



The IEP and You

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

Division of Special Education
Revised December 2024

Parents and Guardians,

You are receiving this guide because your student is being referred for special education or is currently receiving special education services. It was developed to support families and share information about the Individualized Education Program (IEP). An IEP is a written document that describes a student's present levels of performance, goals, school placement and services. An IEP is the document which provides your student a free appropriate public education (FAPE) and ensures their education is individualized to their unique needs. Developing and implementing an effective IEP involves many people, many different steps, and collaborative decision making.

Parents/Guardians of students with disabilities are members of the IEP team and participate in the IEP process, including the development of the IEP, and the individualized determination of a FAPE. This guide provides information about the IEP development process, from how the IEP is developed, to what happens during the IEP team meeting, and what to expect after. This publication does not constitute legal advice nor should it be treated as a substitution for seeking the independent advice of counsel.

The Division of Special Education suggests that families also review [*A Parent's Guide to Special Education Services \(Including Procedural Rights and Safeguards\)*](#) to learn more about the special education process and their rights. A copy of this document will be given to you along with your student's assessment plan and at the IEP team meeting. For parents/guardians with students ages 14 and older, or before 9th grade, it is also recommended that you review [*The ITP and You*](#) which describes transition programming to prepare your student for adult life.

If you have a question or concern related to special education or your student's IEP, please contact The Division of Special Education's School and Family Support (SFSS) Call Center at (213) 241-6701 or spedsfss@lausd.net.

The Division of Special Education website is also updated regularly and includes useful information on the homepage and in the Parents section at <https://www.lausd.org/sped>.

Thank you for your collaboration and advocacy on behalf of your student.

Respectfully,

Division of Special Education

The citations for the 12 reference numbers throughout the document are listed on page 22.

TABLE OF CONTENTS

FAPE AND THE IDEA	5
IEP TIMELINE PROCESS	6
IEP TEAM MEMBERS	7
PREPARING FOR THE IEP TEAM MEETING	8
WHAT HAPPENS AT AN IEP TEAM MEETING	9
PRESENT LEVELS OF PERFORMANCE (PLP)	10
ELIGIBILITY	11
GOALS AND OBJECTIVES	11
PLACEMENT AND CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT (LRE)	12
SUPPORTS AND SERVICES	14
END OF THE IEP TEAM MEETING	16
IMPLEMENTING THE IEP	17
COMMONLY USED TERMS	19
RESOURCES	21
REFERENCES	22

FAPE AND THE IDEA

F

FREE means that there is no cost to you.

A

APPROPRIATE means that the student is entitled to an education and services that is tailored to meet their unique needs.

P

PUBLIC refers to an education provided by the public school and according to the state standards.

E

EDUCATION must be individualized and reasonably designed to provide benefit given the student's individual circumstances.

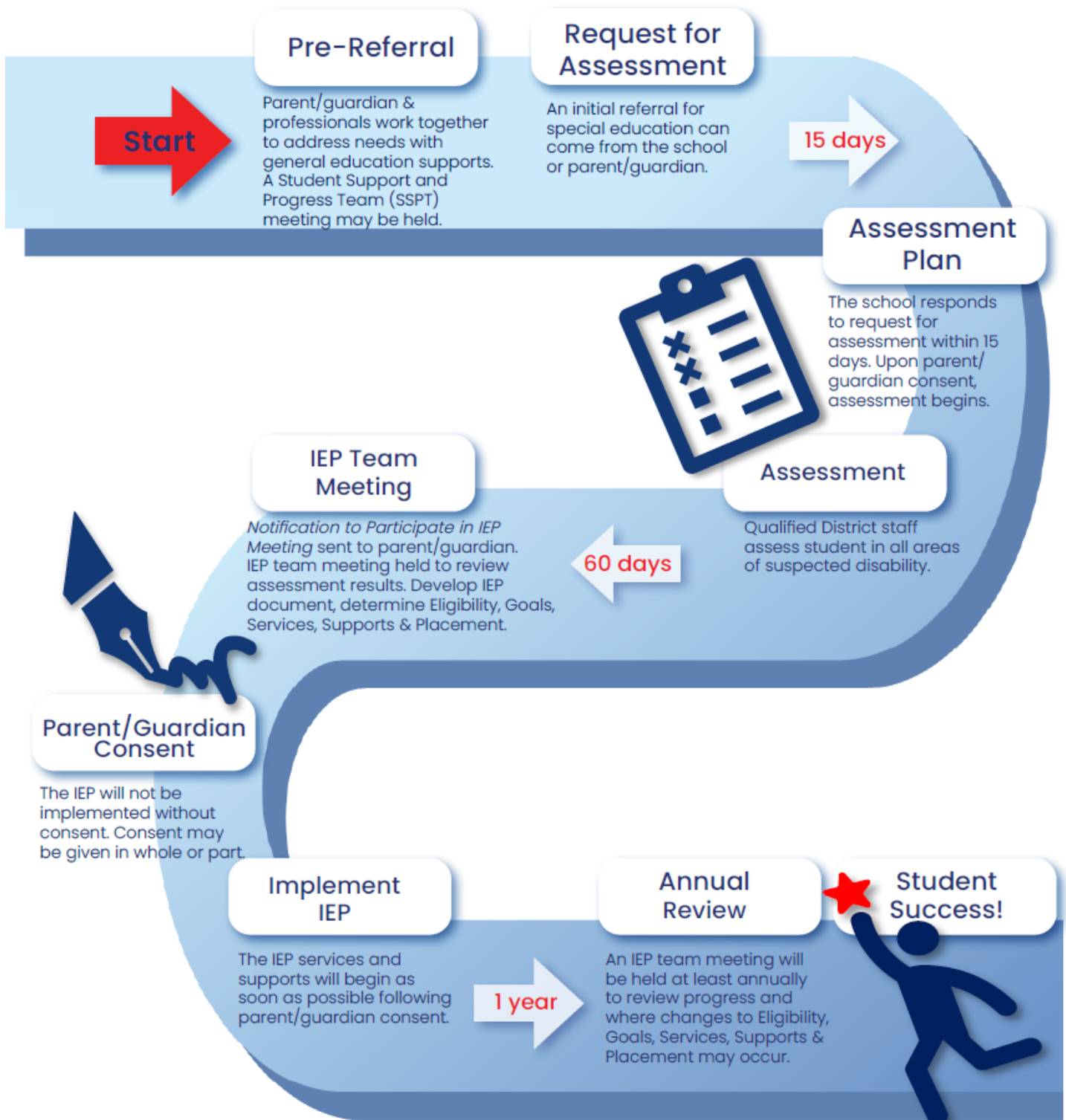
If your student is eligible for special education services, they are entitled, by a federal law known as the Individuals with Disabilities Education Act (IDEA), to receive a Free Appropriate Public Education (FAPE) at no expense to the family.¹ FAPE is delivered through the IEP process, which will be explained throughout this guide.

