

Today's parent workshop will start at 9:00 a.m.

A Visual Guide to the IEP Document

El taller para padres de hoy comenzará a las 9:00 a.m.

Una guía visual del documento del IEP





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Tips for Navigating the IEP Document and Participating in the IEP Team Meeting

Consejos para navegar por el documento del IEP y participar en la reunión del equipo del IEP

LAUSD 2022–2026 Strategic Plan Pillar 3: Engagement and Collaboration

Establish a Family Academy to equip families with the skills, information, and networking opportunities to support students' academic and social-emotional success (Strategic Plan, page 42)

Plan Estratégico de LAUSD 2022–2026 Pilar 3: Participación y Colaboración

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

LAUSD
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Ready for the World

LOS ANGELES UNIFIED SCHOOL DISTRICT

2022–26 Strategic Plan



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Tips for Navigating the IEP Document and Participating in the IEP Team Meeting

Consejos para navegar por el documento del IEP y participar en la reunión del equipo del IEP

Objective

Participants will:

- Learn about the sections of the IEP document
- Understand the basic purpose of the IEP pages
- Receive tips to participate while navigating the IEP document during the IEP team meeting

Objetivo:

Los participantes

- Conocerán las secciones del documento IEP
- Comprenderán el propósito básico de las páginas del IEP
- Recibirán consejos para participar mientras navegan el documento del IEP durante la reunión del equipo del IEP

Poll Activity Quiz

Please take a moment to respond to the questions in the poll.



Actividad: Preguntas de la Encuesta

Por favor, tómesese un momento para responder a las preguntas de la encuesta.

What is an IEP?

You can think of the IEP as divided into three types of documents:

- Procedural
- Student Information
- Services & Supports

¿Qué es un IEP?

Puede pensar que el IEP está dividido en tres tipos de documentos:

- Procedimientos
- Información del estudiante
- Servicios y apoyos

What is an IEP?

IEP DOCUMENT	DOCUMENT TYPE
IEP. Sect A-B: Meeting and Student Information - Pág.1	PROCEDURAL
IEP. Sect C-D: Language Acquisition, Goal Achievement - Pág.2	
IEP. Sect E: Present Level of Performance - Pág.3	STUDENT INFORMATION
IEP. Sect. F: Eligibility - Pág.4	
IEP. Sect. G: Annual Goals and Objectives - Pág.5	
IEP Section K	SERVICES & SUPPORTS
IEP. Sect. N: Procedural Safeguards and Follow-up Actions - Pág.9	
IEP. Sect. Q: Consent for Special Education - Pág.10	PROCEDURAL
IEP. Sect. R: Names and Signatures - Pág.11	
LRE Analysis	SERVICES & SUPPORTS
FAPE Part 1 - Eligibility, Placements and Supports	
FAPE Part 2 - Summary of Services	
FAPE Summary Grid	
Behavior Intervention Plan (Page 1)	
Behavior Intervention Plan (Page 2)	
Behavior Intervention Plan (Page 3)	
Individual Transition Plan (Includes Page 1 - 3)	

¿Qué es un IEP?

DOCUMENTO DEL IEP	TIPO DE DOCUMENTO
IEP Sección A-B: Información sobre el estudiante y las reuniones - Pág.1	PROCEDIMIENTO
IEP Sección C-D: Adquisición del lenguaje, logro de objetivos - Pág.2	
IEP Sección E: Nivel actual de rendimiento - Pág.3	INFORMACIÓN DEL ESTUDIANTE
IEP Secc. F Elegibilidad - Pág.4	
IEP Secc. G Metas y objetivos anuales - Pág.5	
Sección K del IEP	SERVICIOS Y APOYOS
IEP Secc. N: Garantías procesales y medidas de seguimiento - Pág.9	
IEP Secc. P: Consentimiento para la Educación Especial - Pág.10	PROCEDIMIENTO
IEP Secc. R: Nombres y firmas - Pág.11	
Análisis LRE	SERVICIOS Y APOYOS
FAPE Parte 1 - Elegibilidad, Colocaciones y Apoyos	
FAPE Parte 2 - Resumen de Servicios	
Tabla de Resumen de FAPE	
Plan de Intervención del Comportamiento (Página 1)	
Plan de Intervención del Comportamiento (Página 2)	
Plan de Intervención del Comportamiento (Página 3)	
Plan de Transición Individual (Incluye Página 1 - 3)	

Los Angeles Unified School District INDIVIDUALIZED EDUCATION PROGRAM (IEP) Eligible (SLD)

Student Identification Number, SSID, Student Last, First, MI, Date of Birth

Pertinent Dates, Type of Meeting (Annual Review selected)

Location of Meeting, District Name

Section B: Student Information (Date of Birth, Gender, Age, Grade, Ethnic Code, etc.)

Placement questions (Family Foster Home, LCI, etc.)

Sect A-B: Meeting and Student Information - Pg.1

- Basic student and meeting information.
No student achievement information is on this page
Important IEP dates, such as the date of the current meeting and when the next IEP is due

Sección A-B: Información sobre el estudiante y las reuniones - Pág.1

- Información básica sobre el estudiante y las reuniones.
No hay información de logros del estudiante en esta página
Fechas importantes del IEP, como la fecha de la reunión actual y la fecha de vencimiento del próximo IEP

Los Angeles Unified School District INDIVIDUALIZED EDUCATION PROGRAM (IEP) Eligible (SLD)

Student Identification Number, SSID, Student Last, First, MI, Date of Birth

Section A: Meeting Information

Pertinent Dates, Type of Meeting (Annual Review selected)

Location of Meeting, District Name

Section B: Student Information

Date of Birth, Gender, Location of the Psych Folder, Home Language, Home Address of Student, City, Home Telephone, School of Attendance, School of Residence, Name of Parent/Guardian, Address, City, Surogate Parent, Attends CURRENT SCHOOL as a result of one of the following, Is the student living in a Family Foster Home (FFH)?, Is FFH Provider related to student?, Licensed Children's Institution, Out of the home placement made by, Child's family living within LAUSD's boundaries?, If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?

Sect A-B: Meeting and Student Information - Pg.1

- Basic student and meeting information.
• No student achievement information is on this page
• Type of IEP meeting, such as annual, triennial, or initial

Sección A-B: Información sobre el estudiante y las reuniones - Pág.1

- Información básica sobre el estudiante y las reuniones.
• No hay información de logros del estudiante en esta página
• Tipo de reunión del IEP, como anual, trienal o inicial

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Eligible (SLD)

Student Identification Number SSID

Student D Date of Birth:

Last First MI

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: <input type="text" value="14-APR-2016"/>	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="text"/>
Date of Present Meeting: <input type="text" value="20-AUG-2021"/>	<input checked="" type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: <input type="text" value="20-AUG-2022"/>	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: <input type="text" value="23-SEP-2022"/>	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: <input type="text" value="24-SEP-2019"/>	<input type="text"/>
Transition to Kindergarten to be conducted by: <input type="text"/>	

Location of Meeting: District Name:

Section B: Student Information

Date of Birth: Age: Grade:

Gender: Male Female Limited English Proficient Student: Yes No Ethnic Code:

Location of the Psych Folder: Student has no Psych Folder:

Location of the Cum Folder: Student has no Cum Folder:

Home Language: Student Language: Alternate Mode of Communication:

Home Address of Student:

City: CA ZIP Code: Emergency Telephone:

Home Telephone: Daytime Telephone:

School of Attendance: Location Code:

School of Residence: Location Code:

Name of Parent/Guardian: Telephone:

Address:

City: CA ZIP Code:

Surogate Parent: Telephone:

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

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

Is FFH Provider related to student? No Yes Relationship:

Licensed Children's Institution: No Yes LCI Name:

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

Superior Court Other

Child's family living within LAUSD's boundaries? No Yes

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

Sect A-B: Meeting and Student Information - Pg.1

- Basic student and meeting information
- No student achievement information is on this page
- Demographic information
- Not all fields may be applicable

Sección A-B: Información sobre el estudiante y las reuniones- Pág.1

- Información básica sobre el estudiante y las reuniones
- No hay información de logros del estudiante en esta página
- Información demográfica
- No todos los campos pueden ser aplicables

IEP. Sect C-D: Language Acquisition, Goal Achievement - Pg. 2

Los Angeles Unified School District
 Student: [Last] [First] MI [MI] Date of Birth: [09-11-2004]
 Language Classification: English Only Start Date: 13-AUG-2013
 Withdrawal by Parent Request: Yes No Reclassification Date: []
 ELPAC Performance Level and Performance Descriptor: [] Test Date: []
 Alternate ELPAC Performance Level and Performance Descriptor: [] Test Date: []

Section C: Language Acquisition

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1 Social-Emotional	<input type="radio"/>	<input type="radio"/>	
Category: Social Emotional			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
2 Articulation	<input checked="" type="radio"/>	<input type="radio"/>	
Category: Articulation/Phonological Pr			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3 Math	<input type="radio"/>	<input type="radio"/>	
Category: Math			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
4 Reading	<input type="radio"/>	<input type="radio"/>	
Category: Reading			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
5 Writing	<input type="radio"/>	<input type="radio"/>	
Category: Writing			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6 Reading (Decoding)	<input type="radio"/>	<input type="radio"/>	
Category: Reading			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7 Behavioral Support	<input type="radio"/>	<input type="radio"/>	
Category: Behavior Intervention			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8	<input type="radio"/>	<input type="radio"/>	
Category:			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9	<input type="radio"/>	<input type="radio"/>	
Category:			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10	<input type="radio"/>	<input type="radio"/>	
Category:			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	

