

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200267X360 SSID 2076879655

Eligible (SLI)

Student PEER LIAM J
Last First MI

Date of Birth: 17-JUN-2019

Section A: Meeting Information

| Pertinent Dates | Type of Meeting |
|---|---|
| Date of Initial IEP Team Meeting: 17-OCT-2022 | <input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated |
| Date of Present Meeting: 17-OCT-2022 | <input type="radio"/> Annual Review <input type="radio"/> Early Start Transition |
| Annual Review to be conducted by: 17-OCT-2023 | <input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis |
| Next Three Year Review will be conducted by: 01-MAY-2024 | <input type="radio"/> Other <input type="radio"/> Individual Transition Plan |
| Three Year Review or Evaluation was conducted on: 17-OCT-2022 | |
| Transition to Kindergarten to be conducted by: 01-MAY-2024 | |

Location of Meeting: SP ED INF/PRE (1017) District Name: Los Angeles Unified School Dis

Section B: Student Information

Date of Birth: 17-JUN-2019 Age: 3 Grade: -1
 Gender: Male Female Ethnic Code: Decline to State
 Location of the Psych Folder: SUPPORT UNIT NOF 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: 6439 GAYNOR AVE
 City: VAN NUYS CA ZIP Code: 91406
 Home Telephone: (415) 793-7409 Daytime Telephone: Emergency Telephone:
 School of Attendance: Sp Ed Inf/Pre (1017) Location Code: 1017
 School of Residence: Bassett St El Location Code: 2323
 Name of Parent/Guardian: Katie Shaw & Asher P Telephone:
 Address: 6439 GAYNOR AVE
 City: VAN NUYS CA ZIP Code: 91406
 Surrogate Parent: Telephone:
 Attends CURRENT SCHOOL as a result of one of the following: Preschool Program

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:
 LCI#:
 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

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Los Angeles Unified School District

Student Date of Birth

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MI Section C: Language Acquisition

Language Classification: Start Date:

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 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 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| 2 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| 3 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| 4 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| 5 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| 6 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| 7 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| 8 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| 9 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| 10 <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Category <input type="text"/> | | | |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |

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Section E: Present Level of Performance

Performance Area:

Physical Development/APE

Category:

Physical Development

Assessment/Monitoring Process Used:

Preschool motor assessment, parent interview, and records review

State/District Assessment Results:

n/a

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

Area of strengths: Liam demonstrates functional motor planning skills as he is able to maneuver through a novel classroom environment without bumping into objects or people. His movements are smooth and coordinated. He climbs and navigates the playground apparatus with appropriate strength, agility, and dynamic balance. He is aware of his surroundings and moves around with cautious. He has functional single limb standing balance required for kicking a ball, stepping over low obstacles, and navigating stairs using an alternate foot pattern. He can walk independently on level and uneven surfaces. He runs with a mid-stage pattern where forward body lean and flight phase are observed and reciprocal arm movement is emerging. He demonstrates good speed and ability to change directions. He gallops with age-appropriate form and attempts to hop. He is able to jump down off a step, in place, at least 8-inch forward, and over low obstacles, with both feet. Liam can catch a ball bounced or tossed to him from 5 feet away. He throws a ball in the intended direction for a distance of 4-5 feet, using an overhead or underhand pattern. He throws a beanbag/ small ball for a distance of 10 feet with his right hand, using an age-appropriate form. He can hit a target from 5 feet away with good accuracy. He can kick a stationary and rolling ball with fair balance and coordination. Liam demonstrates functional strength and endurance to access a preschool physical education curriculum. He can imitate movements, follow one-two step directions, take turns, stay on adult-directed task, and transition from one activity to another without difficulties.

Area of needs: none at this time

Impact of Disability on Academic and Overall Educational Performance: Based on assessment results, at this time, Liam does not present with any gross motor delays or needs that would negatively impact his involvement and progress in the general education curriculum in the area of physical education.

~ Victoria Bondar, APE Specialist, NBCT

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):

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Section E: Present Level of Performance

Performance Area:

Physical Access

Category:

Physical Accessibility

Assessment/Monitoring Process Used:

record review, parent interview, clinical observations, HELP GM, Bayley 4 - GM

State/District Assessment Results:

N/A

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

Liam's scaled score of 9, on the Bayley 4 Scales of Infant and Toddler Development, is within the average range (7 and 13) for typically developing children.