FAPE is different for each student because each student has unique or individual needs. Generally, students receiving special education supports and services should have access to and make progress in the general education curriculum. They should also be allowed to fully participate in all activities sponsored by the school, as appropriate.

Federal law requires that students with disabilities must be educated in the general education classroom with their nondisabled peers as much as possible based on what is appropriate for the student. This is known as the Least Restrictive Environment (LRE).² LRE means that the IEP team must first consider educating a student at the school the student would attend if nondisabled, in a general education classroom, with appropriate supports and services. If the IEP team believes the student's unique needs cannot be met there, then other options are considered. LRE is also further explained in the guide.

IDEA makes it clear that parents and guardians are full and equal partners with the school in determining and meeting the needs of their students.³

IEP TIMELINE PROCESS⁴



Note: A parent/guardian may request an IEP team meeting at any time they feel is necessary. This meeting must be held within 30 days of the request.

IEP TEAM MEMBERS

The meeting will begin with introductions of the IEP team members. Sometimes members of the IEP team may be excused from attending all or part of the IEP team meeting with written approval from you and the consent of the District.⁵

REQUIRED MEMBERS

Parent or Guardian

Knows the student's strengths, needs and individual differences

School Administrator

Knows about special education services and has the authority to commit District resources

Special Education Teacher

An educator with expertise about the student's disability and its impact on the student's developmental and educational progress

General Education Teacher

A general educator who provides the core instruction and implements required accommodations and modifications

Qualified District Staff

Can explain assessment results and use the results to help plan instruction; may be an assessor, related service provider or one of the team members listed above

OPTIONAL MEMBERS

Others with Expertise

Others with knowledge or special expertise about the student, invited by the parent/guardian or the District

Student

If appropriate. When an Individual Transition Plan (ITP) is being developed, the student must be invited to the IEP team meeting

Agency Representative

Representative from outside agencies that are likely to provide services*

Oral Interpreter

District-assigned qualified personnel if interpretation services are requested

*Examples of other agencies include, but are not limited to, group home representatives, non-public schools, Regional Center, and/or Department of Rehabilitation

PREPARING FOR THE IEP TEAM MEETING

REVIEW

- **Read** the *Notification to Participate in an IEP Meeting*
- **Complete** the notification and return it as soon as possible
- **Review** *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*; if your student is age 14 and older, or before 9th grade, also review *The ITP and You*
- **Review** any school records or request copies of records from the school with sufficient time to review before the IEP team meeting⁷

INFORM

- **Request** if you need special accommodations to participate in developing your student's IEP, such as interpretation or Braille copies
- **Provide** the school with copies of recent private assessment reports that you want to share

ENGAGE

- **Talk** to your student's teacher(s) about their progress
- **Talk** to your student to develop personal school goals
- **Invite** your student to participate in the IEP team meeting

PLAN

- **Take** notes and write down questions to discuss at the IEP team meeting
- **Think** about your student's participation in general education
- **Know** your rights

