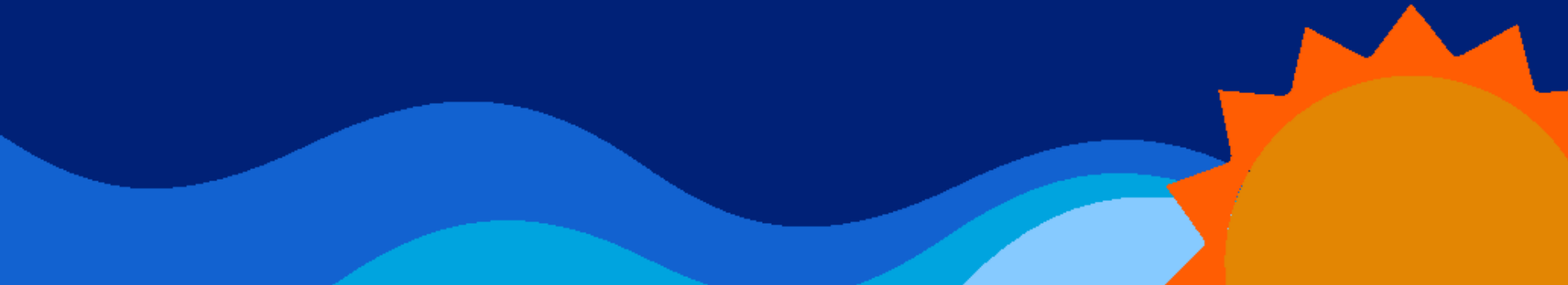


Special Education Committee

March 18, 2026



Student Participation in the IEP Process

Pillar 2: Joy and Wellness

DSE Listen and Learn Campaign: INCLUSIVE PRACTICES/LEAST RESTRICTIVE ENVIRONMENT

Measure of Success by 2027

Increase student participation in the IEP process by 20% as measured by the “Names and Signatures” page of the Welligent IEP.

Student Participation in the IEP Process

- Evidence-based practices
- Development of self-advocacy skills
- Supports student-centered IEP team practices
- Wide variety of participation possible for all grades of students
- Under 18 - with parent consent
- Over 18 - parents participate with student consent unless conserved

Suggested Strategies

“Matrix of Participation”

Elementary

- Attend during introductions
- Share about themselves using presentation or portfolio

Middle School

- Present about themselves
- Share about what they think will help them be successful

High School

- Discuss post-high school goals
- Present about themselves and what supports have been useful

Adult Transition/CTC

- Discuss employment, education, and independent living goals
- Make decisions about services and supports*

Student Participation Data

8,220

2022-2023

9,739

2023-2024

16,842

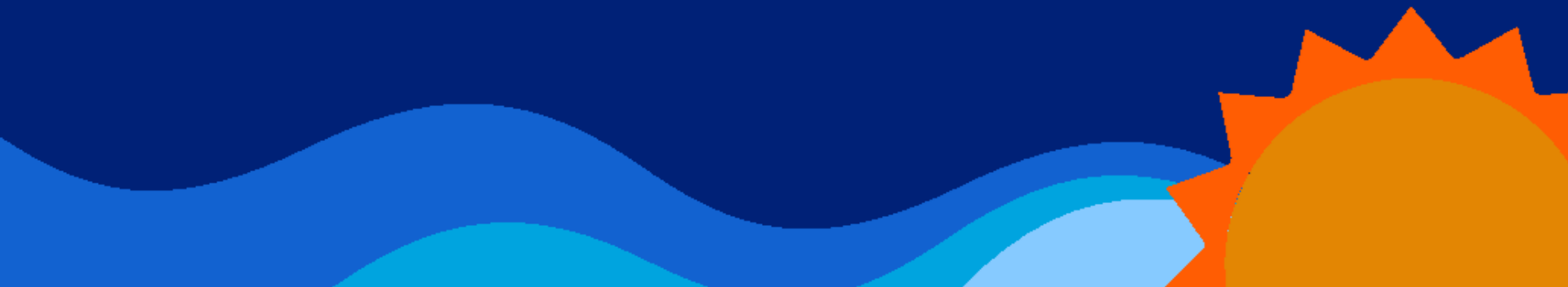
2024-2025

2025-2026
13,300+

*as of March 2, 2026

Elementary	5,300
Middle	1,900
High School	3,900
Span Schools	1,350
Other	800

Discussion



Anatola

Elementary School

Region North, Board District 3

Jennifer Stone
Principal



Anatola Elementary – Van Nuys

- 260 Students in grades TK– 5
- Schoolwide Title I
- 3 SDP Classes

TK–2 Aut–Core

3–5 IDS

3–5 SLD



Itinerant RSP teacher serving 18 students



Learning Knows No Bounds

Student Participation in IEP Meetings

- Individual planning for students
- Helping to make it real for families
- Non-verbal student participation
- Students bringing samples of work
- Introductions



Student Participation in IEP Meetings

APEIS
Eunice
Mukasa

Videos of student participation in IEPs



Testimonial

Esmeralda Aguilar, Special
Education Teacher



Commitment to student participation

Anatola pledges to continue to expand and include our diverse students learners in the IEP process. Our goal is for 100% student participation!