According to the HELP Gross Motor Strands, the majority of Liam's gross motor skills are at least at the 3.0 to 3.6 year level.

Student's areas of strengths: Liam is independent with his floor mobility as well as with transfers from the floor to stand and back. He demonstrates functional sitting balance for participating in classroom routines, while in a small chair or while sitting on the floor. He walks within the classroom independently avoiding obstacles by either stepping around them or over them. He is able to walk for at least 300+ feet and can negotiate uneven surfaces (inclines, uneven concrete, and soft playground surface). He walks up four steps without a rail (1 foot per step) and down four steps without a handrail (2 feet per step). Liam has a functional running pattern and can turn or stop with control. He is able to walk backwards and sideways as well as on his tiptoes. He can jump in place, forwards at least 12 inches, down from an 8 inch step and over a 3.5 inch high pole. He can stand on and walk across a 4 inch balance beam alternating his feet, and can stand on his right/left foot for at least 3-4 seconds. Liam gets on/off a tricycle, and can pedal it forwards. He can climb a small slide and can access an age appropriate play structure without adult assistance. Additionally, Liam can throw, catch and kick a ball.

Student's areas of need: Liam's functional mobility skills/gross motor skills are sufficient to physically access a preschool classroom, campus and playground area

Impact of student's disability on academic and overall performance: Liam does not have a diagnosis/eligibility that impacts his ability to access and progress in the general education curriculum. Eligibility for special education and potential impact to be discussed at IEP. Barie Spiegel, MSPT, Board Certified Pediatric Specialist

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):

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Section E: Present Level of Performance

Performance Area:

Articulation

Category:

Articulation/Phonological Processes ▼

Assessment/Monitoring Process
Used:

Parent interview, teacher interview, qualitative measures, PLS-5 screener

State/District Assessment Results:

N/A

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

Background: Parents reported that Liam received speech-language therapy when they lived in Israel. He was never assessed prior to his therapy interventions. Parents recalled that Liam received services for only two months when he was 2 years, 6 months old. Parent reported that Liam had multiple ear infections when he was little and this may have caused some speech or language delays. Parents received a psychological evaluation through the North Los Angeles Regional Center, but did not agree with the results. No services were started through the regional center due to Liam turning three years old. Parent reported no concerns with Liam's vision or hearing. Liam has no reported medical diagnosis and no family history of speech and/or language disorders. Liam is exposed to English and Hebrew in the home. Parents reported that Liam's dominant language is English. Liam started babbling at 9 months, produced his first word at 9 months, produced two-word phrases at 12 months, and produced 3+ word sentences at 14 months.

Strengths: Liam's oral mechanism, voice, and fluency (i.e., stuttering) appear to be adequate for communicating. When asked what Liam's strengths were, parent stated, 'Friendly, sweet, big heart, playful, energetic, great gross motor skills'. Per parent report, Liam has all age-appropriate consonants in his phonemic repertoire: /p, b, d, m, n, h, w, t, k, g, ing, f, y/. Parents rated Liam to be 90% intelligible to familiar listeners, which is age-appropriate. Liam produced various syllable shapes such as consonant-vowel (CV - 'go'), CVC, CVCV, CCV, CCVC, and VCVCVC.

continued below

Performance Area:

Articulation continued

Category:

Articulation/Phonological Processes ▼

Assessment/Monitoring Process
Used:

Parent interview, teacher interview, qualitative measures, PLS-5 screener

State/District Assessment Results:

N/A

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

continued from above

Needs: When asked what Liam needs to improve, parent stated, 'Focusing at the task at hand, slowing down to learn, communicating his needs'. Parent also reported that Liam still babbles sometimes and his words are unintelligible. Liam exhibited the phonological process (i.e., sound error patterns) of final consonant deletion (e.g., wan/want), which is typically eliminated by 3 years, 3 months. A phone interview with Liam's two teachers (i.e., Mrs. Wall and Ms. Sossi) was completed on 09/27/22. Per teacher report, Liam is not always clear when he speaks.

Impact of Disability: Liam's speech and language skills in the area of articulation, secondary to his eligibility, impacts his ability to engage in oral language activities and be understood in spontaneous speech. This impacts his ability to access and participate fully in the educational curriculum.