WHAT HAPPENS AT AN IEP TEAM MEETING⁸

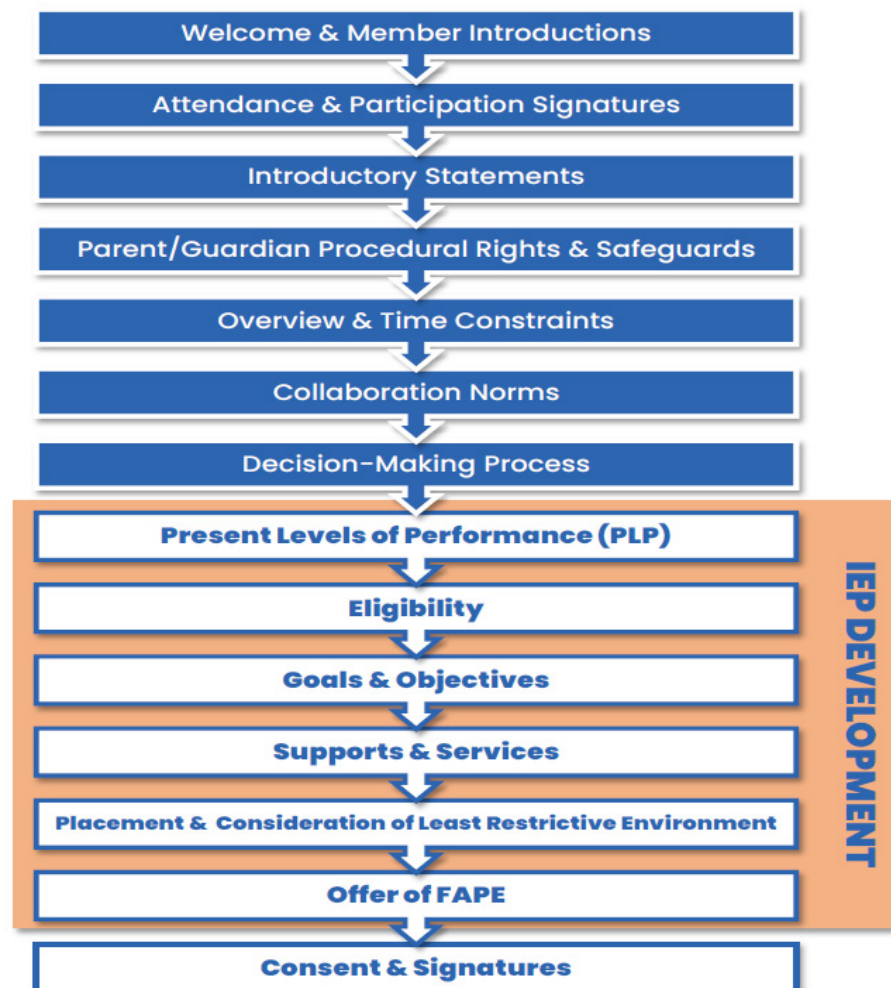
All members of the IEP team gather to discuss your student and decide whether or not they need special education services. During the meeting, as an IEP team member, you should:

- Share information about your student. Do not hesitate to ask questions or request explanations.
- Speak up on your student's behalf if you disagree with something. Feel free to explain your concerns and offer your point of view. As a member of the IEP team, you are entitled to a discussion.
- Keep in mind that the goal of the IEP team is to design an educational program to meet your student's individual needs.

In addition to *The IEP and You* guide, you will be offered the guides listed below. The Administrator of the IEP team will explain the contents of the guides to you.

- [*A Parent's Guide to Special Education Services \(Including Procedural Rights and Safeguards\)*](#)
- [*The IEP and You*](#), if your student is age 14 and older, or before 9th grade

The IEP team meeting will follow an agenda similar to what is described below:



PRESENT LEVELS OF PERFORMANCE (PLP)

PLPs describe what your student can do and what they need to learn in academic and functional skill areas such as: reading, writing, math, behavior, or self-help. This information comes from different sources such as: classroom performance, report card grades, assessment results, response to classroom interventions, input from parent/guardian, teacher and service providers.

PLPs also include a statement that describes how the disability impacts your student's involvement and progress in the general education curriculum. For preschoolers, it describes how the disability impacts involvement in typical preschool activities.

PLPs should be discussed and written in a way that gives IEP team members the information they need to make good educational decisions for your student and assess your student's progress from one year to the next.

SAMPLE MATH PLP

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

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

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

ELIGIBILITY

After considering prior educational interventions, information from the review of existing data, test results, and other relevant information provided at the meeting, the IEP team will determine if your student has a disability as defined in the law and needs special education.^{9,10}

Some students who have disabilities are not eligible for special education services because they are making adequate progress in the general education curriculum.

If a student is found ineligible for special education services, other types of assistance such as general education supports, including a Student Support and Progress Team (SSPT) or a Section 504 Plan may be considered.

If your student is eligible for special education, the team will discuss, develop, and decide on the following⁸:

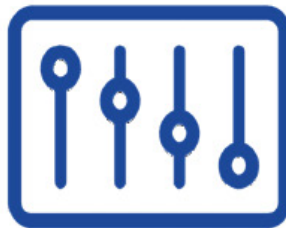
GOALS AND OBJECTIVES

Academic and functional goals are developed based on the needs discussed in your student's PLPs. Goals describe what your student can be expected to do, generally, within a 12-month period. Academic goals must be based on California standards, and for students in the general education curriculum, goals must be at grade level. Objectives are steps toward meeting the goals.