This page:

- Language classification (English learner status)
- Summarizes goal achievement from the previous IEP
- English language classification information

IEP Sección C-D: Adquisición del lenguaje, logro de objetivos - Pág.2

Esta página:

- Clasificación del lenguaje (estado de aprendiz de inglés)
- Resume el logro de los objetivos del IEP anterior
- Información de clasificación del idioma inglés

Last	First	MI	Section C: Language Acquisition	
Language Classification:	English Only		Start Date:	13-AUG-2013
Withdrawal by Parent Request:	<input type="radio"/> Yes <input type="radio"/> No		Reclassification Date:	
ELPAC Performance Level and Performance Descriptor:	<input type="text"/>		Test Date:	
Alternate ELPAC Performance Level and Performance Descriptor:	<input type="text"/>		Test Date:	

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1 Category: Social-Emotional	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
2 Category: Articulation	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3 Category: Math	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
4 Category: Reading	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
5 Category: Writing	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6 Category: Reading (Decoding)	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7 Category: Behavioral Support	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8 Category:	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9 Category:	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10 Category:	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	

IEP. Sect C-D: Language Acquisition, Goal Achievement - Pg. 2

This page:

- Language classification (English learner status)
- Summarizes goal achievement from the previous IEP
- Goal achievement information from the previous IEP
- Documents the type of goal, if it was achieved, and a statement explaining if it was not achieved
- There can be multiple goals reported

IEP Sección C-D: Adquisición del lenguaje, logro de objetivos - Pág. 2

Esta página:

- Clasificación del lenguaje (estado de aprendiz de inglés)
- Resume el logro de los objetivos del IEP anterior
- Información sobre el logro de objetivos del IEP anterior
- Documenta el tipo de objetivo, si se logró, y una declaración explicando si no se logró
- Puede haber múltiples objetivos reportados

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student D Date of Birth Meeting Date 20-AUG-2021

Last First MI

Section E: Present Level of Performance

Performance Area: Decoding

Category: Reading

Assessment/Monitoring Process Used: Core Phonic Survey, Rewards, Student Work Samples, Teacher Observation

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Areas of Strengths: The results of the core phonics survey on 2/26/21 indicates that shows proficiency in the areas of Alphabet Skills and Letter Sounds. i.e. identifying upper case and lower case letters, as well as demonstrating knowledge of correct letter sounds.

Additionally, shows proficiency in the areas of Short vowels in CVC words (15/15, e.g. mat, bat, pem), Consonant blends with short vowel sounds (13/15, e.g. stop, fast, dilt), Short vowels, digraphs, and -tch trigraphs (13/15, e.g. when, rash, futch), R-controlled vowels (13/15, e.g. harm, bark, gorf), Long vowel spellings (13/15, e.g. tape, ray, goat), and Variant Vowels (13/15 e.g. few, loud, bawk). is approaching mastery in the areas of Low frequency vowel and consonant spellings (12/15, e.g. cent, sweat, dimb) and Multisyllabic words (20/24 e.g. unless, radishes, fauntoon).

Areas of Need: will benefit from continued explicit, structured literacy instruction with a focus on Low frequency vowel and consonant spellings and Multisyllabic words (e.g. unless, radishes, fauntoon). He should be reminded to identify prefixes, suffixes, and vowel combinations when reading multisyllabic and unfamiliar words. Kaine will also benefit from continued advanced phonemic awareness instruction.

Impact of disability: specific learning disability affects his ability to read which impacts his progress and development in the general education curriculum.

Performance Area: Fluency

Category: Reading

Assessment/Monitoring Process Used: AimsWebPlus, Rewards, Teacher Observation, 6-minute solution

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Areas of Strength: has demonstrated positive progress in reading fluency. He has shown improvement during 6-minute solution fluency lessons, and has demonstrated increasing reading fluency and rate during lessons. According to AimsWebPlus oral reading fluency assessment on 4/12/21, Kaine read 96 words correctly in a minute when reading a 6th grade level passage.

According to AimsWebPlus, instructional reading level in fluency is 5th grade.

Areas of Need: should continue receiving timed fluency assessments at his instructional level, and should continue receiving reading fluency practice within is zone of proximal development with teacher support. Kaine should be reminded to identify prefixes, suffixes, and vowel combinations when reading multisyllabic and unfamiliar words.

Impact of disability: specific learning disability affects his ability to read which impacts his progress and development in the general education curriculum.

IEP. Sect E: Present Level of Performance - Pág.3

Documents the student's present level of performance in all areas of need. PLP for short

Performance area title and assessments that will be used to measure progress

IEP Sección E: Nivel actual de rendimiento - Pág.3

Documenta el nivel actual de rendimiento del estudiante en todas las áreas de necesidad. PLP para abreviar

Título del área de desempeño y evaluaciones que se utilizarán para medir el progreso

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student D Date of Birth Meeting Date

Last First MI

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

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code: SLD Specific Learning Disability

Not Applicable, Blind or Partially Sighted

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

Code:

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

<input checked="" type="checkbox"/> Social Maladjustment	<input checked="" type="checkbox"/> Temporary Physical Disability	<input checked="" type="checkbox"/> Lack of instruction in reading
<input checked="" type="checkbox"/> Lack of instruction in math	<input checked="" type="checkbox"/> Limited English Proficiency	<input checked="" type="checkbox"/> Environmental, Cultural or Economic Factors

IEP. Sect. F: Eligibility - Pg.4

Information regarding if the student qualifies for special education services

Areas discussed related to the suspected disability and interventions attempted prior to the IEP

IEP Secc. F: Elegibilidad - Pág.4

Información sobre si el estudiante califica para servicios de educación especial.

Las áreas discutidas se relacionaron con la sospecha de discapacidad y las intervenciones intentadas antes del IEP

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student D Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Areas of Strengths: The results of the core phonics survey on 2/26/21 indicates that shows proficiency in the areas of Alphabet Skills and Letter Sounds. i.e. identifying upper case and lower case letters, as well as demonstrating knowledge of correct letter sounds.

Additionally, shows proficiency in the areas of Short vowels in CVC words (15/15, e.g. mat, bat, pem), Consonant blends with short vowel sounds (13/15, e.g. stop, fast, dilt), Short vowels, digraphs, and -tch trigraphs (13/15, e.g. when, rash, futch), R-controlled vowels (13/15, e.g. harm, bark, gorf), Long vowel spellings (13/15, e.g. tape, ray, soat), and Variant Vowels (13/15 e.g. few, loud, bawk). is approaching mastery in the areas of Low frequency vowel and consonant spellings (12/15, e.g. cent, sweat, dimb) and Multisyllabic words (20/24 e.g. unless, radishes, fauntoon).

Areas of Need: will benefit from continued explicit, structured literacy instruction with a focus on Low frequency vowel and consonant spellings and Multisyllabic words (e.g. unless, radishes, fauntoon). He should be reminded to identify prefixes, suffixes, and vowel combinations when reading multisyllabic and unfamiliar words. Kaine will also benefit from continued advanced phonemic awareness instruction.

Impact of disability: specific learning disability affects his ability to read which impacts his progress and development in the general education curriculum.

Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Areas of Strength: has demonstrated positive progress in reading fluency. He has shown improvement during 6-minute solution fluency lessons, and has demonstrated increasing reading fluency and rate during lessons. According to AimsWebPlus oral reading fluency assessment on 4/12/21, Kaine read 96 words correctly in a minute when reading a 6th grade level passage.

According to AimsWebPlus, instructional reading level in fluency is 5th grade.

Areas of Need: should continue receiving timed fluency assessments at his instructional level, and should continue receiving reading fluency practice within is zone of proximal development with teacher support. Kaine should be reminded to identify prefixes, suffixes, and vowel combinations when reading multisyllabic and unfamiliar words.

Impact of disability: 's specific learning disability affects his ability to read which impacts his progress and development in the general education curriculum.

IEP. Sect E: Present Level of Performance – Pg. 3

Documents the student's present level of performance in all areas of need. PLP for short. Two PLPs can be on a page.

Present level of performance. Includes 4 areas:

- Strengths
- Needs
- Impact of disability

IEP Sección E: Nivel actual de rendimiento – Pág. 3

Documenta el nivel actual de rendimiento del estudiante en todas las áreas de necesidad. PLP para abreviar. Dos PLP pueden estar en una página.