Lindsey Bigler, M.S., CCC-SLP
Speech-Language Pathologist

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Section E: Present Level of Performance

Performance Area:

Language

Category:

Language

Assessment/Monitoring Process Used:

PLS-5, parent/teacher interview

State/District Assessment Results:

N/A

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

Background: Please see articulation present level of performance.

Strengths: On the Preschool Language Scales, 5th Edition (PLS-5) Expressive Communication subtest, Liam achieved a standard score of 92, which falls in the average range. He achieved a percentile rank of 30, which means he scored as high as or higher than 30% of examinees his age. He was able to name a variety of pictured objects, combine 4 words in spontaneous speech, use a variety of nouns, verbs, modifiers, and pronouns, and present progressive -ing. Receptively he was able to identify basic body parts, identify things you wear, understand verbs, engage in pretend play, understand spatial concepts, and recognize actions in pictures.

Needs: A phone interview with Liam's two teachers (i.e., Mrs. Wall and Ms. Sossi) was completed on 09/27/22. Per teacher report, Liam has been attending their preschool classroom for only about a month. Teachers reported that Liam has difficulty communicating with the children in his classroom and that he will predominantly engage in parallel play. Teachers reported that they are concerned with Liam's expressive language as they believe it has been contributing to his disruptive behaviors (e.g., squeezing other students, making loud noises, running around during circle time). Per an in person parent interview, parents reported that they would like Liam to improve his ability to communicate his needs.

Impact of Disability: Liam's speech and language skills in the area of language, secondary to his eligibility, impacts his ability to engage in oral language activities. This impacts his ability to access and participate fully in the educational curriculum.

Lindsey Bigler, M.S., CCC-SLP
Speech-Language Pathologist

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):

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Section E: Present Level of Performance

Performance Area:

Cognitive Ability

Category:

General Ability

Assessment/Monitoring Process
Used:

Preschool Psychoeducational Assessment

State/District Assessment Results:

n/a

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

Overall, Liam's current functioning in cognition/general ability is estimated to be in the average range based on performance on the MSEL and information gathered via observation and parent responses on the DP3.

Liam's profile as examined on the MSEL reflects well developed skills. He demonstrated average range performance in visual reception (the ability to discriminate, recall, organize, and sequence visual stimuli), receptive language (the process involving auditory discrimination, linguistic conceptualization, auditory comprehension, and memory), and expressive language (the ability to employ auditory discrimination, auditory comprehension, and auditory memory in order to verbally demonstrate concept formation). His fine motor skills (the process involving visual motor planning, unilateral, and bilateral manipulation and writing readiness) falls within the average range. Liam's cognitive functioning, based upon parent's responses on the DP3, was rated within the average range.

Liam does not evidence areas of need/challenge in general ability/cognition.

Educational Impact: A cognitive/general ability impact was not identified at this time.

Performance Area:

School Readiness

Category:

Cognitive Development

Assessment/Monitoring Process
Used:

Preschool Psychoeducational Assessment

State/District Assessment Results:

n/a

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

Overall, Liam's current functioning in school readiness is developing as expected given the student's chronological age and school experience to date, based on performance on the Mullen Scales of Early Learning (MSEL) and information gathered via observation and parent responses on the Developmental Profile 3rd Edition (DP3).

Liam demonstrates relative strengths in general fund of knowledge, pre-mathematics, pre-reading, and pre-writing skills.

No areas of need/challenge were identified in the area of school readiness/pre-academics, at this time.

Educational Impact: An academic performance/school readiness impact was not identified at this time. Liam's school readiness skills are developing as expected given his limited school experience.

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Section E: Present Level of Performance

Performance Area:

Communication

Category:

Language Function

Assessment/Monitoring Process
Used:

Preschool Psychoeducational Assessment

State/District Assessment Results:

n/a

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

Liam's home language is English. Liam's language classification will be determined in kindergarten with appropriate measures.

Overall, Liam's language skills are found to be in the average range.

Liam evidences the following relative strengths: Liam's receptive language skills fall within the average range on the MSEL. His expressive language skills also fall within the average range on the MSEL. Liam's rating on the communication scale falls within the average range based on parent's responses to on the Developmental Profile 3. On the functional communication scale of the BASC3, his parent also reported that Liam exhibits the ability to express ideas and communicate in a way others can easily understand. During an interview, his parents indicated that Liam has a vocabulary of over 500 words. He communicates with words more than with gestures. Familiar listeners understand 80-90 percent of his speech and unfamiliar listeners about 70-75 percent of his speech.