If your student already has an IEP, progress toward meeting past goals is discussed by the IEP team. For the new goals, the IEP team will determine how your student's progress will be measured and reported.



Targets what the student will be working on based on the PLP



Specific to the student and their unique needs



Progress toward goals will be reported during each report card period

PLACEMENT AND CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT (LRE)

Once the IEP team has decided what goals your student needs to meet, a decision must be made about where their needs can be met. Where your student's IEP is implemented is called placement. In deciding your student's placement, the IEP team must make sure that your student is educated alongside students without disabilities, to the maximum extent appropriate. The team considers academic, nonacademic, and extracurricular activities in making this determination. The decision regarding what peers to educate your student with is an important part of the law called Least Restrictive Environment or LRE.² Your student's IEP team must determine their LRE considering the following:

- Placement is determined at least annually.
- It is based on your student's IEP.
- Unless the IEP requires some other arrangement, your student is educated in the school that they would attend if not disabled (school of residence).
- If your student cannot be educated at their school of residence, placement must be as close as possible to their home.
- When looking at placement options, the IEP team must consider any potential harmful effect on your student or on the quality of services that they need.
- A student with a disability may not be removed from education in an age-appropriate general education classroom just because they need modifications to the general education curriculum.

What is *least restrictive for each student is based on that student's individual needs*. This means that the District cannot use a "one size fits all" approach to educating students who have a disability. Decisions must be based on individual needs as stated in the IEP, **not** on the:

- Student 's disability (such as placement in a special education class for students with intellectual disabilities just because a student has cognitive delays or placement in a particular Specific Learning Disabilities program just because a student needs specific learning disability services).
- Location of staff.
- Funds that are available; or
- Convenience of the school district.

Continuum of Alternative Placements

A student's placement in the general education classroom is the first option the IEP team should consider. LAUSD schools have committed to support LRE and inclusive practices by setting high standards for all students, providing opportunities for students with disabilities to interact with students without disabilities, providing equitable access to general education curriculum, progress monitoring of instruction and achievement, and appropriate special education instructional, curricular, and behavioral supports and services layered within the school environment to meet individual needs. However, because each student is different and some students may need supports outside of the general education classroom, the District is obligated to provide and make available a continuum of possible placements. The continuum includes the different placement options where students can receive services. Students may be placed in one setting or multiple settings along the continuum, depending on their unique needs.



LEAST RESTRICTIVE ENVIRONMENT CONTINUUM OF ALTERNATIVE PLACEMENTS

LEAST RESTRICTIVE

General Education Classroom

Student receives instruction in the general education classroom with:

- Accommodations or modifications as needed
- Support/Services from a general or special education teacher, related service provider, and/or paraprofessional
- Special education teacher consultation and collaboration to plan and provide individualized instruction

Special Education Classroom

Student receives instruction in the special education classroom for all or a portion of their school day with:

- Accommodations or modifications as needed
- Support/Services from a general or special education teacher, related service provider, and/or paraprofessional
- General education teacher consultation and collaboration for inclusive opportunities with peers without disabilities

Special School

Student receives instruction for all or majority of the school day in a separate public or private facility such as special education centers or non-public schools with:

- Staff and resources for the care and education of students with similar related needs
- Little to no inclusive opportunities with peers without disabilities

Homebound

Student receives instruction for all or majority of the school day at home with:

- Support/Services provided by a homebound teacher with a schedule convenient to the student's needs
- Consultation and collaboration with general and special education teachers to plan individualized instruction
- Little to no inclusive opportunities with peers without disabilities

Hospital/ Residential Facility

Student receives instruction for all or majority of the school day in a hospital or public or private residential facility:

- Support/Services provided by an education professional with a schedule convenient to the student's needs
- Consultation and collaboration with general and special education teachers to plan individualized instruction
- Little to no inclusive opportunities with peers without disabilities

MOST RESTRICTIVE

SUPPORTS AND SERVICES

Participation in State or District-wide Assessments The IEP team will determine how the student will participate in state and District-wide assessments. The IEP must state what accommodations/modifications of these tests the student will need. If a test is not appropriate for the student, the IEP must state why the test is not appropriate and how the student will be tested instead.

Special Education and Related Services⁶ Designated instruction and services to help your student benefit from special education. This may include services such as the Resource Specialist Program, Language and Speech, Physical Therapy, or Counseling Services. Dates when services will begin and end, the amount of services, how often services will be provided and where they will take place must be written in the IEP.

Accommodations to Access the General Education Curriculum These are changes in the way instruction is delivered. Accommodations do not alter the content of the curriculum.

Modifications to Access the General Education Curriculum These are changes in the content of the instruction. Modifications do change what the assignment is supposed to measure.