Nivel actual de rendimiento. Incluye 4 áreas:

- Fortalezas
- Necesidades
- Impacto de la discapacidad

Los Angeles Unified School District

Student D Date of Birth Meeting Date

Last First MI

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Section F: Eligibility

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

For Initial IEP, interventions attempted prior to determining eligibility:

Enroll as a student with the disability of:

Code: SLD Specific Learning Disability

Not Applicable, Blind or Partially Sighted

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

Code:

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

<input checked="" type="checkbox"/> Social Maladjustment	<input checked="" type="checkbox"/> Temporary Physical Disability	<input checked="" type="checkbox"/> Lack of instruction in reading
<input checked="" type="checkbox"/> Lack of instruction in math	<input checked="" type="checkbox"/> Limited English Proficiency	<input checked="" type="checkbox"/> Environmental, Cultural or Economic Factors

IEP. Sect. F: Eligibility – Pg. 4

Information regarding if the student qualifies for special education services

This is where the student's eligibility will be listed

IEP Secc. F: Elegibilidad – Pág. 4

Información sobre si el estudiante califica para servicios de educación especial

Aquí es donde se indicará la elegibilidad del estudiante

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student D Date of Birth Meeting Date

Last First MI

Section F: Eligibility

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

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code: Specific Learning Disability

Not Applicable, Blind or Partially Sighted

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

Code:

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

<input checked="" type="checkbox"/> Social Maladjustment	<input checked="" type="checkbox"/> Temporary Physical Disability	<input checked="" type="checkbox"/> Lack of instruction in reading
<input checked="" type="checkbox"/> Lack of instruction in math	<input checked="" type="checkbox"/> Limited English Proficiency	<input checked="" type="checkbox"/> Environmental, Cultural or Economic Factors

IEP. Sect. F: Eligibility – Pg. 4

Information regarding if the student qualifies for special education services.

These areas will be completed when/if the student:

- Does not meet eligibility criteria
- No longer meets eligibility criteria
- Is exiting special education due to age or graduation

IEP Secc. F: Elegibilidad – Pág. 4

Información sobre si el estudiante califica para servicios de educación especial.

Estas áreas se completarán cuando/si el estudiante:

- No cumple con los criterios de elegibilidad
- Ya no cumple con los criterios de elegibilidad
- Está saliendo de la educación especial debido a la edad o graduación

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Last First MI D Date of Birth Meeting Date

Section F: Eligibility

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

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code: SLD Specific Learning Disability

Not Applicable, Blind or Partially Sighted

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

Code:

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

<input checked="" type="checkbox"/> Social Maladjustment	<input checked="" type="checkbox"/> Temporary Physical Disability	<input checked="" type="checkbox"/> Lack of instruction in reading
<input checked="" type="checkbox"/> Lack of instruction in math	<input checked="" type="checkbox"/> Limited English Proficiency	<input checked="" type="checkbox"/> Environmental, Cultural or Economic Factors

IEP. Sect. F: Eligibility – Pg. 4

Information regarding if the student qualifies for special education services

To qualify for special education, the team must agree that the student’s needs are not because of any of these reasons

IEP Secc. F: Elegibilidad – Pág. 4

Información sobre si el estudiante califica para servicios de educación especial

Para calificar para la educación especial, el equipo debe estar de acuerdo en que las necesidades del estudiante no son por ninguna de estas razones

Student [redacted] [redacted] D [redacted] Date of Birth [redacted] Meeting Date [redacted]

Section G: Annual Goals and Objectives

Performance Area: Writing Category: Writing Annual Goal #: 2

When given a writing prompt, [redacted] will write a three-paragraph persuasive essay with an introductory paragraph describing their position/point of view and a supporting paragraph that summarizes evidence and supports position (include steps of writing process) with 75% accuracy in 2 of 3 trials as measured by teacher-made assessment/rubric.

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, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

When given a literary/expository passage, [redacted] will describe their position and supporting document in an introductory paragraph with 80% accuracy in 2 of 3 trials as measured by writing rubric.

Incremental objective #2 related to the goal:

When given literary/expository passage and a model of the writing process, [redacted] will use the steps of the writing process to write a two-paragraph persuasive composition stating their position and summarizing evidence with 75% accuracy in 2 of 3 trials as measured by writing rubric.

Date to be achieved: Decem 2021 MO/YR Date to be achieved: April 2022 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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, 'Yes/No' indicators, and 'If No' comments.

IEP. Sect. G: Annual Goals and Objectives - Pg. 5

Goal information. A student may have multiple goals

Goal information including performance area, goal number, and goal text. Goals are specific, measurable, achievable, relevant, and timely (one year)

IEP Secc. G: Metas y objetivos anuales - Pág. 5

Información de las metas. Un estudiante puede tener múltiples metas

Información de metas incluyendo área de desempeño, número de meta y texto de la meta. Las metas son específicas, mensurables, alcanzables, relevantes y temporales (un año)

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student [REDACTED] [REDACTED] D [REDACTED] Date of Birth [REDACTED] Meeting Date [REDACTED]

Last First MI

Section G: Annual Goals and Objectives

Performance Area: Writing Category: Writing Annual Goal #: 2

When given a writing prompt, [REDACTED] will write a three-paragraph persuasive essay with an introductory paragraph describing their position/point of view and a supporting paragraph that summarizes evidence and supports position (include steps of writing process) with 75% accuracy in 2 of 3 trials as measured by teacher-made assessment/rubric.

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:

When given a literary/expository passage, [REDACTED] will describe their position and supporting document in an introductory paragraph with 80% accuracy in 2 of 3 trials as measured by writing rubric.

Incremental objective #2 related to the goal:

When given literary/expository passage and a model of the writing process, [REDACTED] will use the steps of the writing process to write a two-paragraph persuasive composition stating their position and summarizing evidence with 75% accuracy in 2 of 3 trials as measured by writing rubric.

Date to be achieved: Decem 2021 MO/YR Date to be achieved: April 2022 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	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: [REDACTED]	Date: [REDACTED]	Date: [REDACTED]	Date: 09-JUN-2023	
Progress Mark: [REDACTED]	Progress Mark: [REDACTED]	Progress Mark: [REDACTED]	Progress Mark: 4	Objective 1 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input checked="" 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	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	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	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	If "No" please explain: [REDACTED]

IEP. Sect. G: Annual Goals and Objectives – Pg. 5

Goal information. A student may have multiple goals

This is how the goal will be evaluated

IEP Secc. G Metas y objetivos anuales – Pág. 5

Información de las metas. Un estudiante puede tener múltiples metas.

Así es como se evaluará la meta

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student [REDACTED] [REDACTED] D [REDACTED] Date of Birth [REDACTED] Meeting Date [REDACTED]

Last First MI

Section G: Annual Goals and Objectives

Performance Area: Writing Category: Writing Annual Goal #: 2

When given a writing prompt, [REDACTED] will write a three-paragraph persuasive essay with an introductory paragraph describing their position/point of view and a supporting paragraph that summarizes evidence and supports position (include steps of writing process) with 75% accuracy in 2 of 3 trials as measured by teacher-made assessment/rubric.

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

Incremental objective #1 related to the goal:

When given a literary/expository passage, [REDACTED] will describe their position and supporting document in an introductory paragraph with 80% accuracy in 2 of 3 trials as measured by writing rubric.

Incremental objective #2 related to the goal:

When given literary/expository passage and a model of the writing process, [REDACTED] will use the steps of the writing process to write a two-paragraph persuasive composition stating their position and summarizing evidence with 75% accuracy in 2 of 3 trials as measured by writing rubric.

Date to be achieved: Decem 2021 MO/YR Date to be achieved: April 2022 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	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: [REDACTED]	Date: [REDACTED]	Date: [REDACTED]	Date: 09-JUN-2023	
Progress Mark: [REDACTED]	Progress Mark: [REDACTED]	Progress Mark: [REDACTED]	Progress Mark: 4	Objective 1 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input checked="" 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	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	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	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	If "No" please explain: [REDACTED]

IEP. Sect. G: Annual Goals and Objectives – Pg. 5

Goal information. A student may have multiple goals.

Two incremental objectives are steps towards achieving the annual goal. It is possible and acceptable to not meet these objectives but still achieve the annual goal.

IEP Secc. G Metas y objetivos anuales – Pág. 5

Información de las metas. Un estudiante puede tener múltiples metas.

Dos objetivos incrementales son pasos hacia el logro de la meta anual. Es posible y aceptable no cumplir estos objetivos y de todos modos alcanzar la meta anual.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student [REDACTED] [REDACTED] D [REDACTED] Date of Birth [REDACTED] Meeting Date [REDACTED]

Last First MI

Section G: Annual Goals and Objectives

Performance Area: Writing Category: Writing Annual Goal #: 2

When given a writing prompt, [REDACTED] will write a three-paragraph persuasive essay with an introductory paragraph describing their position/point of view and a supporting paragraph that summarizes evidence and supports position (include steps of writing process) with 75% accuracy in 2 of 3 trials as measured by teacher-made assessment/rubric.

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:

When given a literary/expository passage, [REDACTED] will describe their position and supporting document in an introductory paragraph with 80% accuracy in 2 of 3 trials as measured by writing rubric.

Incremental objective #2 related to the goal:

When given literary/expository passage and a model of the writing process, [REDACTED] will use the steps of the writing process to write a two-paragraph persuasive composition stating their position and summarizing evidence with 75% accuracy in 2 of 3 trials as measured by writing rubric.

