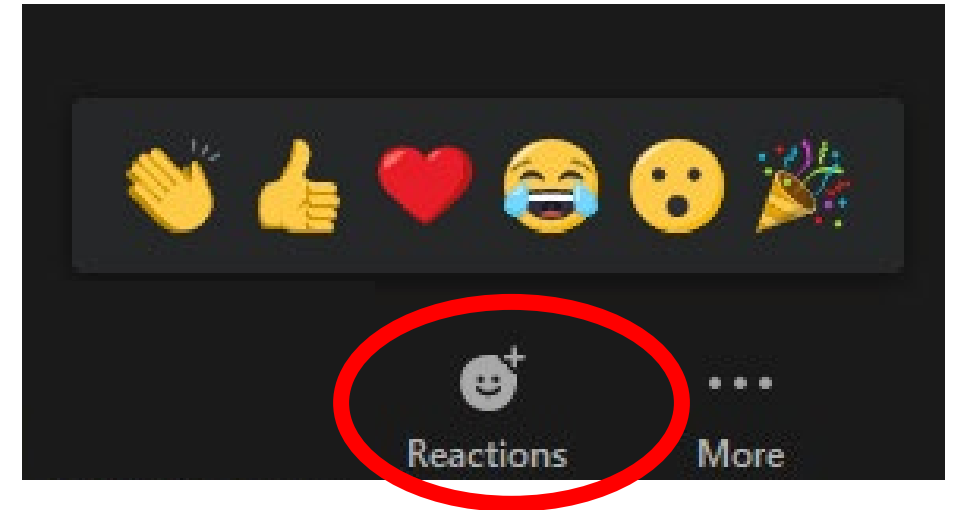
How do I prepare? What am I supposed to know?
¿Cómo me preparo? ¿Qué se supone que debo saber?



Zoom Reaction

Rate the following statements by using a Zoom reaction.

- I know how to prepare for my child's IEP team meeting.
- I have a good idea of what I may need to know.



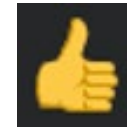
Reacción de Zoom

Califique las siguientes afirmaciones mediante una reacción de Zoom.

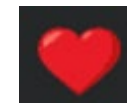
- Sé cómo prepararme para la reunión del equipo del IEP de mi hijo.
- Tengo una buena idea de lo que puedo necesitar saber.



Yes!
¡Sí!

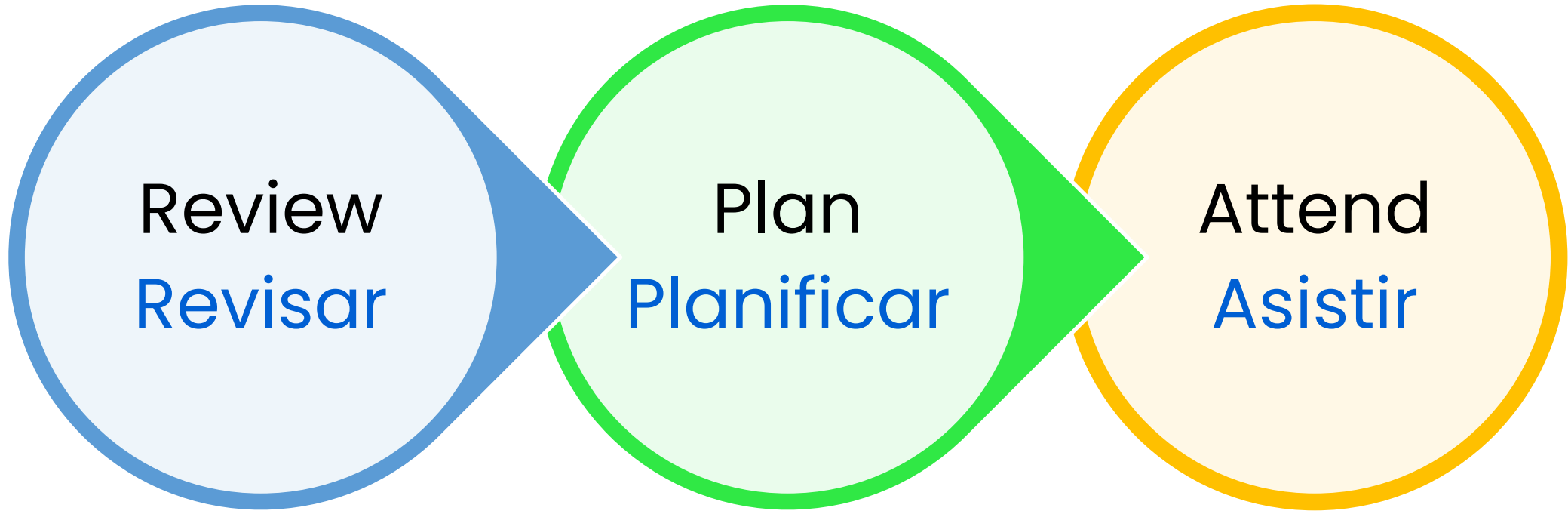


Ok and want to learn more
Ok y quiero saber más



Not yet but I am here to learn
Todavía no, pero estoy aquí para aprender





Accessing the IEP via the Parent Portal

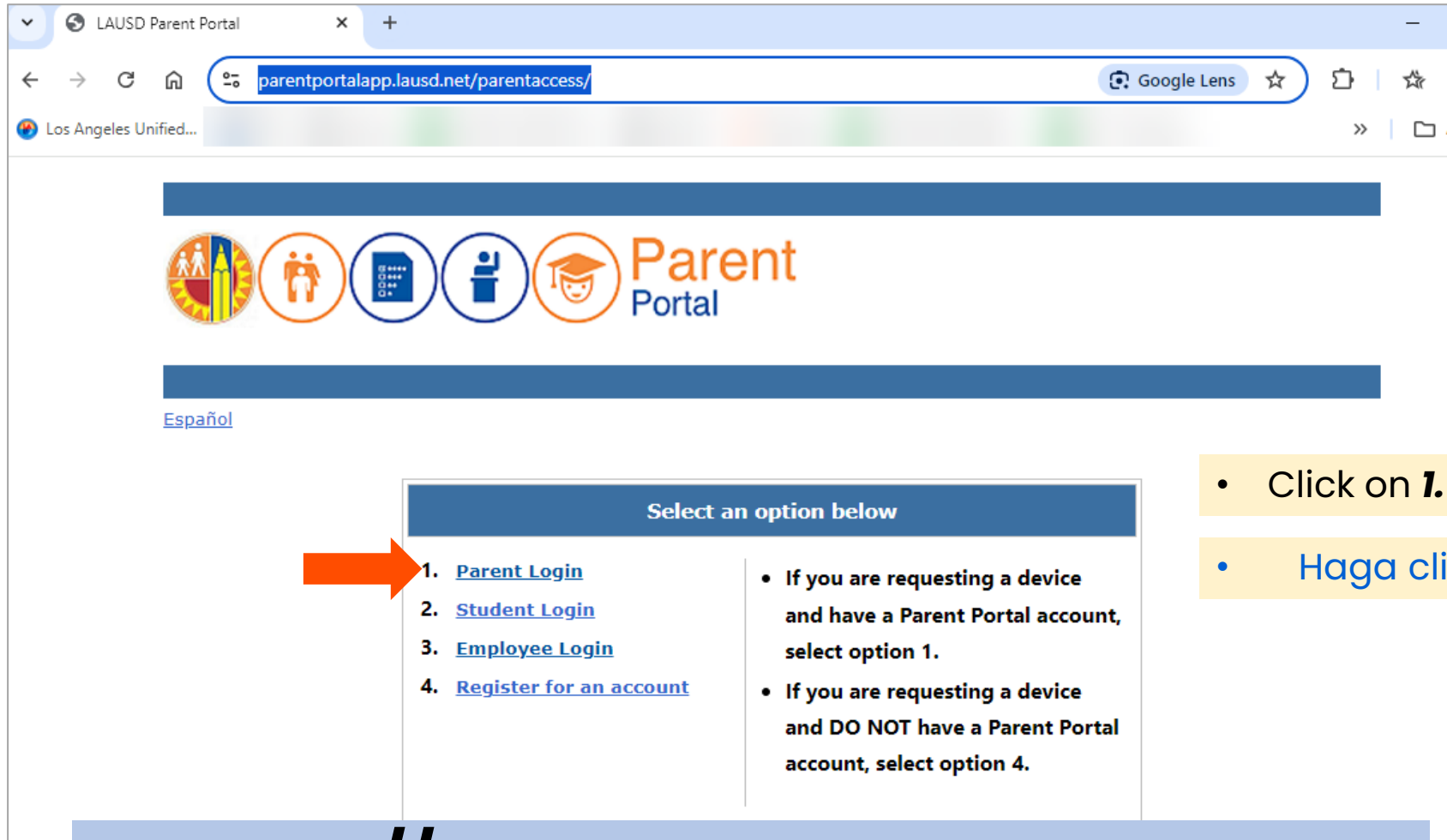
Acceso al IEP a través del Portal para Padres