Accommodation

Changes HOW
the instruction is delivered:

- Extra time to complete assignments
- Shortened assignments
- Study guides
- Use of additional reading or math programs
- Working in small groups
- Audio books
- Preferential seating

*Not an exhaustive list

Modification

Changes WHAT
the student is taught:

- Lower level text
- Alternate projects
- Adjusted curriculum
- Adjusted grading scale

*Not an exhaustive list

SUPPORTS AND SERVICES CONTINUED

Assistive Technology/Supplementary Aids These supports help a student to increase, maintain, or improve a student's capability such as assigning an interpreter for a deaf student, or use of adapted materials such as books on tape, large print, or highlighted notes.

Supports for School Staff These will help staff work more effectively with your student and include such things as training staff on special equipment or materials your student needs in order to learn.

Delivery of Services Once the IEP team has decided what services your student needs, a decision is made about what type, how often, and where services will be provided based on those individual needs. In making this decision the IEP team must make sure your student has appropriate opportunities to learn with students who do not have disabilities in both academic and nonacademic activities.

Provision of Service Outside the General Education Classroom A statement explaining why your student needs services provided outside the general education instructional setting, as appropriate.

For English Learners In the case of a student with limited English proficiency, the language needs of the student are considered as they relate to the student's IEP.

Extended School Year (ESY) If your student has demonstrated significant regression during school breaks and/or difficulty with recoupment of skills, the IEP team will discuss and determine if your student requires special education services beyond the normal school year to minimize the loss of previously mastered critical skills.

Services During Emergency Conditions A plan for students in case instruction or services, or both, cannot be provided to the student either at the school or in-person for more than 10 school days due to emergency conditions.

Low Incidence (LI) Supports/Equipment For students with an LI disability such as a hearing loss, visual impairment, or orthopedic impairment, equipment or materials necessary to meet educational goals are discussed and documented.

Behavior Intervention Plan (BIP) Students who have significant behavioral challenges may have a written plan created to support them, based on the function of the student's behavior. The BIP provides strategies to implement and specifies the actions to take to improve or replace the behavior interfering with their learning.

Individual Transition Plan (ITP) A plan written for students ages 14 years and older, or before 9th grade, which identifies goals and activities to help them move from high school to adult life. The IEP must also address the courses the student needs to take to reach their post-school goals. A statement of transition services needs must also be included in each of the student's subsequent IEPs.

Transfer of Educational Rights When a student is 17 years of age, the student and parent/guardian must be informed that the educational decision making rights will transfer to the student at age 18. This means that the student assumes all the rights, roles, and responsibilities previously held by their parent/guardian. See [The ITP and You](#) for more information.

END OF THE IEP TEAM MEETING

When the IEP team has finished discussing and developing the IEP, the Administrator will summarize decisions made by the IEP team and present the District's offer of a FAPE. You will be asked to indicate your consent to or disagreement with the IEP.

- All team members who participated in the IEP team meeting will be asked to sign the IEP as participants.
- A copy of the IEP will be given to you.
- Upon request, the IEP will be translated into your primary language. A translated copy will be provided to you within 30 days of request.
- You will be given a Parent IEP Experience Survey about your experience at the IEP team meeting. Participation is voluntarily and can be completed by scanning a QR code or following the survey link. The information you provide will help improve the IEP process. Your answers to the survey are confidential.

Consent Actions¹¹:

- You may review the IEP before you sign it. Your student's services will not go into effect until you sign and return the IEP.
- You may consent to the IEP as a whole or in parts. Only the parts you consent to will be implemented.
- If you disagree with parts or all of the IEP:
 - ◊ You will be asked to clarify the areas of disagreement (assessment, eligibility, instructional setting, or specific instruction and services).
 - ◊ You are always encouraged to try to work out the disagreement with the other members of the IEP team.
- If you still disagree with the IEP, your concerns and comments regarding those areas of disagreement will be documented in the IEP by the Administrator.
- The next steps to resolve the disagreement will be explained to you. [See [A Parent's Guide to Special Education Services \(Including Procedural Rights and Safeguards\)](#)]
- Whether you consent to the IEP or not, please provide your decision by signing, dating and returning the *IEP Consent Page* in a timely manner so as not to delay services and supports to your student.

Dispute Resolution Options:

Should you not agree to the IEP and/or offer of a FAPE in the LRE provided to your student, there are a variety of dispute resolution options available to families at no cost. The [Alternate Dispute Resolution \(ADR\)](#) and Informal Dispute Resolution (IDR) processes offer families a way to resolve disagreements in a time-efficient manner. Refer to [A Parent's Guide to Special Education Services \(Including Procedural Rights and Safeguards\)](#) for details regarding the various dispute resolution options.

IMPLEMENTING THE IEP

After the IEP team meeting is over, the school will:

- Implement your student's entire IEP or the parts of the IEP you consent to.
- Distribute copies of the IEP to your student's teacher and other school staff responsible for implementing the IEP so they can begin providing services to your student.¹²
- Notify District staff responsible for follow-up actions such as assessment, translation of the IEP, or arranging for transportation.
- Provide you with reports on your student's progress towards meeting their IEP goals and objectives at report card time.
- Review the IEP at least once a year. If you or the school think that your student is not making progress toward their goals, or have concerns about their program, a meeting may be requested at any time to review and revise the IEP.⁴
- Although it is strongly recommended that you attend the meeting, if you do not attend, a copy of the IEP will be sent to you. Someone from the school will contact you to discuss the contents of the IEP.