Liam does not evidence needs/challenges in communication.

Educational Impact: A communication impact was not identified at this time.

Refer to the language and speech assessment report for further information regarding Liam's language and speech functioning.

Performance Area:

Motor Abilities

Category:

Motor Abilities

Assessment/Monitoring Process
Used:

Preschool Psychoeducational Assessment

State/District Assessment Results:

n/a

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

Overall, Liam's motor abilities are found to be in the average range.

Based on the rater's responses on the Developmental Profile 3, Liam evidences the following strengths: Liam demonstrates age-appropriate fine motor skills, including the movement and coordination of small body parts such as the wrists, hands, and fingers (e.g., writing and drawing). Liam's gross motor skills including the movement and coordination of the arms, legs, and other large body parts and movement (e.g., walking, climbing, and jumping) are within age-expectancy.

Liam evidences the following needs/challenges: none identified at this time

Educational Impact: A motor impact was not identified at this time.

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Section E: Present Level of Performance

Performance Area:

Social/Emotional

Category:

Social Emotional

Assessment/Monitoring Process
Used:

Preschool Psychoeducational Assessment

State/District Assessment Results:

n/a

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

Overall, Liam's social-emotional skills are found to be in the average range.

Based on observations, informal interviews and the rater's responses on formal rating scales, Liam evidences the following strengths: Liam relates well towards family members. Liam enjoys a variety of toys and activities. Liam is aware of common dangers in the home and community and can respond to safety words like 'Stop.'. Liam really enjoys playing with other children. He initiates social games such as peek-a-boo or hide and seek. Liam will engage in pretend play and will play alongside and in cooperative play with other children. He names a familiar friend, expresses desire for playtime with peers, has awareness of how others feel, and clearly prefers to play with similar-aged children as opposed to playing alone. Liam can keep 'working' for at least 30 minutes with a similar-aged child on a single task. His parent rated Liam's peer socialization within the average range, indicating the ability to successfully engage in activities that develop and maintain relationships with other children. Though parents report Liam is an active little boy who does not like to sit still for long- especially for non-preferred tasks- during the assessment session, Liam was able to sustain attention and shift focus from one task to another appropriately. Liam was able to work with the assessors at the assessment table for at least 45 minutes without a break, doing multiple adult directed tasks. He followed directives and was able to make transitions with ease. Liam exhibited age appropriate joint attention and eye contact, initiated interactions, directed one's attention to things, and shared his enjoyment. He used language in play, engaged in pretend play, and played reciprocally with the assessors, at times making silly faces.

Liam does not evidence significant social/emotional needs/challenges, at this time, which negatively impacts his ability to access the general education preschool curriculum

Educational Impact: A social emotional impact was not identified at this time.

Performance Area:

Adaptive Skills

Category:

Adaptive Behaviors

Assessment/Monitoring Process
Used:

Preschool Psychoeducational Assessment

State/District Assessment Results:

n/a

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

Overall, Liam's self-help/adaptive behavior is found to be in the average range, overall.

Based on observations, informal interviews and the rater's responses on formal rating scales, Liam evidences the following relative strengths: Liam can drink from a child-sized cup without assistance, is able to adequately use eating utensils for self-feeding tasks, removes shoes or socks without help, undoes at least two fasteners, is able to independently puts 3 things away, acceptably washes and dries his face and hands, and can play a simple computer game. Though Liam still needs assistance with dressing and bathing independently, these skills are emerging and his parent rated Liam within the average range, overall, in the adaptive skills scales of the BASC3.

Areas of need/challenges: Liam does not evidence significant weakness/needs in his adaptive skills.

Educational Impact: A self-help/adaptive behavior impact was not identified at this time.