Review
Reparar

Parent Portal

Portal para Padres



The screenshot shows a web browser window with the URL parentportalapp.lausd.net/parentaccess/. The page features a header with the LAUSD logo and the text "Parent Portal". Below the header, there is a language selection link for "Español". A central box titled "Select an option below" contains a list of four options: 1. Parent Login, 2. Student Login, 3. Employee Login, and 4. Register for an account. An orange arrow points to the first option, "Parent Login". To the right of the list, there are two bullet points: "If you are requesting a device and have a Parent Portal account, select option 1." and "If you are requesting a device and DO NOT have a Parent Portal account, select option 4."

Los Angeles Unified...

Español

Select an option below

1. [Parent Login](#)
2. [Student Login](#)
3. [Employee Login](#)
4. [Register for an account](#)

- If you are requesting a device and have a Parent Portal account, select option 1.
- If you are requesting a device and DO NOT have a Parent Portal account, select option 4.

• Click on **1. Parent Login**

• Haga clic en **1. Parent Login**



Parent Portal

Portal para Padres

Los Angeles Unified...

LAUSD UNIFIED Ready for the World

The **LAUSD APP** is here!
Digital Collaboration for Students,
Parents, Educators and
Administrators.

Login

- Click on **Login**
- Haga clic en **Login**

ALWAYS INFORMED

ALWAYS ENGAGED

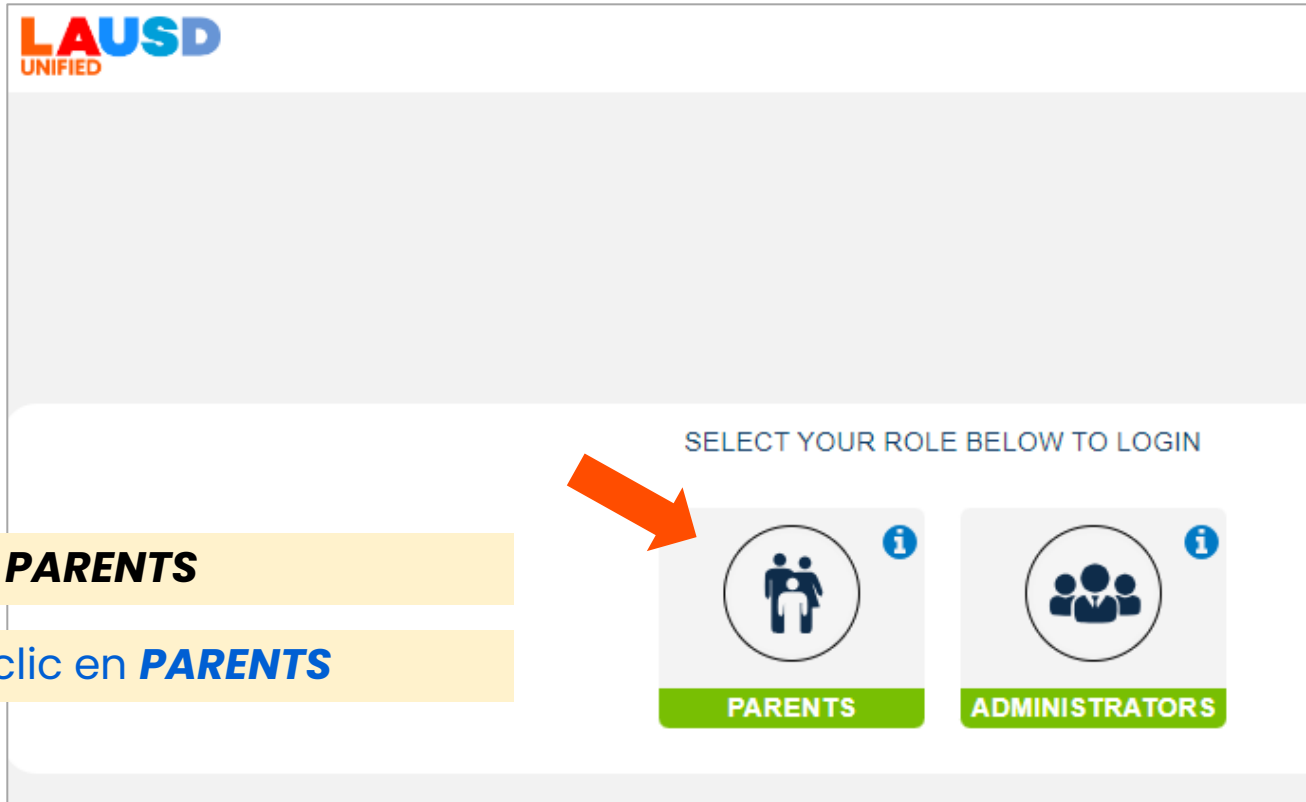
ALWAYS EMPOWERED

<https://lausdapp.lausd.net>



Parent Portal

Portal para Padres



- Click on **PARENTS**

- Haga clic en **PARENTS**

<https://lausdapp.lausd.net>



Parent Portal

Portal para Padres

PARENT [X]

User Name *

Password *

I'm not a robot

Forgot Password? Register

Cancel Login

- Username is the email address you used for account registration.
- Session times out after 60 minutes.
- If you'd like to change the email address associated with your account, please sign in using old email address. Account successfully.