After the IEP team meeting is over, you as a parent/guardian should:

- Ask staff responsible for providing special education services to your student what you can do to reinforce skills at home.
- Schedule conferences during the school year with your student's teacher, service providers, and/or school administrators to discuss your student's progress, ask questions, or express concerns.
- See the Resources section of this guide for telephone numbers of school district staff and other individuals you can contact if you have any questions or need any further information.
- Share a copy of the IEP or information from the IEP with non-District professionals who work with your student, such as a private therapist or tutor.
- Make a folder or notebook to keep copies of your student's IEPs, reports, and other information related to special education.



THINGS TO LOOK FOR: IEP CHECKLIST

- Does the present level of performance (PLP) section of the IEP contain information about the academic, development, and/or functional needs of your student?
- Is the information in your student's PLP clearly stated and does it include a section about their strengths, needs, and impact of disability?
- Does the PLP include assessment data, curriculum-based measurements of performance on District or State assessments, and standardized test scores?
- Do the annual goals directly relate to your student's needs as stated in the PLP?
- Are your student's annual goals appropriate?
- Are your student's annual goals clearly stated and can they be measured?
- Does the IEP indicate how your student will participate in District and State testing?
- Does the IEP indicate how your student may participate in the general education curriculum?
- Was the need for related services discussed and addressed on the IEP, if appropriate?
- Does the IEP state where and how often the services listed on the IEP will be implemented?
- Are the accommodations/modifications listed appropriate?
- Were you provided an opportunity to offer input and ask questions throughout the IEP team meeting?
- Was it explained to you how the IEP content will be communicated to staff responsible for its implementation?



ITEMS PARENT/GUARDIANS SHOULD KEEP

- Report cards and progress reports
- Standardized test scores
- Assessment results
- Copy of the Individualized Education Program (IEP)
- Medical records related to disability and ability to learn
- Notices of disciplinary actions
- Notes on your student's behavior or progress
- Letter or notes to and from the school or teacher, special educators, assessors, and administrators
- IEP meeting notices
- Attendance records
- Parent-Student handbook
- Awards received by your student
- Samples of school work



KEEP TRACK OF COMMUNICATIONS WITH THE SCHOOL

- Records of meetings and their outcomes
- Dates you sent or received important documents
- Dates of suspension or other disciplinary action
- Notes on telephone calls (including date, person with whom you spoke, and a short description of what was talked about)

COMMONLY USED TERMS

Accommodations Changes in the timing, formatting, setting, scheduling, expectations, response, and/or presentation which allow a student to complete the same assignment or test as other students. The accommodation does not change what the test or assignment measures. An example of an accommodation is allowing a student with physical problems who has difficulty writing to give the answer by speaking while other students in the class are required to write the answer. The student with the accommodation is expected to know the same material and answer as completely as the other students.

Adapted Physical Education (APE) A program of gross motor activities, games, sports and rhythms for students with disabilities who cannot safely or successfully participate in the general or modified general physical education programs or a specially designed physical education program in a Special Day Program (SDP).

Alternate Curriculum A modified standards-based core curriculum designed for students with moderate-severe disabilities who are not able to access the core general education curriculum without significant modifications.

Annual Review of an IEP An IEP team meeting that is held at least once a year to discuss a student's special education program, goal progress and services.

Assistive Technology (AT) Any item, piece of equipment, product or system, whether bought commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of students with disabilities.

Autism (AUT) A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Auditory Verbal Therapy (AVT) A family-centered intervention service focusing on maximizing auditory, speech, and language development through listening.

Behavior Intervention Plan (BIP) An individualized plan created for targeting a specific problem behavior(s). The components of a BIP include the problem behavior(s), a hypothesized reason for the occurrence, and strategies to address the behavior(s). These include prevention, reinforcement, redirection, and teaching strategies.

Deaf-Blindness (DB) A disability that adversely affects educational performance characterized by both hearing and vision impairments, the combination of which causes such severe communication and other developmental and educational needs that cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Deaf A hearing impairment in processing language-based information through hearing, with or without amplification, that adversely affects a student's educational performance.

Emotional Disability (ED) A condition that exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance:

- Inability to learn that cannot be explained by intellectual, sensory, or health factors
- Inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or responses under normal circumstances
- Pervasive mood of unhappiness or depression
- Tendency to develop physical symptoms or fears associated with personal or school problems

Established Medical Disability (EMD) A disabling medical condition or congenital syndrome that the IEP team determines has a high chance of requiring special education services. This eligibility criteria applies only to students between the ages of three and five.

Extended School Year (ESY) Special education services provided beyond the normal school year to minimize the loss of previously mastered critical skills for special education students who have demonstrated significant regression during school breaks and/or difficulty with recoupment of skills.

Hard of Hearing (HOH) A hearing impairment, whether permanent or fluctuating, that adversely affects a student's educational performance.