Date to be achieved: Decem 2021 MO/YR Date to be achieved: April 2022 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	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: [REDACTED]	Date: [REDACTED]	Date: [REDACTED]	Date: 09-JUN-2023	
Progress Mark: [REDACTED]	Progress Mark: [REDACTED]	Progress Mark: [REDACTED]	Progress Mark: 4	Objective 1 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input checked="" 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	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	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	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	If "No" please explain: [REDACTED]

IEP. Sect. G: Annual Goals and Objectives – Pág.5

Information regarding if the student qualifies for special education services

The dates that the objectives are set to be achieved

IEP Secc. G: Metas y objetivos anuales – Pág.5

Información si el estudiante califica para servicios de educación especial

Las fechas en que se fijarán para alcanzar los objetivos

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student D Date of Birth Meeting Date

Last First MI

Section G: Annual Goals and Objectives

Performance Area: Writing Category: Writing Annual Goal #: 2

When given a writing prompt, will write a three-paragraph persuasive essay with an introductory paragraph describing their position/point of view and a supporting paragraph that summarizes evidence and supports position (include steps of writing process) with 75% accuracy in 2 of 3 trials as measured by teacher-made assessment/rubric.

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:

When given a literary/expository passage, will describe their position and supporting document in an introductory paragraph with 80% accuracy in 2 of 3 trials as measured by writing rubric.

Incremental objective #2 related to the goal:

When given literary/expository passage and a model of the writing process, will use the steps of the writing process to write a two-paragraph persuasive composition stating their position and summarizing evidence with 75% accuracy in 2 of 3 trials as measured by writing rubric.

Date to be achieved: Decem 2021 MO/YR Date to be achieved: April 2022 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	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/> 09-JUN-2023	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/> 4	Objective 1 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input checked="" 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	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	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	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	If "No" please explain: <input type="text"/>

IEP. Sect. G: Annual Goals and Objectives - Pg. 5

Goal information. A student may have multiple goals

The report of progress. Throughout the year, goal progress is documented

IEP Secc. G: Metas y objetivos anuales - Pág. 5

Información de las metas. Un estudiante puede tener múltiples metas

El informe de progreso. A lo largo del año, se documenta el progreso de las metas

IEP Section K

Section K documents supports and accommodations on state and district assessments, such as the Smarter Balance Assessment Consortium (SBAC)

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Los Angeles Unified School District
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

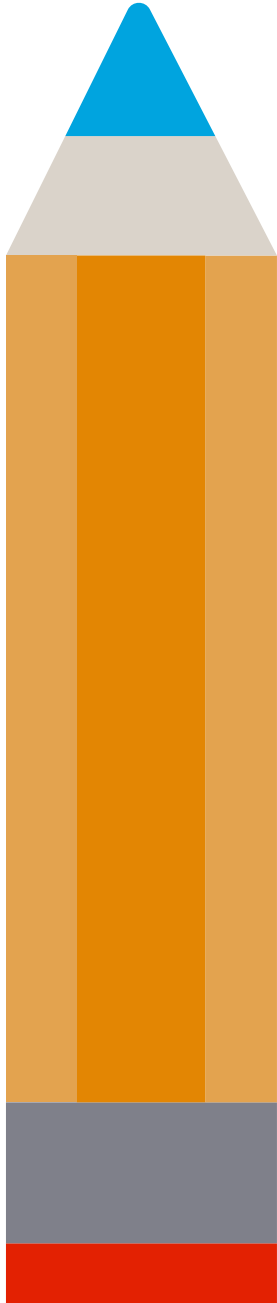
Section K: Participation in State and District-wide Assessments
Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAASPP Subject ELA and Math
Designated Supports: <ul style="list-style-type: none">- Test in a separate/smaller setting- Masking- Text-to-speech software enabled (for math items and ELA items except for reading passages)- Noise Buffers	
Accommodations: <ul style="list-style-type: none">- Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)- Speech-to-Text voice recognition software enabled for ELA performance writing tasks only (non-embedded accommodation)...Can be used for note-taking-preparation for the assessment task and/or for the writing assessment task.- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).	

Sección K del IEP

La Sección K documenta los apoyos y las adaptaciones en las evaluaciones estatales y distritales, como la evaluación Smarter Balanced Assessment Consortium (SBAC)

Questions? / ¿Preguntas?



Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student: Last [] First [] MI [S] Date of Birth [] Meeting Date: 29-SEP-2023

Section N: Procedural Safeguards and Follow-up Actions

A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.

The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.

The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting informal translation? Yes No Select Preferred Language: []

Is the parent/guardian requesting official translation? Yes No Select Preferred Language: []

Specify the Individual Pages to be translated: []

For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:

- Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.
- Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.
- Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.
- Compensatory education consideration was documented on IEP dated 16-SEP-2022 (Inactive) Review - 30 Day IEP []

Recoupment Services Consideration:

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

- Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.
- Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
- Recoupment services consideration was documented on IEP dated 16-SEP-2022 (Inactive) Review - 30 Day IEP []

Preschool Only Consideration (Transition IEP)

30-Day IEP Consideration (Out-of-District)

Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

IEP. Sect. N: Procedural Safeguards and Follow-up Actions – Pg. 9

Section N reviews parent rights and follow-up actions

Confirmation that...

- The parent was provided parent's rights literature
- Introductory statements were read aloud
- Translation was offered
- Parent is aware that ed rights transfer to student at 18 years of age

IEP Secc. N: Garantías procesales y medidas de seguimiento – Pág.9

En la sección N se examinan los derechos de los padres y las medidas de seguimiento

Confirmación de que...

- Al padre se le proporcionó literatura sobre los derechos de los padres
- Se leen en voz alta las declaraciones introductorias
- Se ofreció traducción
- El padre es consciente de que los derechos educativos se transfieren al estudiante a los 18 años de edad

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student: Last [redacted] First [redacted] MI S [redacted] Date of Birth [redacted] Meeting Date 29-SEP-2023

Section N: Procedural Safeguards and Follow-up Actions

A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.

The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.

The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting informal translation? Yes No Select Preferred Language: [dropdown]

Is the parent/guardian requesting official translation? Yes No Select Preferred Language: [dropdown]

Specify the Individual Pages to be translated: [text box]

Special Requests: [text box]

For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

<p><u>Compensatory Education Consideration:</u></p> <p><input checked="" type="checkbox"/> The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:</p> <p><input type="radio"/> Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.</p> <p><input type="radio"/> Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.</p> <p><input type="radio"/> Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.</p> <p><input checked="" type="radio"/> Compensatory education consideration was documented on IEP dated [dropdown: 16-SEP-2022 (Inactive) Review - 30 Day IEP]</p> <p><input type="radio"/> Preschool Only Consideration (Transition IEP)</p> <p><input type="radio"/> 30-Day IEP Consideration (Out-of-District)</p> <p><input type="radio"/> Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)</p>	<p><u>Recoupment Services Consideration:</u></p> <p><input checked="" type="checkbox"/> The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:</p> <p><input type="radio"/> Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.</p> <p><input type="radio"/> Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).</p> <p><input checked="" type="radio"/> Recoupment services consideration was documented on IEP dated [dropdown: 16-SEP-2022 (Inactive) Review - 30 Day IEP]</p>
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IEP. Sect. N: Procedural Safeguards and Follow-up Actions – Pg. 9

Section N reviews parent rights and follow-up actions

Discussion of pandemic learning loss and if compensatory or recoupment services are necessary

IEP Secc. N: Garantías procesales y medidas de seguimiento – Pág. 9

En la sección N se examinan los derechos de los padres y las medidas de seguimiento

Discusión sobre la pérdida de aprendizaje por la pandemia y si son necesarios servicios compensatorios o de recuperación

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

Section Q: Parent Participation and Consent

Parent Participation	Method	When	When
<input checked="" type="radio"/> Parent/Student (18-21) has participated in the IEP meeting. <input type="radio"/> Parent/Student (18-21) indicated before the meeting that they would not be able to attend. <input type="radio"/> Parent/Student (18-21) was notified [] times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21). <input type="radio"/> Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	Email	Ser...	09-AUG-2021

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

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

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

Parent/Student (18-21) **AGREES** to all components of the IEP.

Parent/Student (18-21) **AGREES** to all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:

Assessment Specify []

Eligibility Specify []

Instructional Setting Specify []

Services Specify []

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

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*.

Parent Concerns and Comments

[]

Signature(s) [] [] Date []

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

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

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

Signature(s) [] [] Date 20-AUG-2021

IEP. Sect. Q: Consent for Special Education – Pg. 10

This is the page that the parent signs to provide consent to the IEP

The level of parent participation

IEP Secc. P: Consentimiento para la Educación Especial – Pág. 10

Esta es la página que el padre firma para dar su consentimiento al IEP

El nivel de participación de los padres

Page 17 of 26

Los Angeles Unified School District
 Student [Last] [First] [MI] [D] [MI] Date of Birth [MM-DD-YYYY] Meeting Date [MM-DD-YYYY]

Section Q: Parent Participation and Consent

Parent Participation	Parent Notification		
<input checked="" type="radio"/> Parent/Student (18-21) has participated in the IEP meeting. <input type="radio"/> Parent/Student (18-21) indicated before the meeting that they would not be able to attend. <input type="radio"/> Parent/Student (18-21) was notified 3 times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present. <input type="radio"/> Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	Method	Whom	When
	Email	Serrano	09-AUG-2021

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

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

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

Parent/Student (18-21) **AGREES** to all components of the IEP.

Parent/Student (18-21) **AGREES** to all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:

Assessment Specify _____

Eligibility Specify _____

Instructional Setting Specify _____

Services Specify _____

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

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*.