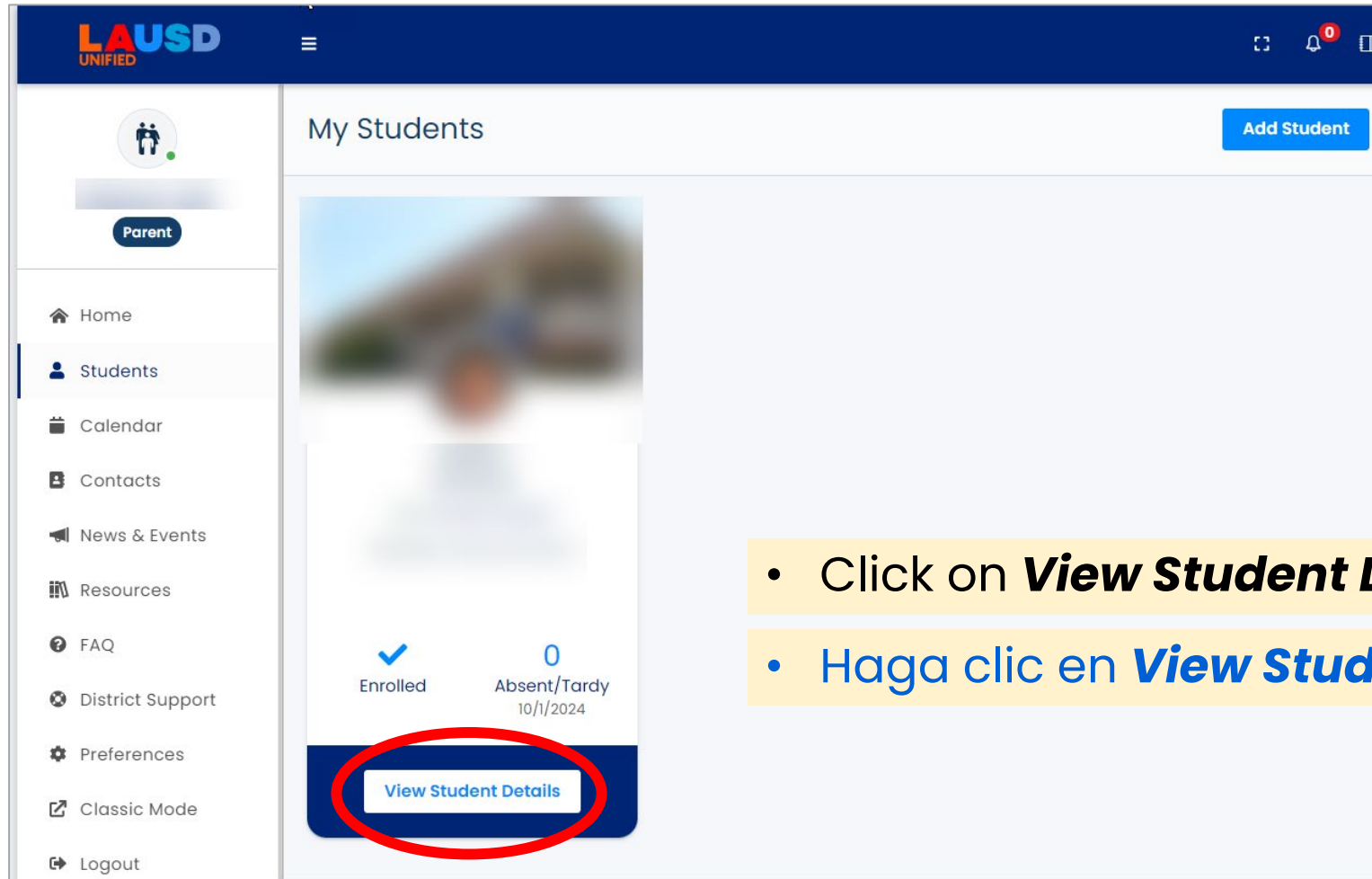
- Enter your **User Name and Password**
- Ingrese su nombre de usuario y contraseña (**User Name and Password**)

<https://lausdapp.lausd.net>



Parent Portal

Portal para Padres



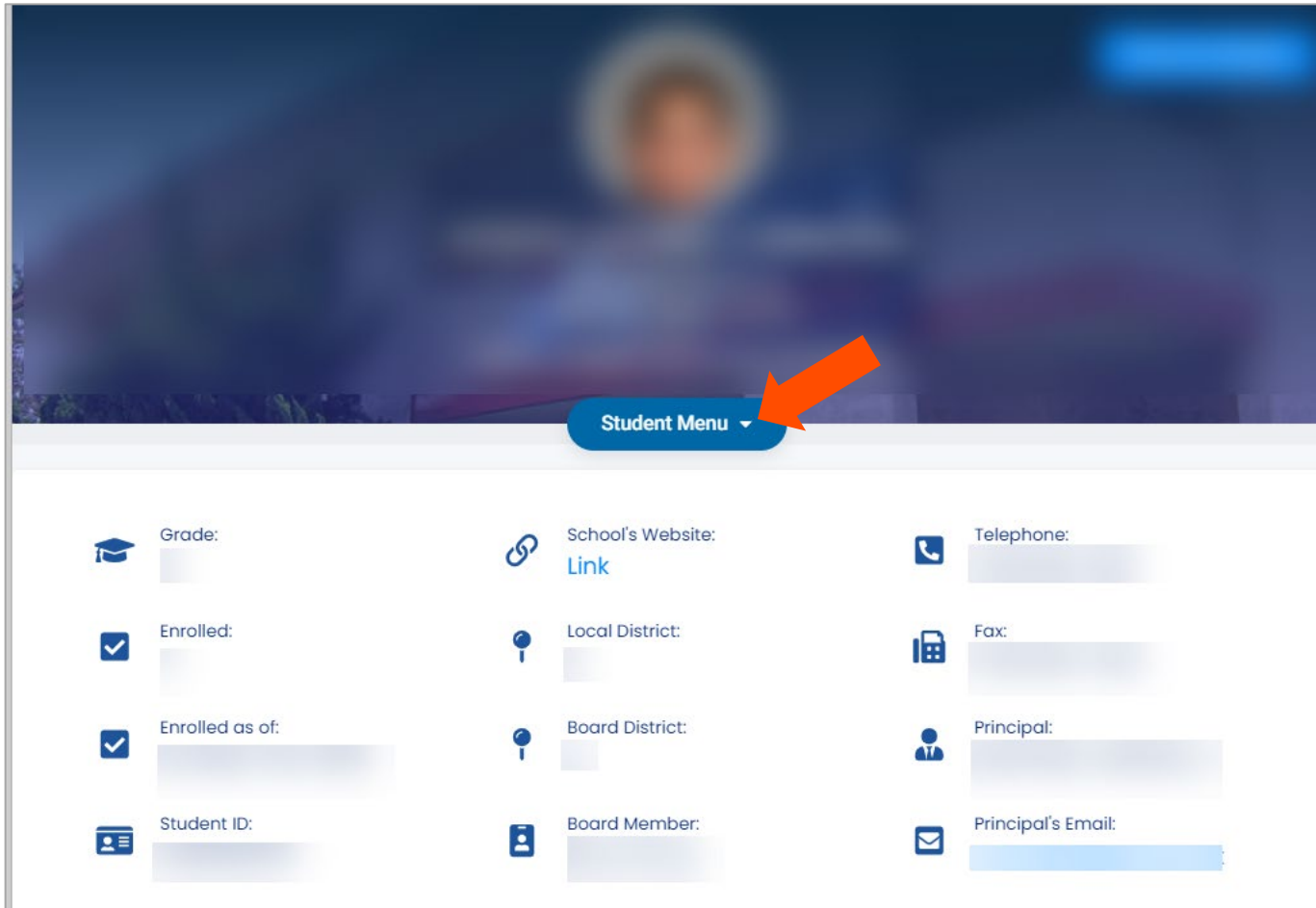
The screenshot displays the LAUSD Unified Parent Portal. The top navigation bar includes the LAUSD UNIFIED logo, a menu icon, and notification icons. The left sidebar contains navigation options: Home, Students (highlighted), Calendar, Contacts, News & Events, Resources, FAQ, District Support, Preferences, Classic Mode, and Logout. The main content area is titled 'My Students' and features a blue 'Add Student' button. A student card is visible, showing a blurred profile picture, a blue checkmark for 'Enrolled', and '0 Absent/Tardy' for '10/1/2024'. A red circle highlights the 'View Student Details' button at the bottom of the student card.