Sotomayor Arts and Sciences Magnet Region W, Board District 5

Alma Garcia
Special Education Coordinator

Felicia Montes
Assistant Principal



Sotomayor Arts & Sciences Magnet Overview

- **6th – 12th Grades**
- **Inclusive Focus**
- **20% of students have IEPs**
- **Arts & Sciences Pathways**
 - Theatre
 - Agriscience
- **Athletics**
 - Girls Flag Football Southern League Championship
- **Academics**
 - AP Exams Silver Award 2025
 - CA Distinguished School Award



Sotomayor Student IEP Participation

- Personalization
 - In-person student meeting
 - Discuss protocol for IEP
 - Prior knowledge
 - Explanation
 - Their role in the meeting
- Follow-up frequent & immediate
 - Student - next day
 - Parent communication
- Expectation of all stakeholders
 - Student/parent/family
 - teacher/coord/admin



Including Student Voice in IEP Process

Student Testimonial

- Alexa Carrillo



Sotomayor Future Plans

Robotics Program

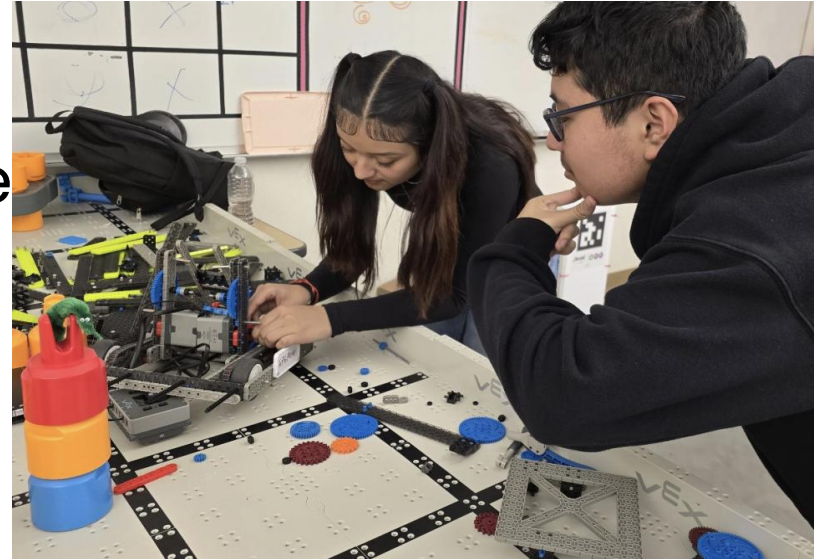
- Placed 3rd District-Wide
- Middle School & High School

Pentathlon & Decathlon

- Inaugural Year

eSports

- Inaugural Year



Sotomayor Magnet

sotomayor.lausd.org

2050 N. San Fernando Rd.

Los Angeles, CA

323.276.5402



City Terrace Elementary School Region East, Board District 2

Tyler Malotte
APEIS

John Gomez
Speech Language Pathologist



City Terrace Elementary – Overview

- ~300 students
- ~60 Students with Disabilities
- 2025 CA Distinguished School
- Mandarin Dual Language Program
- Celebrating 100 Years Next School Year
- Located across from Cal State LA



What is the purpose of an IEP Meeting?

Our belief: to clearly communicate a plan that improves a child's outcomes.

Starting With Skepticism

- Worried it would be awkward
 - Concerned about efficiency
 - Assumed elementary students weren't ready
-
- But something unexpected happened.

Changing the Default

- From “*Should We Invite?*” to “**We Are Inviting.**”
- Progress over perfection
- Repetition builds culture

Speech Services & Student Participation

- Students hear their strengths named
- Goals explained in accessible language
- Real-life speaking situations discussed

When Students Who Stutter Are in the Room

Before:

- Avoidance + Communication Apprehension
- Adult-only discussion
- Technical language

After:

- Confident communicators
- Shared understanding
- Student ownership

What We're Refining

- Stronger student preparation before meetings
- Clearer student roles during meetings
- Continued focus on accessible language

Clarity Drives Outcomes

- When students, families, and school staff clearly understand the plan, outcomes improve.

Discussion