Parent Concerns and Comments

Signature(s) _____ Date _____

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

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

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

Signature(s) _____ Date 20-AUG-2021

IEP. Sect. Q: Consent for Special Education – Pg. 10

This is the page that the parent signs to provide consent to the IEP

How and when meeting notifications were sent to the parent

IEP Secc. Q: Consentimiento para la Educación Especial – Pág. 10

Esta es la página que el padre firma para dar su consentimiento al IEP

Cómo y cuándo se enviaron las notificaciones de reunión al padre

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Reconvened Meeting Date

Student Last First MI

Date of Birth

Meeting Date 20-AUG-2021

Section R: Names and Signatures (Signatures on File)

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

Names and Signatures – Pg. 11

The attendance signature page. All team members sign to indicate they were present. This is not IEP consent

Nombres y firmas – Pág. 11

La página de firma de asistencia. Todos los miembros del equipo firman para indicar que estaban presentes. Esto no es consentimiento del IEP

Student [Last] [First] [MI]

D [MI]

Date of Birth [MM-DD-YY]

Meeting Date 20-AUG-2021

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> Home/Hospital or Residential Care Facility	

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

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

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

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

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.

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

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

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.

LRE Analysis

The LRE Analysis determines the instructional setting that is the least restrictive for the student

The student's current placement type if the student currently has an IEP. This can change during the present meeting

Análisis de LRE

El Análisis de LRE determina la configuración de instrucción que es la menos restrictiva para el estudiante

El tipo de colocación actual del estudiante si el estudiante actualmente tiene un IEP. Esto puede cambiar durante la presente reunión

Student [Redacted] [Redacted]
Last First MI

D [Redacted]
MI

Date of Birth [Redacted]

Meeting Date 20-AUG-2021

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> Home/Hospital or Residential Care Facility	

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

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

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

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

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.

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

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

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.

LRE Analysis

The LRE Analysis determines the instructional setting that is the least restrictive for the student

Step A through E list the instructional setting from least to most restrictive. The team goes through the list to determine which setting the IEP can be made available in. The least restrictive of those becomes the student's educational setting

Análisis de LRE

El Análisis de LRE determina la configuración de instrucción que es la menos restrictiva para el estudiante

Paso A a través de E enumera la configuración instruccional de menos a más restrictiva. El equipo revisa la lista para determinar en qué configuración puede estar disponible el IEP. El menos restrictivo de ellos se convierte en el entorno educativo del estudiante

LRE Analysis

The LRE Analysis determines the instructional setting that is the least restrictive for the student

At the end of the LRE discussion, the potential harmful effects of special education placement will be reviewed

Análisis de LRE

El Análisis de LRE determina la configuración de instrucción que es la menos restrictiva para el estudiante

Al final de la discusión sobre LRE, se examinarán los posibles efectos perjudiciales de la colocación en educación especial

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student D Date of Birth Meeting Date 20-AUG-2021

Last First MI Birth

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F. The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):

<input checked="" type="checkbox"/>	Diminished access to the full range of the curriculum
<input checked="" type="checkbox"/>	Missed general education instruction taught by highly qualified staff
<input type="checkbox"/>	Rate at which student may earn credits for graduation
<input type="checkbox"/>	Lack of opportunity for social interaction
<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
<input type="checkbox"/>	Amount of socialization opportunities with typical peers
<input type="checkbox"/>	Limited access to peers in student's home community
<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
<input type="checkbox"/>	Other: <input type="text"/>

Page 20 of 26

Los Angeles Unified School District
 Student [Redacted] [Redacted] D [Redacted]
 Last First MI Date of Birth [Redacted] Meeting Date: 20-AUG-2021

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
 IEP FAPE Part 1 - Eligibility, Placements and Supports

	As of Date:	Effective With this IEP	Future Changes Related to this IEP
Eligibility: (from Page 4)	20-AUG-2021	Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Non-Resident School	
	Name of School	MACES MAG	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	2(Writing),3(Articulation),6(Behavioral Support),5(Math),4(Reading),1(Social-	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	multi-modal instruction to include visual support paired with auditory instruction (e.g., charts, transitional cues), repetition of instruction, preferential seating, modeling, checking for understanding, graphic organizers, allow student to have written model at desk, allow use of technology for longer assignments, peer support, shared note taking, extra time for written work.	
	Instructional Modifications	NA	
	Other Supports, including Non-Academic and Extra-curricular Activities	NA	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.		

Comments, as appropriate

FAPE Part 1 - Eligibility, Placements and Supports

Lists important information about where the student will attend school and what supports they will receive

The type of curriculum, name of school, setting (general or special education), program, and how much time will be spent in special education

FAPE Parte 1 - Elegibilidad, Colocaciones y Apoyos

Enumera información importante sobre dónde asistirá el estudiante a la escuela y qué apoyos recibirá.

El tipo de plan de estudios, el nombre de la escuela, el entorno (educación general o especial), el programa y cuánto tiempo se pasará en educación especial

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IEP FAPE Part 1 - Eligibility, Placements and Supports

	Effective With this IEP	Future Changes Related to this IEP
Eligibility: (from Page 4)	As of Date: 20-AUG-2021 Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:	
Curriculum Placement	General Education District Non-Resident School Name of School: MACES MAG	
Instructional Setting	Setting: General Education	
	Program: GE	
	Special Day Minutes/Wk:	
	Addresses Goals: 2(Writing),3(Articulation),6(Behavioral Support),5(Math),4(Reading),1(Social-Emotionality)	
Additional Factors	Low Incident Support: None	
	Assistive Technology Support: No	
	Transportation: None	
	Extended School Year/Intersession: <input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT): <input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation:	
Accommodation, Modifications, Supports	Instructional Accommodations: multi-modal instruction to include visual support paired with auditory instruction (e.g., charts, transitional cues), repetition of instruction, preferential seating, modeling, checking for understanding, graphic organizers, allow student to have written model at desk, allow use of technology for longer assignments, peer support, shared note taking, extra time for written work.	
	Instructional Modifications: NA	
	Other Supports, including Non-Academic and Extra-curricular Activities: NA	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed:	

FAPE Part 1 - Eligibility, Placements and Supports

Lists important information about where the student will attend school and what supports they will receive

Additional information such as supports for low incidence (blindness, deafness, etc.), technology, transportation, and extended school year

FAPE Parte 1 - Elegibilidad, Colocaciones y Apoyos

Enumera información importante sobre dónde asistirá el estudiante a la escuela y qué apoyos recibirá

Información adicional como apoyos para diagnósticos de baja incidencia (ceguera, sordera, etc.), tecnología, transporte, y el año escolar extendido

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP FAPE Part 1 - Eligibility, Placements and Supports

Los Angeles Unified School District

Student D
Last First MIDate of Birth Meeting Date 20-AUG-2021

	Effective With this IEP	Future Changes Related to this IEP
Eligibility: (from Page 4)	As of Date: 20-AUG-2021 Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:	
Curriculum	General Education	
Placement	Type of School: District Non-Resident School	
	Name of School: MACES MAG	
Instructional Setting	Setting: General Education	
	Program: GE	
	Special Day Minutes/Wk:	
	Addresses Goals: 2(Writing),3(Articulation),6(Behavioral Support),5(Math),4(Reading),1(Social-	
Additional Factors	Low Incident Support: None	
	Assistive Technology Support: No	
	Transportation: None	
	Extended School Year/Intersession: <input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT): <input checked="" type="radio"/> Yes <input type="radio"/> No	
ESY Transportation:		
Accommodation, Modifications, Supports	Instructional Accommodations: multi-modal instruction to include visual support paired with auditory instruction (e.g., charts, transitional cues), repetition of instruction, preferential seating, modeling, checking for understanding, graphic organizers allow student to have written model at desk, allow use of technology for longer assignments, peer support, shared note taking, extra time for written work.	
	Instructional Modifications: NA	
	Other Supports, including Non-Academic and Extra-curricular Activities: NA	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	
Comments, as appropriate		

FAPE Part 1 – Eligibility, Placements and Supports

Lists important information about where the student will attend school and what supports they will receive

Accommodations and modifications – techniques & methods used to assist the student to achieve goals

FAPE Parte 1 – Elegibilidad, Colocaciones y Apoyos

Enumera información importante sobre dónde asistirá el estudiante a la escuela y qué apoyos recibirá

Adaptaciones y modificaciones: Técnicas y métodos utilizados para ayudar al estudiante a alcanzar sus metas

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IEP FAPE Part 1 - Eligibility, Placements and Supports

Los Angeles Unified School District

Student Last First

D MI

Date of Birth

Meeting Date 20-AUG-2021

	As of Date:	Effective With this IEP	Future Changes Related to this IEP
Eligibility: (from Page 4)	20-AUG-2021	Eligible (SLD)	
	<i>Final IEP Reason Final IEP Effective Date:</i>		
Curriculum		General Education	
Placement	Type of School	District Non-Resident School	
	Name of School	MACES MAG	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	2(Writing),3(Articulation),6(Behavioral Support),5(Math),4(Reading),1(Social-Emotional)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Accommodation, Modifications, Supports	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	multi-modal instruction to include visual support paired with auditory instruction (e.g., charts, transitional cues), repetition of instruction, preferential seating, modeling, checking for understanding, graphic organizers, allow student to have written model at desk, allow use of technology for longer assignments, peer support, shared note taking, extra time for written work.	
	Instructional Modifications	NA	
	Other Supports, including Non-Academic and Extra-curricular Activities	NA	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.		