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Section E: Present Level of Performance

Performance Area: Sensorimotor
Category: Sensorimotor
Assessment/Monitoring Process Used: Record review, observation, standardized assessment, interview
State/District Assessment Results:

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

Student's areas of strengths: Liam demonstrates functional strength, balance and endurance to participate in preschool motor activities. He is able to transition motor positions without assistance. Liam presents with functional visual processing skills to locate materials in the room, identify like drawings or pictures. He is able to identify and name colors, shapes and common objects. Liam's scaled score in the Bayley 4 for the fine motor subsection fell within the average range. He is able to use both hands together to carry toys, string beads and to snip paper once the scissors were positioned in his hand. Liam was observed to use his right hand to imitate prewriting shapes. He is able to isolate his index finger to point and utilized various grasp patterns functionally to pick up and manipulate materials. Liam can follow two step verbal directions and engages in novel tasks given modeling. He engages in pretend play and uses toys/classroom materials appropriately. Liam was able to transition activities with no difficulties and exhibits appropriate arousal level for different tasks. He was not noted to demonstrate significant sensory processing difficulties that might impact his classroom participation.

Student's areas of need: Liam presents with functional motor skills to access preschool activities and does not present with motor needs at this time.

Impact of student's disability on academic and overall performance: Eligibility for special education and potential impact are to be discussed during the IEP meeting.

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):

[Empty text box for current performance/assessment summary]

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Section E: Present Level of Performance

Performance Area:

Health and Development including Vision and Hearing

Category:

Health

Assessment/Monitoring Process Used:

Health Assessment; Parent Interview

State/District Assessment Results:

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

LAUSD Initial Health Assessment was completed by Teresa Bernaldo, RN, CSN with health information gathered from a review of health records and a conference with the parent/guardian, Katie Shaw on 10/25/2022.

HEALTH SUMMARY: Liam is a three-year-four-month-old student (during the health assessment), born full-term without significant prenatal, birth, and newborn histories. Developmental milestones as reported by parent were achieved within age expectancy ranges except in the area of speech development. Student has no known significant health problems and does not take any medication on a daily or routine basis. No allergies to food and medication. No recent history of accident, injury, surgery, or hospitalization. Immunizations are up-to-date.

STRENGTH: Student is generally in good health. Liam eats a regular diet and self-feeds using utensils. Student communicates by using words. Liam is toilet trained and walks independently. Student passed LAUSD audiometric screening and vision screening using Spot screener on 10/25/2022.

AREAS OF NEED: Health is not an area of need.

IMPACT OF DISABILITY: Health does not impact student's participation, performance, and access to the educational program.

ACCOMMODATIONS/MODIFICATIONS: None based on health.

Teresa Bernaldo, RN, BSN, Credentialed School Nurse
Early Childhood Special Education
10/25/2022

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):

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Section F: Eligibility

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

health, general ability, academic function, motor ability, language and speech, social/emotional, self-help adaptive

For Initial IEP, interventions attempted prior to determining eligibility:

Liam received 2 months of speech services in Israel.

Eligible as a student with the disability of:

Code: SLI Speech Or Language Impairment

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:

- Social Maladjustment, Lack of instruction in math, Temporary Physical Disability, Limited English Proficiency, Lack of instruction in reading, Environmental, Cultural or Economic Factors

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Section G: Annual Goals and Objectives

Performance Area: Articulation Category: Articulation/Phonolog Annual Goal #: 1

To reduce final consonant deletion, Liam will produce age-appropriate consonants (e.g., /t, d, k, g, m, n/) in final position of words at the phrase level with 80% accuracy given minimal (1-2) verbal-visual prompts/cues.

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:

To reduce final consonant deletion, Liam will produce age-appropriate consonants (e.g., /t, d, k, g, m, n/) in final position of words at the phrase level with 60% accuracy given maximal (5-6) verbal-visual prompts/cues.

Incremental objective #2 related to the goal:

To reduce final consonant deletion, Liam will produce age-appropriate consonants (e.g., /t, d, k, g, m, n/) in final position of words at the phrase level with 70% accuracy given moderate (3-4) verbal-visual prompts/cues.