- Click on ***View Student Details***
- Haga clic en ***View Student Details***















Parent Portal

Portal para Padres



The screenshot displays the Parent Portal interface. At the top, there is a blurred background image of a child. Below this, a blue button labeled 'Student Menu' with a downward arrow is highlighted by a red arrow. The main content area is divided into three columns of information fields, each with a corresponding icon:

 Grade: <input type="text"/>	 School's Website: Link	 Telephone: <input type="text"/>
 Enrolled: <input type="text"/>	 Local District: <input type="text"/>	 Fax: <input type="text"/>
 Enrolled as of: <input type="text"/>	 Board District: <input type="text"/>	 Principal: <input type="text"/>
 Student ID: <input type="text"/>	 Board Member: <input type="text"/>	 Principal's Email: <input type="text"/>

- General information about your child will appear
- School contact information

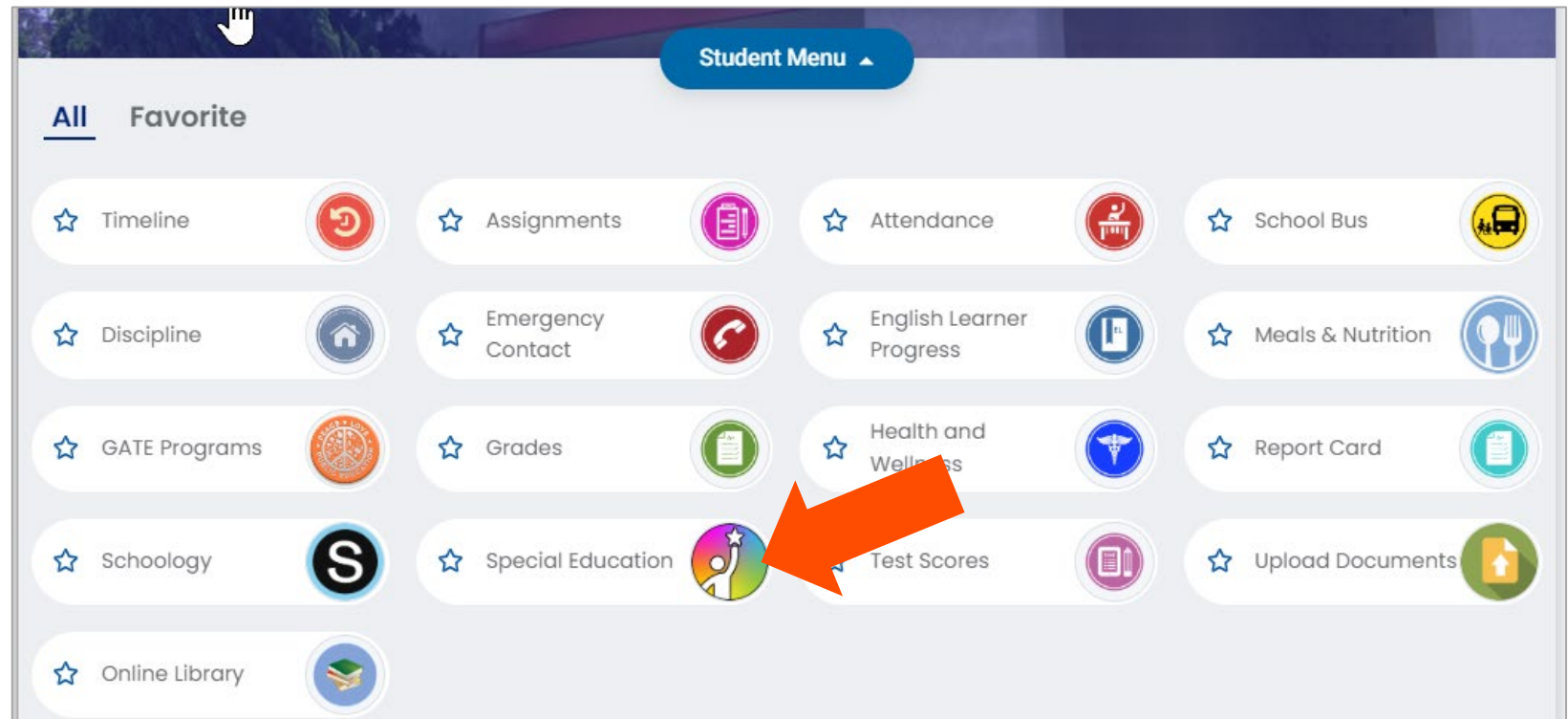
- Aparecerá información general sobre su hijo
- Información de contacto de la escuela



Parent Portal Special Education Section

Sección de Educación Especial del Portal para Padres

- Click on Special Education
- Haga clic en Special Education



IEP Icon

Icono del IEP



- Click on [View the Current Individualized Education Program \(IEP\)](#) icon
- Haga clic en el icono de [View the Current Individualized Education Program \(IEP\)](#)

Special Education

Enroll for Extended School Year (ESY)

View the Current Individualized Education Program (IEP)

Student Quarterly Service Report (YTD)

Student Quarterly Absence Details Report (YTD)

Related FAQ | Print



View the IEP Document

Ver el documento del IEP

Individualized Education Program (IEP) 1 / 29 100%

Los Angeles Unified School District
INDIVIDUALIZED EDUCATION PROGRAM (IEP) Page 1 of 26

Student Identification Number [redacted] SSID [redacted] Eligible (SLD)

Student [redacted] Date of Birth: [redacted]

Last First MI

Section A: Meeting Information

Pertinent Dates		Type of Meeting	
Date of Initial IEP Team Meeting	15-MAY-2019	<input type="radio"/> Initial	<input type="radio"/> Amendment of IEP dated [redacted]
Date of Present Meeting	25-JAN-2024	<input type="radio"/> Annual Review	<input type="radio"/> Early Start Transition
Annual Review to be conducted by	25-JAN-2025	<input checked="" type="radio"/> Three Year Review	<input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by	24-JAN-2027	<input type="radio"/> Other	<input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on	25-JAN-2024	[redacted]	
Transition to Kindergarten to be conducted by	[redacted]	[redacted]	

Location of Meeting [redacted] District Name Los Angeles Unified School District

Section B: Student Information

Date of Birth	[redacted]	Age	[redacted]	Grade	[redacted]
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code	White		
Location of the Psych Folder	[redacted]	Student has no Psych Folder	<input type="checkbox"/>		
Location of the Cum Folder	[redacted]	Student has no Cum Folder	<input type="checkbox"/>		
Home Language	[redacted]	Student Language	English	Alternate Mode of Communication	[redacted]
Home Address of Student	[redacted]				
City	[redacted] CA	ZIP Code	[redacted]		
Home Telephone	[redacted]	Daytime Telephone	[redacted]	Emergency Telephone	[redacted]



Contact your Region's Family and Community Engagement Office for assistance with the Parent Portal.