Individual Transition Plan (ITP) A plan developed as part of the IEP for a student age 14 and older, or before 9th grade. The plan identifies goals and activities to prepare for the transition from school to adult living based on the student's interests and needs.

Initial Assessment for Special Education An assessment to determine if a student needs special education services. The assessment may include parent/guardian information, response to interventions, teacher information, curriculum-based assessments, District and State test scores, report card grades, observations of the student, other existing data, and individual tests. Parent/guardian consent is required for an initial assessment for special education. An IEP team meeting must be convened within 60 days from the date of the receipt of parent/guardian consent.

Initial IEP A student's first IEP after an initial assessment for special education determining whether the student is eligible or ineligible for special education services.

Intellectual Disability (ID) A disability characterized by significantly below average general intellectual functioning and deficits in adaptive behavior, such as communication, self-care, health and safety, and independent living skills that adversely affects a student's educational performance.

Language and Speech Services (LAS) A related service that supports the educational program for students who have a communication disorder which impacts their involvement and progress in the general education curriculum.

Learning Center A classroom where teachers provide targeted instruction.

Low Incidence Disability (LI) A disability that adversely affects educational performance such as a hearing loss, visual impairment, or orthopedic impairment that occurs in low numbers.

Multiple Disabilities (MD) A disability that adversely affects educational performance characterized by having two or more disabilities, one of which must be a hearing, orthopedic, or vision impairment.

Nonpublic Agency (NPA) A private establishment or individual that is certified by the California Department of Education (CDE) and provides related services necessary to implement a student's IEP.

Nonpublic School (NPS) A school certified by the California Department of Education (CDE) that is an alternative special education placement available to students with disabilities.

Objectives Benchmarks toward meeting IEP goals.

Occupational Therapy (OT) A related service that addresses the physical, sensory motor, environmental factors and activities that support or limit participation at school and access to curriculum.

Orthopedic Impairment (OI) A disability characterized by specific orthopedic or physical needs due to injury, congenital disorder or disease that adversely affects the student's educational performance.

Other Health Impairment (OHI) A disability characterized by having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes that adversely affects a student's educational performance.

Physical Therapy (PT) A related service to support a student's educational program that assesses and addresses the following areas: posture, balance, strength, coordination, mobility and gross motor skills. School physical therapy may involve adaptation of a task or the environment, and consist of a combination of direct intervention, consultation and/or monitoring.

Related Services Specific services that assist a student with a disability to benefit from special education. Some examples of related services are: Adapted Physical Education, Audiological Services, Physical Therapy, Occupational Therapy, Language and Speech Therapy and Counseling Services.

Resource Specialist Program (RSP) A program to provide instruction and services to support students with disabilities placed in the general education classroom.

Special Day Program (SDP) A self-contained classroom that is taught by a special education teacher that provides instruction and services to students with disabilities.

Specific Learning Disability (SLD) A disability characterized by a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language that may manifest itself in an impaired ability to listen, think, speak, read, write, spell or do mathematical calculations that adversely affects a student's educational performance. May include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech or Language Impairment (SLI) A communication disorder such as stuttering, impaired articulation, language impairment or a voice impairment, that adversely affects a student's educational performance.

Traumatic Brain Injury (TBI) An acquired injury to the brain caused by physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance.

RESOURCES

Los Angeles Unified School District Resources

The Division of Special Education

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

School and Family Support Services (SFSS) Office

Website: <https://lausd.org/spedContactUs>

Phone: (213) 241-6701

This office can assist with questions, concerns and/or complaints related to special education or specifically about a student's IEP. Visit the Contact Us section of the Division of Special Education website to obtain more information.

The **Parent-Student Handbook** is available at all District schools. Visit the District Operations website.

Website: <https://www.lausd.org/Page/16910>

Community Advisory Committee (CAC)

Website: <https://www.lausd.org/Page/10285>

The responsibilities of the CAC are noted in the California Education Code and include serving in an advisory capacity on matters of the development, amendment, and review of the Local Plan for special education.

Other Resources

California Department of Education (CDE)

Website: <http://www.cde.ca.gov>

Phone: (916) 319-0800

U.S. Department of Education

Website: <https://sites.ed.gov/idea>

Phone: 1-800-872-5327

Department of Developmental Services (DDS)

Website: <https://www.dds.ca.gov/rc/>

Phone: 1-833-421-0061

DDS oversees the coordination and delivery of services for Californians with developmental disabilities through a statewide network of 21 community-based, non-profit agencies known as Regional Centers.

Los Angeles County California Children Services (CCS)

Website: <http://publichealth.lacounty.gov/cms/ccs.htm>

Phone: 1-800-288-4584

Email: CCS@ph.lacounty.gov

CCS is a statewide program that coordinates and pays for medical care and therapy services for children under 21 years of age with certain healthcare needs.

Department of Rehabilitation (DOR)

Website: <https://www.dor.ca.gov/>

Phone: 1-800-952-5544 / TTY: 1-844-729-2800

The Department of Rehabilitation (DOR) assists Californians with disabilities to obtain and retain employment and maximize their equality and ability to live independently in their communities.