Comments, as appropriate

FAPE Part 1 – Eligibility, Placements and Supports

Lists important information about where the student will attend school and what supports they will receive

The team will discuss if the student needs to be reassessed at the next triennial IEP

FAPE Parte 1 – Elegibilidad, Colocaciones y Apoyos

Enumera información importante sobre dónde asistirá el estudiante a la escuela y qué apoyos recibirá

El equipo discutirá si el estudiante necesita ser reevaluado en el próximo IEP trienal

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student [REDACTED]

D [REDACTED]

Date of Birth [REDACTED]

Meeting Date 20-AUG-2021

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	20-Aug-2021		
Parent Signature:			

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date		Weekly	1	~	30	Social-Emotional	--
10	Language/Speech	Effective on Signature Date		Monthly	1-5	School-Based	120	Articulation	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Literacy/ELA/ELD	288	Writing, Reading	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math	95	Math	--

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transition Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

FAPE Part 2 – Summary of Services

Lists services that the student will receive

General information previously established in the IEP

FAPE Parte 2 – Resumen de Servicios

Enumera los servicios que el estudiante recibirá

Información general previamente establecida en el IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

FAPE Summary Grid

Program:	GE	Setting:	General Education
Eligibility:	Eligible (SLD)	Curriculum:	General Education
Transportation:	None	Low Incident Support:	None
Date District Received	20-Aug-2021		

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date		Weekly	1	~	30	Social-Emotional	--
10	Language/Speech	Effective on Signature Date		Monthly	1-5	School-Based	120	Articulation	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Literacy/ELA/ELD	288	Writing, Reading	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math	95	Math	--

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transition Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

FAPE Part 2 - Summary of Services

Lists services that the student will receive

Lists all services that the student will receive, including duration and frequency

FAPE Parte 2 - Resumen de Servicios

Enumera los servicios que el estudiante recibirá

Enumera todos los servicios que recibirá el estudiante, incluyendo la duración y la frecuencia

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

FAPE Summary Grid

Program:	GE		Setting:	General Education					
Eligibility:	Eligible (SLD)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received	20-Aug-2021		Parent Signature:						
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date		Weekly	1	~	30	Social-Emotional	--
10	Language/Speech	Effective on Signature Date		Monthly	1-5	School-Based	120	Articulation	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Literacy/ELA/ELD	288	Writing, Reading	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math	95	Math	--

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transition Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

FAPE Part 2 - Summary of Services

Lists services that the student will receive

Methods of instructional delivery in emergency conditions where physical school sites must be closed.

FAPE Parte 2 - Resumen de Servicios

Enumera los servicios que el estudiante recibirá

Métodos de enseñanza en condiciones de emergencia en los cuales se deben cerrar los planteles escolares.

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student [redacted] [redacted] D Date of Birth [redacted] Meeting Date 20-AUG-2021

1 The behavior impeding learning is: Describe what it looks like:

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

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

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)
 Reported by and/or observed by

PREVENTION PART 1 ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

<input type="checkbox"/> Disruption in routines	<input checked="" type="checkbox"/> Work level higher than student's ability	<input type="checkbox"/> Verbal directives	<input type="checkbox"/> Lack of predictability
<input checked="" type="checkbox"/> Time of day	<input type="checkbox"/> Internal physical/emotional state	<input type="checkbox"/> Peer conflict	<input checked="" type="checkbox"/> Over stimulation
<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Lack of freedom, choice, desirable activities, friends	<input type="checkbox"/> Room conditions	<input type="checkbox"/> Specific room arrangement
<input type="checkbox"/> Events from previous environments	<input type="checkbox"/> Under stimulation		

Other Describe:

Observation Analysis 6 What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)

Present in the environment:	<input checked="" type="checkbox"/> Classroom seating arrangement	<input type="checkbox"/> Noise levels	<input type="checkbox"/> Interactions (adult and/or peers, size, etc.)
Missing in the environment:	<input type="checkbox"/> Peer status gained for misbehavior	<input type="checkbox"/> Inappropriate materials (age-appropriate)	<input type="checkbox"/> Conflict resolution skills
	<input checked="" type="checkbox"/> Transition skills	<input type="checkbox"/> Schedule	<input type="checkbox"/> Effective communication with parent
	<input type="checkbox"/> Re-teaching	<input checked="" type="checkbox"/> Task structuring	<input type="checkbox"/> Communications system
	<input type="checkbox"/> Social skills instruction	<input type="checkbox"/> Consequences not clear to student	<input type="checkbox"/> Choices

Other (Missing/Present):

Intervention 7 REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)

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

Other

Who will establish? Who will monitor? Frequency

Behavior Intervention Plan (Page 1)

An optional group of 3 pages for students who require additional behavioral supports to meet their academic goals

Describes behavior that impedes learning

Plan de Intervención del Comportamiento (Página 1)

Un grupo opcional de 3 páginas para los estudiantes que requieren apoyo del comportamiento adicional para alcanzar sus metas académicas

Se describe el comportamiento que impide el aprendizaje

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student [redacted] Last [redacted] First [redacted] MI [redacted] Date of Birth [redacted] Meeting Date 20-AUG-2021

1 The behavior impeding learning is: does not complete assignments produces little work and does not complete assignments
2 It impedes learning because: lack of work production [checked] disrupts other students [] requires instruction to stop []
3 The need for a Behavior Intervention Plan: [] early stage intervention [checked] moderate [] serious [] extreme
4 Frequency or intensity or duration of behavior: Frequency (x) 4 Period daily Intensity medium Duration (min) 10
[checked] Reported by Teachers and/or [checked] observed by Teachers

PREVENTION PART I ENVIRONMENTAL FACTORS AND NECESSARY CHANGES
5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)
[checked] Disruption in routines [checked] Work level higher than student's ability [] Verbal directives [] Lack of predictability
[checked] Time of day [] Internal physical/emotional state [] Peer conflict [checked] Over stimulation
[] Unstructured time [] Room conditions [] Specific room arrangement
[] Events from previous environments [] Lack of freedom, choice, desirable activities, friends
[] Under stimulation
[] Other Describe:
6 What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)
Present in the environment: [checked] Classroom seating arrangement [] Noise levels [] Interactions (adult and/or
[] Peer status gained for misbehavior [] Inappropriate materials (age-appropriate, size, etc.) [] Conflict resolution skills
Missing in the environment: [checked] Transition skills [] Schedule [] Task structuring [] Effective communication with parent
[] Re-teaching [checked] Consequences not clear to student [] Communications system
[] Social skills instruction [] Choices
[] Other (Missing/Present):

Intervention 7 REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR
What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)
Time Changes: [checked] Give more time on tasks [checked] Allow completion in parts [] Teach a closure system
Space Changes: [checked] Signal transition [checked] Provide a break [] Give less time on tasks
[] Preferred seating [] Different work areas [] Study carrels
Material Changes: [] Personal space [checked] Hands-on learning [] Tasks organized
Interaction: [checked] Accommodated work [checked] Notebook organizer [] Enlarged print size books
[checked] High interest materials [] Cue the student [] Model
[checked] Use specific supportive words [checked] Praise successes [] Peer Models
[checked] Verbally praise student [] Use calm, de-escalating language
[] Use specific support communications
[] Other
Who will establish? Teachers Who will monitor? Teachers Frequency Weekly or as needed.

Behavior Intervention Plan (Page 1)

An optional group of 3 pages for students who require additional behavioral supports to meet their academic goals

Changes that should occur to prevent problem behavior

Plan de Intervención del Comportamiento (Página 1)

Un grupo opcional de 3 páginas para los estudiantes que requieren apoyo del comportamiento adicional para alcanzar sus metas académicas.

Cambios que deben ocurrir para prevenir el comportamiento problemático.

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student [redacted] [redacted] [redacted] D [redacted] Date of Birth [redacted] Meeting Date 20-AUG-2021

ALTERNATIVE PART II FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

8 Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)

To Get: Sensory input Attention (peer) Attention (staff)
 Tangible (desired item) Tangible (desired activity)

To Avoid: Sensory input Attention (peer) Attention (staff)
 Task (too difficult) Task (too easy) Task (too long)

Describe: _____

9 Observation Analysis

What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

If a task is difficult, [redacted] ask for support from the teacher.

If a task is too long, [redacted] will ask for a short break.

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

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

Who will establish? _____ Who will monitor? _____ Frequency: _____
 Teacher Teacher Weekly as needed.

11 Intervention

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

Physical: High-fives Smiles Handshake
 Pat on the back

Verbal: Use specific praises Recognition of student's ... Peer recognition
 Time on the computer Listen to music

Contingent Access: Preferred activity Free time Other _____
 Positive phone calls or notes to home Describe: _____
 Tokens Certificate sent home Seating Location
 Exempt assignment Points Extra test points

Other ideas: _____

Selection of reinforcer based on: Observations, teacher feedback
 reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? _____ Frequency _____
 Teacher Weekly or as needed.

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

12 What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)

Teacher will monitor [redacted] when he is working on an independent assignment. Teacher or paraprofessional will assist [redacted] completing the assignment if an assignment is too difficult. The teacher will also remind Kaine to ask for assistance when a task is too difficult or signal for a break when a task is too long.