Comunícate con la Oficina de Participación Familiar y Comunitaria de tu región para obtener ayuda con el Portal para Padres.

Region	Phone Number
East/ Este	(323) 224-3382
North / Norte	(818) 654-3600
South / Sur	(310) 354-3230
West / Oeste	(310) 914-2124
Virtual Academy & Options Schools Academia virtual y escuelas de opciones	(213) 241-0113





Questions from the Q&A

Preguntas de Q&A

(Q&A = preguntas y respuestas)

Information to Help Prepare for the IEP Team Meeting

**Información para ayudar a
prepararse para la reunión del
equipo del IEP**



Review the IEP Document

Revise el documento del IEP

- IEP Meeting Date
- Present Levels of Performance (PLPs)
- IEP Goals
- Services, if applicable

- Fecha de la reunión del IEP
- Niveles actuales de rendimiento
- Metas del IEP
- Servicios, si corresponde

Page 1 of 2

Los Angeles Unified School District **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Student Identification Number [redacted] SSID [redacted] **Eligible (SLD)**

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

Section A: Meeting Information

Pertinent Dates		Type of Meeting	
Date of Initial IEP Team Meeting	15-MAY-2019	<input type="radio"/> Initial	<input type="radio"/> Amendment of IEP dated [redacted]
Date of Present Meeting	25-JAN-2024	<input type="radio"/> Annual Review	<input type="radio"/> Early Start Transition
Annual Review to be conducted by	25-JAN-2025	<input checked="" type="radio"/> Three Year Review	<input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by	24-JAN-2027	<input type="radio"/> Other	<input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on	25-JAN-2024	[redacted]	
Transition to Kindergarten to be conducted by	[redacted]	[redacted]	

Location of Meeting [redacted] District Name Los Angeles Unified School District

Section B: Student Information

Date of Birth	[redacted]	Age	[redacted]	Grade	[redacted]
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code	White		
Location of the Psych Folder	[redacted]	Student has no Psych Folder	<input type="checkbox"/>		
Location of the Cum Folder	[redacted]	Student has no Cum Folder	<input type="checkbox"/>		
Home Language	[redacted]	Student Language	English	Alternate Mode of Communication	[redacted]
Home Address of Student	[redacted]				
City	[redacted] CA	ZIP Code	[redacted]		
Home Telephone	[redacted]	Daytime Telephone	[redacted]	Emergency Telephone	[redacted]



IEP Team Meeting Date

Fecha de la reunión del equipo del IEP

- IEP Team Meeting Date
- Reviewed Annually
- Fecha de la reunión del IEP
- Revisado anualmente

Page 1 of 2

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number [redacted] SSID [redacted] **Eligible (SLD)**

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

Section A: Meeting Information

Meeting Dates	Type of Meeting
Date of Initial IEP Team Meeting: 15-MAY-2019	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated [redacted]
Date of Present Meeting: 25-JAN-2024	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 25-JAN-2025	<input checked="" type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 24-JAN-2027	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review Evaluation was conducted on: 25-JAN-2024	[redacted]
Transition to Kindergarten to be conducted by: [redacted]	[redacted]

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

Section B: Student Information

Date of Birth: [redacted]	Age: [redacted]	Grade: [redacted]
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: [redacted]	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: [redacted]	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: [redacted]	Student Language: English	Alternate Mode of Communication: [redacted]
Home Address of Student: [redacted]		
City: [redacted] CA	ZIP Code: [redacted]	
Home Telephone: [redacted]	Daytime Telephone: [redacted]	Emergency Telephone: [redacted]



Respond to the IEP Team Meeting Invitation

Responder a la notificación previa por escrito

TRUE or FALSE

The IEP team meeting can't be rescheduled if the day/time does not work for me.

VERDADERO o FALSO

La reunión del equipo del IEP no se puede reprogramar si el día/hora no funciona para mí.

Page 1 of 2

LOS ANGELES UNIFIED SCHOOL DISTRICT

NOTIFICATION TO PARTICIPATE IN AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING
You are invited to attend and participate as a member of an Individualized Education Program (IEP) team meeting for:

Name: SAMPLE,SAMPLE Birthdate: 23-JAN-2018 ID#: HAMASAKI 1 Grade: 04th

Date of Meeting: _____ Time: _____ Location of Meeting: _____

TYPE OF MEETING: Initial Review Amendment of IEP Dated: _____ Other: _____

PURPOSE OF MEETING (Check all that apply)

Determine eligibility (based on disability and need) for special education services Facilitate Early Start Transition

Develop, review and/or revise an Individualized Education Program (IEP) Facilitate Preschool Transition

Conduct a three year review of the IEP Develop, review and/or revise Individual Transition Plan (ITP) and post-secondary goals

Change in Placement Conduct Expulsion Analysis

Other: _____

INDIVIDUALS INVITED TO PARTICIPATE (Check all that apply)

Parent Psychologist Designated Instruction and Services (DIS) representative(s) (Specify the service(s)) _____

Student Nurse/Doctor Agency (specify) _____

Administrator/Designee Interpreter Other (specify) _____

Special Education Teacher Counselor

General Education Teacher Transition Teacher

PARENT RESPONSE SECTION *If you cannot attend the meeting, a copy of the Individualized Education Program (IEP) will be provided for your review and signature. A team member will contact you to review the IEP with you.*

Please Check One Box

I intend to be there; however, you may proceed without me if I am unable to attend.

I am not able to attend the meeting. Please forward a copy of the IEP for my review and signature.

I intend to be there; however, if I am unable to attend, please contact me to reschedule or conduct the meeting by telephone conference.

The above meeting date and time is not convenient for me. Please contact me to reschedule.

Check as appropriate

I will bring the following representatives to the meeting.
Name/Title: _____

I have special needs and request the following accommodation: _____

I need an interpreter. I understand one will be provided free of charge. (Specify language, including sign language) _____

I wish to have the IEP team consider independent educational evaluation report(s) previously sent to be submitted prior to the IEP meeting from the following person(s):

Name: _____ Title: _____ Phone: _____

Name: _____ Title: _____ Phone: _____

PLEASE SIGN AND RETURN THIS FORM AS SOON AS POSSIBLE. KEEP THE "PARENT COPY" FOR YOUR RECORDS.