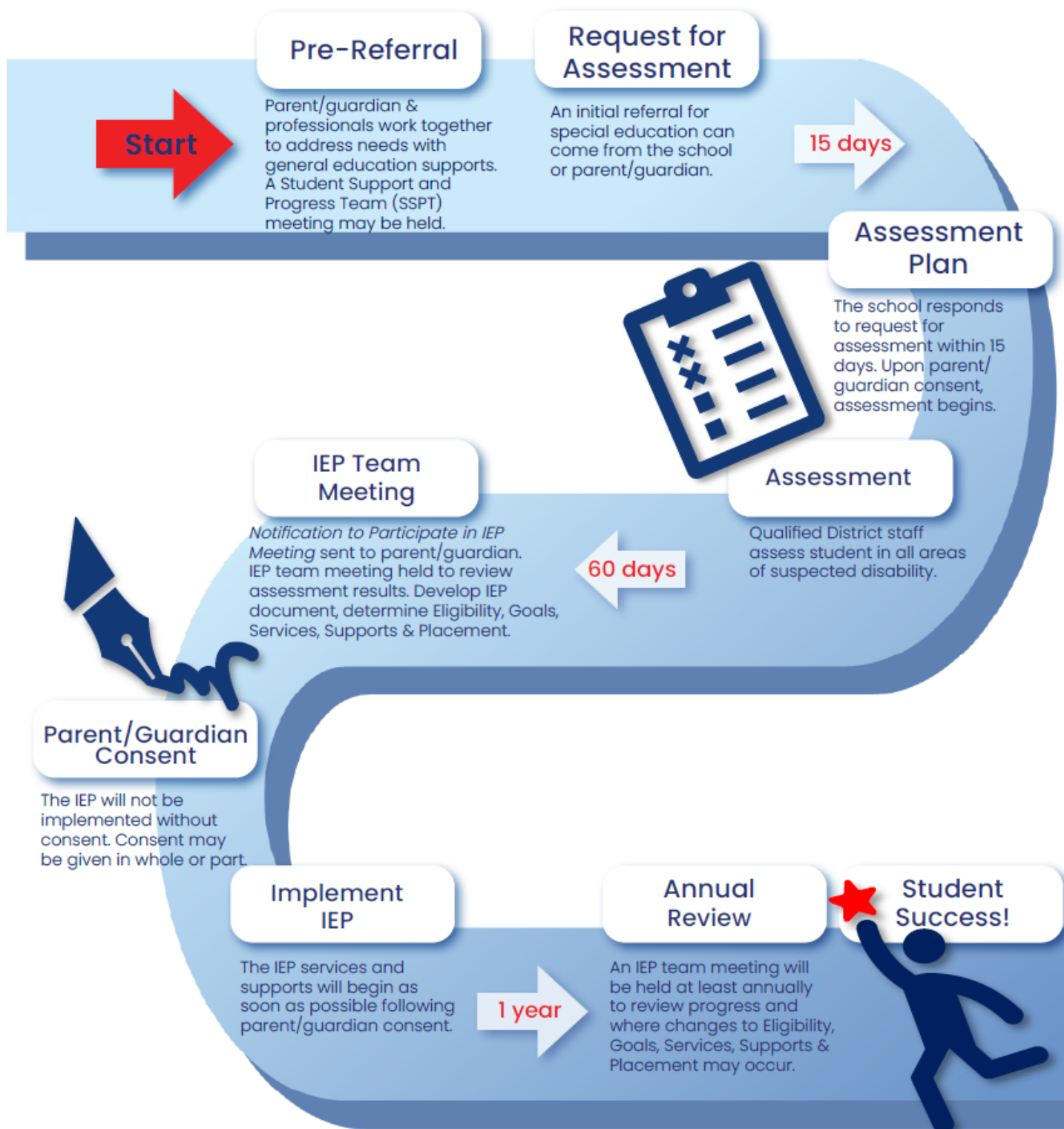
REFERENCES

1. Free Appropriate Public Education [34 CFR §300.17](#)
2. Least Restrictive Environment Requirements [34 CFR §300.114–117](#)
3. Parent Participation [34 CFR §300.322](#)
4. Individualized Education Program Timelines [Education Code §56043](#)
5. Individualized Education Program Team Members [Education Code §56341](#)
6. Related Services [34 CFR §300.34](#)
7. Access to School Records [34 CFR §300.613](#)
8. Individualized Education Program Contents [Education Code §56345](#)
9. Child with a Disability [34 CFR §300.8](#)
10. Eligibility Decisions [34 CFR §300.306](#)
11. Consent [Education Code §56346](#)
12. Copies of Individualized Education Program to Staff [Education Code §56347](#)

Visit the California Department of Education's website for free links to IDEA statutes and regulations and related California laws, including those cited in this *The IEP and You* guide at:
<https://www.cde.ca.gov/sp/se/lr/>

NOTES

IEP TIMELINE PROCESS⁴



Note: A parent/guardian may request an IEP team meeting at any time they feel is necessary. This meeting must be held within 30 days of the request.