Personnel?
 Teachers _____

Behavior Intervention Plan (Page 2)

An optional group of 3 pages for students who require additional behavioral supports to meet their academic goals

Strategies and interventions for establishing positive behaviors

Plan de Intervención del Comportamiento (Página 2)

Un grupo opcional de 3 páginas para los estudiantes que requieren apoyo del comportamiento adicional para alcanzar sus metas académicas

Estrategias e intervenciones para establecer comportamientos positivos

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student D
Last First MI

Date of Birth Meeting Date 20-AUG-2021

OUTCOMES PART IV BEHAVIORAL GOALS

13 Behavioral Goal: Goal #:

When working on an independent task that the teacher will check in on to see if he needs any clarification on the task/assignment 100% of the time as measured by student work samples and teacher observations.

The above behavioral goal is to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

Yes No

Are environmental supports/changes necessary?

Yes No

Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

This BIP to be coordinated with other agency's service plans? Agency?

Yes No

Person responsible for contact between agencies.

COMMUNICATION PART V COMMUNICATION PROVISIONS

14 Manner and content of communication:

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

Between? Frequency?

Behavior Intervention Plan (Page 3)

An optional group of 3 pages for students who require additional behavioral supports to meet their academic goals

The behavior goal

Plan de Intervención del Comportamiento (Página 3)

Un grupo opcional de 3 páginas para los estudiantes que requieren apoyo del comportamiento adicional para alcanzar sus metas académicas

La meta del comportamiento

Page 26 of 26

Los Angeles Unified School District
 Student [redacted] [redacted] D [redacted] Date of Birth [redacted] Meeting Date 20-AUG-2021
 (ITP, pg. 1 of 3)

INDIVIDUAL TRANSITION PLAN (ITP)

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

Achievement of Transition Activities from Current ITP (not if first ITP)

Area	Completed		If no, indicate reason
Education/Training Activity	<input type="radio"/> Yes	<input type="radio"/> No <input checked="" type="radio"/> First ITP	
Employment Activity	<input type="radio"/> Yes	<input type="radio"/> No <input checked="" type="radio"/> First ITP	
Independent Living Skills Activity (as needed)	<input type="radio"/> Yes	<input type="radio"/> No <input checked="" type="radio"/> N/A	

Section 1: Education/Training

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
Transition Surveys, Checklists, or Informal Questionnai <input checked="" type="checkbox"/> If other?	20-AUG-2021	Attend a 4 year University
<input type="checkbox"/> If other?		

Education/Training Postsecondary Goal
 Upon completion of high school, the student will:
 enroll in and attend 2 or 4 year college If other?

Education/Training Activity to Support Goal	Timeline	Person/Agency Responsible
communicate personal preferences using an identified mode of communication	19-AUG-2022	Student <input checked="" type="checkbox"/> Special Education Teacher <input type="checkbox"/>
If other?		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Individual Transition Plan (Includes Page 1 - 3)

The ITP is a required document for all students who are at least 14 years old

General questions about student's participation in ITP activities

Plan de Transición Individual (Incluye Páginas 1 - 3)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

Preguntas generales sobre la participación de los estudiantes en las actividades de ITP

Student Last First MI D Date of Birth Meeting Date 20-AUG-2021

INDIVIDUAL TRANSITION PLAN (ITP)

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

Achievement of Transition Activities from Current ITP (not if first ITP)

Area	Completed		If no, indicate reason
Education/Training Activity	<input type="radio"/> Yes	<input type="radio"/> No <input checked="" type="radio"/> First ITP	<input type="text"/>
Employment Activity	<input type="radio"/> Yes	<input type="radio"/> No <input checked="" type="radio"/> First ITP	<input type="text"/>
Independent Living Skills Activity (as needed)	<input type="radio"/> Yes	<input type="radio"/> No <input checked="" type="radio"/> N/A	<input type="text"/>

Section 1: Education/Training

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
Transition Surveys, Checklists, or Informal Questionnai <input checked="" type="checkbox"/> If other? <input type="text"/>	20-AUG-2021	Attend a 4 year University
<input checked="" type="checkbox"/> If other? <input type="text"/>	<input type="text"/>	<input type="text"/>

Education/Training Postsecondary Goal

Upon completion of high school, the student will: If other?
 enroll in and attend 2 or 4 year college

Education/Training Activity to Support Goal	Timeline	Person/Agency Responsible
communicate personal preferences using an identified mode of communication	19-AUG-2022	Student <input checked="" type="checkbox"/> Special Education Teacher <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If other? <input type="text"/>	<input type="text"/>	<input type="text"/>

Individual Transition Plan (Includes Page 1)

The ITP is a required document for all students who are at least 14 years old

Section 1 is regarding informal transition assessment results, what the student wants to do after high school, and how the school can support that goal

Plan de Transición Individual (Incluye Página 1)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad.

La sección 1 se refiere a los resultados informales de la evaluación de transición, lo que el estudiante quiere hacer después de la escuela preparatoria y cómo la escuela puede apoyar esa meta.

Los Angeles Unified School District
 Student [redacted] [redacted] D [redacted] Date of Birth [redacted] Meeting Date 20-AUG-2021
 (ITP, pg. 2 of 3)

INDIVIDUAL TRANSITION PLAN (ITP)

Section 2: Employment
 Assessment (at least one assessment must be completed in this area). Date Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)

Transition Surveys, Checklists, or Informal Questionnai If other?	20-AUG-2021	Interests: Gaming, YouTube, Media, Engineering, Science

Employment Postsecondary Goal
 Upon completion of high school, the student will: If other?

be competitively employed

Employment Activity to Support Goal	Timeline	Person/Agency Responsible
develop a career plan and identify career goals If other?	19-AUG-2022	Student Special Education Teacher

Section 3: Independent Living (as needed)
 Assessment (at least one assessment must be completed in this area). Date Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)

Transition Surveys, Checklists, or Informal Questionnai If other?	20-AUG-2021	Live with his family

Independent Living Postsecondary Goal
 Upon completion of high school, the student will: If other?

live with family/relatives

Independent Living Activity to Support Goal	Timeline	Person/Agency Responsible
communicate personal information (name, address, gender, telephone number) If other?	19-AUG-2022	Student Special Education Teacher

Individual Transition Plan (Includes Page 2)

The ITP is a required document for all students who are at least 14 years old

Section 2 provides informal assessment results regarding student's employment interests and what the school will do to support those interests

Plan de Transición Individual (Incluye Página 2)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

La Sección 2 proporciona resultados informales de evaluación con respecto a los intereses laborales de los estudiantes y lo que la escuela hará para apoyar esos intereses

Los Angeles Unified School District
 Student [Last] [First] [MI] [D] [Date of Birth] [Meeting Date] 20-AUG-2021
 (ITP, pg. 2 of 3)

INDIVIDUAL TRANSITION PLAN (ITP)

Section 2: Employment
 Assessment (at least one assessment must be completed in this area).

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
Transition Surveys, Checklists, or Informal Questionnai If other?	20-AUG-2021	Interests: Gaming, YouTube, Media, Engineering, Science
 If other?		

Employment Postsecondary Goal
 Upon completion of high school, the student will:
 be competitively employed

Employment Activity to Support Goal	Timeline	Person/Agency Responsible
develop a career plan and identify career goals	19-AUG-2022	Student Special Education Teacher
 If other?		

Individual Transition Plan (Includes Page 2)

The ITP is a required document for all students who are at least 14 years old

Section 3 provides informal assessment results regarding student's desires for independent living and what the school can do to support them

Section 3: Independent Living (as needed)
 Assessment (at least one assessment must be completed in this area).

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
Transition Surveys, Checklists, or Informal Questionnai If other?	20-AUG-2021	Live with his family
 If other?		

Independent Living Postsecondary Goal
 Upon completion of high school, the student will:
 live with family/relatives

Independent Living Activity to Support Goal	Timeline	Person/Agency Responsible
communicate personal information (name, address, gender, telephone number)	19-AUG-2022	Student Special Education Teacher
 If other?		

Plan de Transición Individual (Incluye Página 2)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

La Sección 3 proporciona resultados informales de evaluación con respecto a los deseos de los estudiantes de vivir de forma independiente y lo que la escuela puede hacer para apoyarlos

Los Angeles Unified School District
 Student: [Last] [First] [MI] D [Date of Birth] Meeting Date: 20-AUG-2021 (ITP, pg. 3 of 3)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

Courses completed: Yes No
 Courses currently enrolled in: Yes No
 Courses still needed: Yes No

IGP or course of study was provided to the parent or student over age 18 as required: Yes

Student is working towards: Certificate of Completion Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:
 NA

Future Agency Involvement:
 Are there agencies currently or prospectively providing or paying for transition services? Yes No
 Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

Agency Name: [dropdown]
 Agency Name: [dropdown]
 Agency Name: [dropdown]

1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? *info* Yes
 2. Are the postsecondary goals updated annually? *info* Yes
 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? *info* Yes
 4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? *info* Yes
 5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? *info* Yes
 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? *info* Yes
 7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? *info* Yes
 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? *info* Yes N/A

Individual Transition Plan (Includes Page 3)

The ITP is a required document for all students who are at least 14 years old

Review of coursework towards graduation

Plan de Transición Individual (Incluye Página 3)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

Revisión de los cursos necesarios para la graduación

Los Angeles Unified School District
 Student: [Last] [First] [MI] D [Date of Birth] Meeting Date: 20-AUG-2021 (ITP, pg. 3 of 3)

INDIVIDUAL TRANSITION PLAN (IEP)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

Courses completed: Yes No
 Courses currently enrolled in: Yes No
 Courses still needed: Yes No

IGP or course of study was provided to the parent or student over age 18 as required: Yes

Student is working towards: Certificate of Completion Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:
 NA

Future Agency Involvement:
 Are there agencies currently or prospectively providing or paying for transition services? Yes No
 Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

Agency Name: [dropdown]
 Agency Name: [dropdown]
 Agency Name: [dropdown]

1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? *info* Yes
 2. Are the postsecondary goals updated annually? *info* Yes
 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? *info* Yes
 4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? *info* Yes
 5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? *info* Yes
 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? *info* Yes
 7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? *info* Yes
 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? *info* Yes N/A

Individual Transition Plan (Includes Page 3)

The ITP is a required document for all students who are at least 14 years old

If any agencies will be involved in transition services, they will be listed here

Plan de Transición Individual (Incluye Página 3)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad.