Signature of Parent/Guardian or Student (if over 18 with educational rights) _____

Please Print Name _____

Address: Street _____ City _____ Zip _____

Phone: Home _____ Other _____

Direct your questions to: Lilia Moran

Contact Person _____ Phone _____

LAUSD CENTRAL OFFICE _____

School/Office _____ Address/Street _____ City _____ Zip _____

https://welligent.lausd.net/pls/iepweb/XML_UTILITIES.SHOW_LETTER?



Respond to the IEP Team Meeting Notification

Responder a la notificación previa por escrito

- Review and return the IEP team meeting invitation
 - Indicate if you need accommodations to participate in the meeting
 - Complete parent questionnaires that may have been sent
- Revise y devuelva la invitación a la reunión del equipo del IEP
 - Indique si necesita adaptaciones para participar en la reunión
 - Complete los cuestionarios para padres que sean enviados

Notification to Participate in an IEP Meeting Page 1 of 2

LOS ANGELES UNIFIED SCHOOL DISTRICT

NOTIFICATION TO PARTICIPATE IN AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING
You are invited to attend and participate as a member of an Individualized Education Program (IEP) team meeting for:

Name: SAMPLE,SAMPLE Birthdate: 23-JAN-2018 ID#: HAMASAKI 1 Grade: 04th

Date of Meeting: _____ Time: _____ Location of Meeting: _____

TYPE OF MEETING: Initial Review Amendment of IEP Dated: _____ Other: _____

PURPOSE OF MEETING (Check all that apply)

Determine eligibility (based on disability and need) for special education services Facilitate Early Start Transition

Develop, review and/or revise an Individualized Education Program (IEP) Facilitate Preschool Transition

Conduct a three year review of the IEP Develop, review and/or revise Individual Transition Plan (ITP) and post-secondary goals

Change in Placement Conduct Expulsion Analysis

Other: _____

INDIVIDUALS INVITED TO PARTICIPATE (Check all that apply)

Parent Psychologist Designated Instruction and Services (DIS) representative(s)
(Specify the service(s)) _____

Student Nurse/Doctor

Administrator/Designee Interpreter Agency (specify) _____

Special Education Teacher Counselor Other (specify) _____

General Education Teacher Transition Teacher

PARENT RESPONSE SECTION *If you cannot attend the meeting, a copy of the Individualized Education Program (IEP) will be provided for your review and signature. A team member will contact you to review the IEP with you.*

Please Check One Box

I intend to be there; however, you may proceed without me if I am unable to attend.

I am not able to attend the meeting. Please forward a copy of the IEP for my review and signature.

I intend to be there; however, if I am unable to attend, please contact me to reschedule or conduct the meeting by telephone conference.

The above meeting date and time is not convenient for me. Please contact me to reschedule.

Check as appropriate

I will bring the following representatives to the meeting.
Name/Title: _____

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I need an interpreter. I understand one will be provided free of charge. (Specify language, including sign language) _____

I wish to have the IEP team consider independent educational evaluation report(s) previously sent to be submitted prior to the IEP meeting from the following person(s):

Name: _____ Title: _____ Phone: _____

Name: _____ Title: _____ Phone: _____

PLEASE SIGN AND RETURN THIS FORM AS SOON AS POSSIBLE. KEEP THE "PARENT COPY" FOR YOUR RECORDS.

Signature of Parent/Guardian or Student (if over 18 with educational rights) _____

Please Print Name _____

Address: Street _____ City _____ Zip _____ Phone: Home _____ Other _____

Direct your questions to: Lilia Moran _____

Contact Person _____ Phone _____

LAUSD CENTRAL OFFICE _____

School/Office _____ Address/Street _____ City _____ Zip _____

https://welligent.lausd.net/pls/iepweb/XML_UTILITIES.SHOW_LETTER?



Present Level of Performance

Nivel actual de rendimiento

- The PLP contains information about your child's abilities and needs.
- El PLP contiene información sobre las capacidades y necesidades de su hijo.

Performance Area:	Reading
Category:	Reading
Assessment/Monitoring Process Used:	Woodcock Johnson IV, Records Review, Teacher Observation, Work Samples
State/District Assessment Results:	iReady
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	
Strengths:	
Needs:	
Impact of Disability:	



Present Level of Performance

Nivel actual de rendimiento

Strengths: Max is able to count, read and write whole numbers to 100 without the use of a model. He can add and subtract without regrouping. He can set up and solve one-step word problems with addition and subtraction. He can tell time to the hour. Parent reports that Max enjoys counting objects out loud at home and understands the concept of pairs.

Needs: Max has difficulty adding and subtracting two-digit numbers with regrouping. Teacher reports he does not know basic multiplication facts of 2s and 5s. He is not able to tell time to the half hour. He has difficulty choosing the correct operations to solve two- or three-step word problems. Parent reports that Max displays the same difficulties at home when working on math homework problems.

Impact of Disability: Max's Specific Learning Disability affects his ability to recall and retain math concepts which makes it difficult for him to perform more difficult math operations and solve two- and three-step problems. This impacts his involvement and progress in the general education math curriculum.



Present Level of Performance

Nivel actual de rendimiento

Fortalezas: Max es capaz de contar, leer y escribir números enteros hasta 100 sin el uso de un modelo. Puede sumar y restar sin reagruparse. Puede establecer y resolver problemas verbales de un solo paso con suma y resta. Él puede decir la hora a la hora. Los padres informan que a Max le gusta contar objetos en voz alta en casa y entiende el concepto de parejas.

Necesidades: Max tiene dificultad para sumar y restar números de dos dígitos con la reagrupación. El maestro informa que no conoce las operaciones básicas de multiplicación de 2 y 5. No es capaz de decir la hora a la media hora. Tiene dificultad para elegir las operaciones correctas para resolver problemas verbales de dos o tres pasos. Los padres informan que Max muestra las mismas dificultades en casa cuando trabaja en problemas de tarea de matemáticas.

Impacto de la discapacidad: La discapacidad específica de aprendizaje de Max afecta su capacidad para recordar y retener conceptos matemáticos, lo que le dificulta realizar operaciones matemáticas más difíciles y resolver problemas de dos y tres pasos. Esto afecta su participación y progreso en el currículo de matemáticas de educación general.. This impacts his involvement and progress in the general education math curriculum.



Annual Goals

Metas Anuales

- Connected to the Present Level of Performance section of the IEP
- They are connected to your child's abilities and areas that need improvement
- Conectadas a la sección de Nivel Actual de Desempeño del IEP
- Están conectados con las habilidades y áreas de su hijo que necesitan mejorar

Individualized Education Program (IEP)

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student: _____ Date of Birth: _____ Meeting Date: _____
 Last First MI

Section G: Annual Goals and Objectives

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

I decode 10 multisyllabic words containing initial or final consonant blends (tr, sp) or digraphs (th, tch) in isolation and/or in text when provided with a list of instructional-level words, as measured by teacher observation in 4 of 5 trials with 70% accuracy.

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:
 will decode 10 multisyllabic words containing initial or final consonant blends (tr, sp) or digraphs (th, tch) in isolation and/or in text when provided with a list of instructional-level words, as measured by teacher observation in 2 of 5 trials with 50% accuracy.

Incremental objective #2 related to the goal:
 will decode 10 multisyllabic words containing initial or final consonant blends (tr, sp) or digraphs (th, tch) in isolation and/or in text when provided with a list of instructional-level words, as measured by teacher observation in 3 of 5 trials with 60% accuracy.

Date to be achieved: May 2024 MO/YR Date to be achieved: September 2024 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: 12-JUN-2024	2nd Reporting Period Date: _____	3rd Reporting Period Date: _____	4th Reporting Period (Secondary Only) Date: _____	Goal Achievement	
Progress Mark: 2 Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input checked="" type="radio"/> No If "No" please comment: <input checked="" type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	Progress Mark: _____ Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	Progress Mark: _____ Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	Progress Mark: _____ Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain:	<input style="width: 100%; height: 100px;" type="text"/>



Related Services

Servicios Relacionados

- Related services will be listed in this section of the IEP if your child is eligible.
- Los servicios relacionados se enumerarán en esta sección del IEP si su hijo es elegible.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

Student Date of Birth Meeting Date

Last First MI

FAPE Summary Grid									
Program:		GE			Setting:		General Education		
Eligibility:		Eligible (SLD)			Curriculum:		General Education		
Transportation:		None			Low Incident Support:		None		
Date District Received		<input type="text"/>							
Parent Signature:		<input type="text"/>							
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
10	Language/Speech	Effective on Signature Date	Regular	Weekly					--
RSP	RSP	Effective on Signature Date	Regular	Weekly					--



Connect with Your Child

Conéctese con su hijo

Talk to your child about their needs to get their input . **Your child may participate in their IEP team meeting.** What might that look like?

- Depends on their age
- Students in middle and high school are always invited to participate

Hable con su hijo sobre sus necesidades para obtener su opinión. **Su hijo puede participar en la reunión del equipo del IEP.** ¿Cómo podría ser eso?

- Depende de su edad
- Los estudiantes de secundaria y preparatoria siempre están invitados a participar





Questions from the Q&A

Preguntas de Q&A

(Q&A = preguntas y respuestas)

Plan Your Participation at the IEP Team Meeting

Planifique su participación en la reunión del equipo del IEP



Plan
Planificar

Required IEP Team Members

Miembros requeridos del equipo del IEP

- Parent/Guardian
- School Administrator
- Special Education Teacher
- General Education Teacher
- Qualified District Staff, as applicable

When appropriate, the following people may also attend the IEP team meeting:

- Student
- Agency Representatives
- Oral Interpreter

- Padre/Tutor
- Administrador de la escuela
- Profesor de educación especial
- Profesor de educación general
- Personal Calificado del Distrito

Cuando corresponda, las siguientes personas también pueden asistir a la reunión del equipo del IEP:

- Estudiante
- Representantes de agencias
- Intérprete Oral



Plan Your Participation

Planifique su participación

- Share any outside reports
- Prepare questions and communicate with the administrator in advance should there be concerns you'd like addressed.
- Comparta cualquier informe externo
- Prepare preguntas y comuníquese con el administrador con anticipación si hay inquietudes que le gustaría abordar.



Questions You May Consider Asking

Preguntas que podría considerar

General Questions

- How was my child's progress measured?
- How were the IEP goals determined?
- Who will monitor my child's progress?
- How will I be informed about my child's progress between formal IEP meetings?

Preguntas generales

- ¿Cómo se midió el progreso de mi hijo?
- ¿Cómo se determinaron las metas del IEP?
- ¿Quién supervisará el progreso de mi hijo?
- ¿Cómo se me informará sobre el progreso de mi hijo entre las reuniones formales del IEP?



Questions You May Consider Asking

Preguntas que podría considerar

Questions About Assessments

- Which assessments will my child take?
- What accommodations are available for my child when they take assessments?
- How often will my child be assessed?

Preguntas sobre las evaluaciones

¿Qué evaluaciones tomará mi hijo?

¿Qué adaptaciones están disponibles para mi hijo cuando toma las evaluaciones?

¿Con qué frecuencia se evaluará a mi hijo?



Questions You May Consider Asking

Preguntas que podría considerar

Collaboration and Communication

- What's the best way to communicate with each IEP team member moving forward?
- Can we plan to meet before the next IEP team meeting?
- If I have concerns about my child's progress, who should I contact first?

Colaboración y comunicación

- ¿Cuál es la mejor manera de comunicarse con cada miembro del equipo del IEP en el futuro?
- ¿Podemos planear reunirnos antes de la próxima reunión del equipo del IEP?
- Si tengo inquietudes sobre el progreso de mi hijo, ¿a quién debo contactar primero?



Attend the IEP Team Meeting

Asistir a la reunión del equipo del IEP

Your input is important!

- Participate in-person or via teleconference
- Share your comments/questions/concerns

¡Su aporte es importante!

- Puede participar en persona o por teleconferencia
- Comparta sus comentarios/preguntas/inquietudes

Attend
Asistir



How do I prepare? What am I supposed to know?
¿Cómo me preparo? ¿Qué se supone que debo saber?



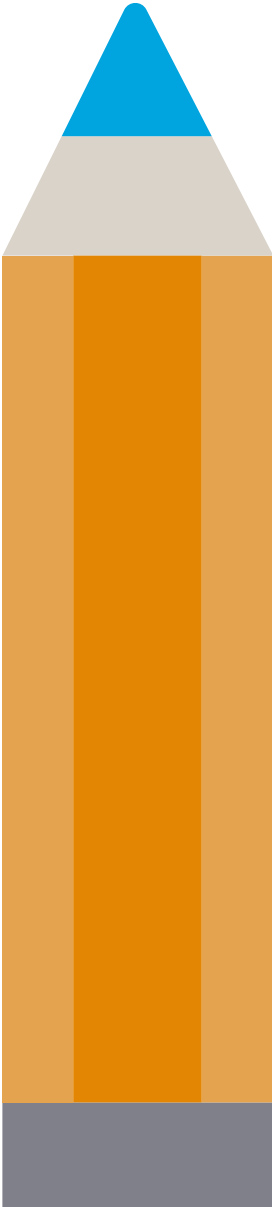
Review
Revisar

Plan
Planificar

Attend
Asistir

Resources

Recursos



Division of Special Education Website

Sitio web de la División de Educación Especial

The screenshot shows the top navigation bar of the LAUSD website. On the left is the LAUSD logo with the tagline 'READY FOR THE WORLD'. To its right is the text 'LAUSD UNIFIED'. Further right are icons for home and calendar, followed by links for 'About Los Angeles Unified >', 'Find a School >', and 'Offices >'. On the far right are links for 'Families', 'Employees', 'Superintendent', and 'Board of Education', along with a search icon.

Below the navigation bar is a banner with the text: 'Intentionally designing and delivering inclusive environments for students at every opportunity to maximize learning'. Below this is a horizontal menu with buttons for 'Home', 'About Us', 'Services', 'Students', 'Parents', 'Employees', and 'Contact Us'.