Si alguna agencia participará en los servicios de transición, se enumerarán aquí.

Los Angeles Unified School District
 Student: [Last] [First] [MI] [D] [Date of Birth] [Meeting Date: 20-AUG-2021] (ITP, pg. 3 of 3)

INDIVIDUAL TRANSITION PLAN (IEP)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

Courses completed: Yes No
 Courses currently enrolled in: Yes No
 Courses still needed: Yes No

IGP or course of study was provided to the parent or student over age 18 as required: Yes

Student is working towards: Certificate of Completion Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:

NA

Future Agency Involvement:

Are there agencies currently or prospectively providing or paying for transition services? Yes No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

Agency Name: [dropdown]
 Agency Name: [dropdown]
 Agency Name: [dropdown]

1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? *info* Yes
2. Are the postsecondary goals updated annually? *info* Yes
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? *info* Yes
4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? *info* Yes
5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? *info* Yes
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? *info* Yes
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? *info* Yes
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? *info* Yes N/A

Individual Transition Plan (Includes Page 3)

The ITP is a required document for all students who are at least 14 years old

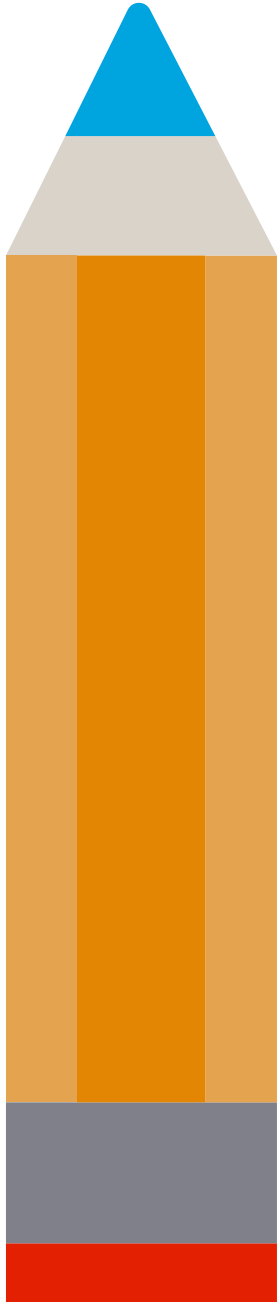
Safeguard questions to conclude the ITP

Plan de Transición Individual (Incluye Página 3)

El ITP es un documento obligatorio para todos los estudiantes que tienen al menos 14 años de edad

Preguntas de seguridad para concluir el ITP

Questions? / ¿Preguntas?



Summary of Learning Goals

Resumen de los objetivos de aprendizaje

Today we reviewed the IEP is a document that is unique to each student with a disability, the sections that make up the IEP documents (procedural information, student information, and services/supports) and that in order for students to receive services, parent consent is needed.

El día de hoy repasamos que el IEP es un documento único para cada estudiante con una discapacidad, las secciones que componen el documento del IEP (información de procedimiento, información del estudiante y servicios/apoyos) y que el consentimiento de los padres es necesario para que los estudiantes reciban los servicios asignados.



Special Education Region Contact Information

NÚMEROS DE TELÉFONO

REGION EAST / REGION ESTE

Phone number / NÚMERO DE TELÉFONO
(323) 224-3300

REGION WEST / REGION OESTE

Phone number / NÚMERO DE TELÉFONO
(310) 914-2102

REGION NORTH / REGION NORTE

Phone number / NÚMERO DE TELÉFONO
(818)654-3600 – Balboa Blvd Office.
(818) 252-5400 Arleta Ave Office.

REGION SOUTH / REGION SUR

Phone number / NÚMERO DE TELÉFONO
(310) 354-3400

VIRTUAL ACADEMY AND VIRTUAL OPTIONS

ESPECIAL OFICINA DE ACADEMIA VIRTUAL Y
PROGRAMAS DE OPCIONES

Phone number / NÚMERO DE TELÉFONO
(213) 241-2231



PHONE NUMBERS/EMAILS

NÚMEROS DE TELÉFONO/CORREOS ELECTRÓNICOS

Division of Special Education
School and Family Support Services (SFSS)
Servicios de Apoyo Escolar y Familiar (SFSS)

(213) 241-6701

spedsfss@lausd.net 

Office of Student, Family and Community Engagement
Oficina de Participación Estudiantil, Familiar y Comunitaria

(213) 481-3350

families@lausd.net 

Division of Special Education
Early Childhood Special Education (ECSE)
Educación Especial para la Primera Infancia (ECSE)

(213) 241-4713

ECSE@lausd.net 

Division of Special Education

Website / Sitio Web

<https://lausd.org/sped>



Office of Student Civil Rights
Oficina de Derechos Civiles de los Estudiantes

(213) 241-7682

EquityCompliance@lausd.net 



Upcoming Learning Opportunities!

¡Próximias oportunidades de aprendizaje!

<https://lausd.org/sped>

<https://lausd.org/familyacademy>



Division of Special Education Virtual Parent Workshops

January 2024

TUESDAY: JANUARY 23, 2024
9:00 AM – 10:15 AM

Exploring IEP Resolution Options that Keep Students at the Center

Did you know LAUSD offers various dispute resolution options for addressing IEP concerns/disagreements? Learn about the various processes available to families and schools.

THURSDAY: JANUARY 25, 2024
6:00 PM – 7:15 PM

March 2024

TUESDAY: MARCH 12, 2024
9:00 AM – 10:15 AM

Elevating Student Voice and Self-Advocacy Through Student-Led IEPs

Have you wondered how students with disabilities can build self-advocacy skills through the IEP process? Learn how students can lead/participate in the development of their IEP.

THURSDAY: MARCH 14, 2024
6:00 PM – 7:15 PM

Zoom  <https://bit.ly/DSE-VirtualParentWorkshops>
Webinar ID: 842 5318 9472 (All sessions will use the same webinar link and webinar ID.)



Family Academy | **LAUSD**
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FAMILY ACADEMY COURSE CATALOGUE December 2023

Monday <https://bit.ly/familyacademywebinar>
December 11

5:30 – 7:00 pm Webinar ID #: 895 5755 5227

Children's Hospital, Los Angeles (CHLA): More than Medical Appointments

Did you know that CHLA is the national leader in pediatric research? Did you know that they offer a variety of programs for youth and adults? Come learn about programs designed specifically for teens and youth, as well as their very sought-after Camp CHLA, a "Healthcare Career Exploration Camp for High School Students to explore, learn, and participate in the inspiring work that our team members do everyday."

Wednesday <https://bit.ly/familyacademywebinar>
December 13

5:30 – 7:00 pm Webinar ID #: 895 5755 5227

English Learner Advisory Committee (ELAC) and School Site Council (SSC) Parent Leaders Session 3: School Budgets

Parent leaders, join us in learning about the budget development cycle, School Plan for Student Achievement (SPSA), Targeted Student Population Plan (TSP), School Data Summary Sheets, as well as learn about leadership opportunities for parents and families in LAUSD.

Evaluation



Evaluación

<https://bit.ly/DSE-VPWEvaluation>

Please complete the evaluation for this presentation and provide us with feedback at <https://bit.ly/DSE-VPWEvaluation>

We look forward to our continued collaboration!

Complete la evaluación de esta presentación y envíenos sus comentarios en

<https://bit.ly/DSE-VPWEvaluation>

¡Esperamos poder seguir colaborando con usted!



Vinaka Maake Asante Shukria Dhanyavadagalu
 감사합니다 Dank Je Dankscheen Dankschen
 Kam Sah Hammida Manana Dankon Arakish
 Kitos Maake Asante Shukria Dhanyavadagalu
 Blagodaram Ngiyabonga Dziekuje Mauruuru Biyan
 Juspaxar Arigato Diolch i Chi Terima Kasih Matondo
 Bedankt Dakujem धन्यवाद Chokrane Tack
 Ua Tsaug Rau Koj Grazas Mochchakkeram
 Dėkuji Nirringrazzjak Gracies Tingki
 Suksama Welalin Di Ou Mési You Gratias Tibi
 Misaotra Matur Nuwun 谢谢 Hvala Kia Ora Obrigado
 谢谢 xBala Danke Mercı Raibh Maith Agat Eskerrik Asko
 Salamat Go Raibh Maith Agat Najis Tuke