The main content area is titled 'Parents'. It features a large photograph of a diverse family (a woman, a man, and two children) smiling and interacting. To the right of the photo is the title 'A Parent's Guide to Special Education Services' and a thumbnail image of the guide's cover. The cover includes the text: 'A Parent's Guide To Special Education Services (Including Procedural Rights and Safeguards)' and the LAUSD logo.

<https://www.lausd.org/sped>



Division of Special Education Workshops

Talleres de la División de Educación Especial



Zoom

Division of Special Education

2024-2025 VIRTUAL PARENT WORKSHOPS

October 2024

TUESDAY: OCTOBER 8, 2024
9:00 AM – 10:15 AM

THURSDAY: OCTOBER 10, 2024
6:00 PM – 7:15 PM

PREPARING FOR THE IEP TEAM MEETING

Are you interested in learning how to access and interpret your child's IEP to prepare for an upcoming IEP team meeting? Have you wondered what steps you can take to better prepare and meaningfully participate in your child's IEP team meeting?

December 2024

TUESDAY: DECEMBER 3, 2024
9:00 AM – 10:15 AM

THURSDAY: DECEMBER 5, 2024
6:00 PM – 7:15 PM

PARENTS AS PARTNERS

Are you interested in learning ways to effectively communicate with your child's educational team? How might we use our role as parents to effectively partner with our child's teachers, counselors, and other school support staff?

February 2025

TUESDAY: FEBRUARY 11, 2025
9:00 AM – 10:15 AM

THURSDAY: FEBRUARY 13, 2025
6:00 PM – 7:15 PM

SUPPORTING STUDENTS WITH EXTENSIVE SUPPORT NEEDS

Are you interested in learning about the educational experiences for students with extensive support needs throughout their schooling? Have you wondered what types of alternate assessments are available for students with extensive support needs? Did you know there is an alternative diploma pathway for students who qualify for the California Alternate Assessment?

April 2025

TUESDAY: APRIL 8, 2025
9:00 AM – 10:15 AM

THURSDAY: APRIL 10, 2025
6:00 PM – 7:15 PM

EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

What is does it mean for students to be educated in the least restrictive environment (LRE)? Have you wondered what considerations are made by the IEP team to ensure students are educated in the least restrictive environment?



Anthony Aguilar
Chief of Special Education & Specialized Programs

Dr. Jose Soto
Executive Director, Division of Special Education

2024/2025

SPECIAL EDUCATION REGION AMBASSADOR

USING FIRST/THEN STRATEGIES TO SUPPORT POSITIVE BEHAVIORS IN THE HOME SETTING

"Using First/Then Strategies to Support Positive Behaviors in the Home Setting" reviews prevention strategies for participants to use to establish behavior expectations, support transitions, and increase engagement in completing non-preferred activities in the home. This training will help participants understand the communicative intent and purpose of challenging behaviors, how to increase motivation, and will also give participants a concrete tool to support positive behaviors in the home setting.

East	North	South	West	VA
10/21/24	10/10/24	11/05/24	10/10/24	10/23/24
9:00 AM – 10:30 AM	10:00 AM – 11:30 AM	9:00 AM – 10:30 AM	9:00 AM – 10:30 AM	1:00 PM – 2:15 PM
Main St. EL	Gledhill ES	Family Engagement Ctr.	Brentwood ScMg El	Zoom

RIGHTFUL PRESENCE: FOSTERING A SENSE OF BELONGING IN SCHOOL

IEP teams are tasked with finding the least restrictive environment for students with disabilities, but parents may have concerns as to how their children will receive the services and supports they need there. This presentation will provide families with information regarding why time with peers in general education can build student achievement and independence and will give suggestions for how families can set children up for success.

East	North	South	West	VA
01/28/25	01/23/25	01/13/25	01/16/25	01/29/25
9:00 AM – 10:30 AM	10:00 AM – 11:30 AM	9:00 AM – 10:30 AM	9:00 AM – 10:30 AM	1:00 PM – 2:15 PM
Main St. EL	Gledhill ES	Family Engagement Ctr.	Brentwood ScMg El	Zoom

EXPLORING IEP RESOLUTION OPTIONS THAT PRIORITIZE STUDENT SUCCESS

As a parent, understanding how to navigate the Individualized Education Program (IEP) process is crucial to ensuring your child receives the best possible support. This session is designed to help you explore the various dispute resolution options offered by LAUSD. You'll learn how to work collaboratively with your child's IEP team to develop solutions that prioritize your child's unique needs.

East	North	South	West	VA
02/25/25	03/13/25	04/02/25	04/10/25	03/20/25
9:00 AM – 10:30 AM	10:00 AM – 11:30 AM	9:00 AM – 10:30 AM	9:00 AM – 10:30 AM	1:00 PM – 2:15 PM

Division of Special Education Call Center

Centro de llamadas de la División de Educación Especial

School and Family Support Services

(213) 241-6701

Email: spedsfss@lausd.net

Monday to Friday

7:00 a.m. – 5:00 p.m.

Servicios de Apoyo Escolar y Familiar

(213) 241-6701

Correo Electrónico: spedsfss@lausd.net


lunes a viernes

7:00 a.m. – 5:00 p.m.

Attachment A1 - English



Los Angeles Unified School District
"Every School, Every Child"



Division of Special Education

**Division of Special Education
SCHOOL AND FAMILY
SUPPORT SERVICES (SFSS)**

Contact Information:

TELEPHONE: (213) 241-6701
FAX: (877) 339-2684

Hours of Operation

Monday-Friday
8:00 AM to 5:00 PM

EMAIL: spedsfss@lausd.net

WEBSITE: <http://achieve.lausd.net/sped>

Our dedicated team is ready to assist you with:

- Answering your questions about special education
- Understanding policies and procedures related to special education
- Addressing your inquiries and/or concerns about your child's IEP
- Mediating and resolving complaints related to your child's IEP
- Fostering a collaborative relationship with school staff to support your child's education

Revised February 2021

Publications / Publicaciones

A Parent's Guide To Special Education Services

(Including Procedural Rights and Safeguards)



Los Angeles Unified School District

Revised
September 2018



The IEP and You

A Guide for Families with Information About the
Individualized Education Program (IEP) Team Meeting

Division of Special Education
Revised November 2024



The ITP and You

An Informational Guide for Students with Disabilities
Ages 14 and Older and Their Families about the
Individual Transition Plan (ITP)

Division of Special Education
Revised November 2024

Summary of Learning Objectives

Resumen de los objetivos de aprendizaje

- Know how to retrieve a digital copy of your child's IEP via the LAUSD Parent Portal
 - Identify key strategies for preparing effectively for an IEP team meeting.
 - Describe at least three ways to actively engage during the IEP team meeting.
 - List specific actions to take after the IEP team meeting to ensure continued involvement in the IEP process.
-
- Sepa cómo recuperar una copia digital del IEP de su hijo a través del Portal para Padres del LAUSD
 - Identificar estrategias clave para prepararse eficazmente para una reunión de equipo del IEP.
 - Describa al menos tres maneras de participar activamente durante la reunión del equipo del IEP.
 - Enumere las acciones específicas que se deben tomar después de la reunión del equipo del IEP para garantizar la participación continua en el proceso del IEP.