Date to be achieved: February 2023 MO/YR

Date to be achieved: June 2023 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

| 1st Reporting Period Date: | 2nd Reporting Period Date: | 3rd Reporting Period Date: | 4th Reporting Period (Secondary Only) Date: | Goal Achievement |
|---|---|---|---|--|
| Progress Mark: | Progress Mark: | Progress Mark: | Progress Mark: | Objective 1 Met: <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 type="radio"/> Yes <input type="radio"/> No | Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No | Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No |
| If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other | 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: |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PEER LIAM J
Last First MI

Date of Birth 17-JUN-2019

Meeting Date 17-OCT-2022

Section G: Annual Goals and Objectives

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

To increase his ability to functionally communicate during play/daily routines, Liam will use 3-4 word utterances for a variety of pragmatic functions (e.g., expressing wants/needs, playing, conversation with peers) with 80% accuracy given minimal (1-2) verbal (i.e., carrier phrases) or visual prompts/cues.

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:

To increase his ability to functionally communicate during play/daily routines, Liam will use 3-4 word utterances for a variety of pragmatic functions (e.g., expressing wants/needs, playing, conversation with peers) with 60% accuracy given minimal (1-2) verbal (i.e., carrier phrases) or visual prompts/cues.

Incremental objective #2 related to the goal:

To increase his ability to functionally communicate during play/daily routines, Liam will use 3-4 word utterances for a variety of pragmatic functions (e.g., expressing wants/needs, playing, conversation with peers) with 70% accuracy given minimal (1-2) verbal (i.e., carrier phrases) or visual prompts/cues.

Date to be achieved: February 2023 MO/YR

Date to be achieved: June 2023 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

| 1st Reporting Period Date: <input type="text"/> | 2nd Reporting Period Date: <input type="text"/> | 3rd Reporting Period Date: <input type="text"/> | 4th Reporting Period (Secondary Only) Date: <input type="text"/> | Goal Achievement |
|---|---|---|---|--|
| Progress Mark: <input type="text"/> | Progress Mark: <input type="text"/> | Progress Mark: <input type="text"/> | Progress Mark: <input type="text"/> | Objective 1 Met: <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 type="radio"/> Yes <input type="radio"/> No | Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No | Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No |
| If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/> | 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 <input type="text"/> | 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 <input type="text"/> | 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 <input type="text"/> | If "No" please explain: <input type="text"/> |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PEER

LIAM

J

Date of Birth

17-JUN-2019

Meeting Date

17-OCT-2022

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.

DRDP-A - (Adaptations identified below are applicable)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PEER LIAM J Last First MI

Date of Birth 17-JUN-2019

Meeting Date 17-OCT-2022

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: Hebrew

Specify the Individual Pages to be translated:

All

Special Requests:

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

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

- 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)

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PEER LIAM J Last First MI

Date of Birth 17-JUN-2019

Meeting Date 17-OCT-2022

Section Q: Parent Participation and Consent

Parent Participation

- Parent/Student (18-21) has participated in the IEP meeting.
Parent/Student (18-21) indicated before the meeting that they would not be able to attend.
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..
Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Other, ckwan, 22-SEP-2022. Row 2: Email, ckwan, 03-OCT-2022.

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)

Signature(s)

Date 28-OCT-2022

- 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)

Signature(s)

Date 28-OCT-2022

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.
The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

DIRECTIONS: After each statement, please place an X on the line that describes your experience with your child's IEP.

| A. Regarding your child's current IEP: | Yes | No | Does Not Apply |
|---|--------------------------|--------------------------|--------------------------|
| 1. I am satisfied with the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I feel that the IEP accurately reflects the decisions made at the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I received notice of the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I received "The IEP and You" handbook with the notice of the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The IEP meeting was held in an appropriate setting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I feel I was treated as an equal and important part of the IEP team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The participants at the IEP meeting were prepared and informed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Placements for my child, including the general education setting, were discussed and decided upon. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Related services were discussed and decided upon, if relevant. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. At the end of the IEP meeting the decisions were summarized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. If I needed an oral interpretation of the IEP team meeting an interpreter was provided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The interpreter stayed for the duration of the IEP team meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. If I needed a written translation of the IEP, translation services were offered. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| B. Regarding your child's previous IEP (if relevant): | | | |
| 20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| | | | |
| Additional Comments | | | |

Is there anything more you would like to ask us or tell us?
Please write below or call the Parent Resource Network at 1-800-933-8133.

Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051

POSTAGE WILL BE PAID BY ADDRESSEE

ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 613307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

| Team Member | Print Name | Signature |
|--|---|--|
| Parent/Guardian | <input type="text" value="Katie Shaw (via Zoom)"/> | <input type="text"/> |
| Parent/Guardian | <input type="text" value="Asher Peer (via Zoom)"/> | <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" value="Cindy Kwan"/> | <input type="text" value="CK"/> |
| Special Education Teacher | <input type="text" value="Jodi Brown"/> | <input type="text" value="Jodi Brown"/> |
| General Education Teacher | <input type="text" value="Cecilia Ortiz"/> | <input type="text" value="Cecilia Ortiz"/> |
| School Psychologist | <input type="text" value="Marcella Lightfoot"/> | <input type="text" value="ML"/> |
| School Nurse | <input type="text"/> | <input type="text"/> |
| Related Service Staff <input type="text" value="LAS"/> | <input type="text" value="Shannon Broussalian"/> | <input type="text" value="SB"/> |
| Related Service Staff <input type="text" value="OT"/> | <input type="text" value="Janet Daimaru (via Zoom)"/> | <input type="text"/> |
| Related Service Staff <input type="text" value="PT"/> | <input type="text" value="Kimberly MacDonald"/> | <input type="text" value="Kimberly Mac Donald"/> |
| 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 <input type="text" value="Related Service - APE"/> | <input type="text" value="Victoria Bondar"/> | <input type="text" value="VBond"/> |
| Other | <input type="text"/> | <input type="text"/> |
| Other | <input type="text"/> | <input type="text"/> |
| Other | <input type="text"/> | <input type="text"/> |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PEER LIAM J
Last First MI

Date of Birth 17-JUN-2019

Meeting Date 17-OCT-2022

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

| | |
|--|--|
| <input 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

| | | |
|----------------|---|---|
| Step C. | Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? | |
| | <input type="radio"/> Yes <input type="radio"/> No | If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below. |
| | <input type="radio"/> Yes <input type="radio"/> No | If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school 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 D. |
| | | |

| | | |
|----------------|--|--|
| Step D. | Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? | |
| | <input type="radio"/> Yes <input type="radio"/> No | If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. |
| | <input type="radio"/> Yes <input type="radio"/> No | If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital 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 E. |
| | | |

| | | |
|----------------|--|--|
| Step E. | Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? | |
| | <input type="radio"/> Yes <input type="radio"/> No | If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting. |
| | | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last

First

MI

Date of
Birth

Meeting
Date

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 type="checkbox"/> | Diminished access to the full range of the curriculum |
| | <input 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"/> |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student PEER LIAM J
 Last First MI

Date of Birth 17-JUN-2019 Meeting Date 17-OCT-2022

| | | Effective With this IEP | Future Changes Related to this IEP |
|---|---|---|------------------------------------|
| | As of Date: | 28-OCT-2022 | |
| Eligibility: (from Page 4) | | Eligible (SLI) | |
| | Final IEP Reason Final IEP Effective Date: | | |
| Curriculum | | General Education | |
| Placement | Type of School | Preschooler Non-LAUSD/Not Headstart | |
| | Name of School | SP ED INF/PRE (1989) | |
| | | COHASSET ST EL | |
| Instructional Setting | Setting | General Education | |
| | Program | AECP | |
| | Special Day Minutes/Wk | | |
| | Addresses Goals | 1(Articulation),2(Language) | |
| 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 | peer and adult models, visual and verbal cues | |
| | Instructional Modifications | | |
| | Other Supports, including Non-Academic and Extra-curricular Activities | | |
| 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 checked="" type="radio"/> Yes <input type="radio"/> No | |
| | If the Parent does not agree, specify the area(s) to be reassessed. | | |
| Comments, as appropriate | | | |
| Low Incidence Equipment | | | |
| Assistive Technology Equipment | | | |

| | |
|---|--|
| | |
| Participation in General Education | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

| | | | |
|--|--|--------------------------------|---|
| | | Effective With This IEP | Future Changes Related To This IEP |
|--|--|--------------------------------|---|

Notes:

Parents of students who are Medi-Cal eligible authorize LAUSD to submit claims for reimbursement by Medi-Cal funded services unless parent(s) signs a Parent Medi-Cal Non-Authorization to Bill form. Please see Parent's Guide to Special Education Services (including Procedural Rights and Safeguards).

Part 3 - Percentage of Time Outside of General Education

| | Effective With this IEP | Future Changes Related to this IEP |
|---|--------------------------------|------------------------------------|
| % of Time per Week outside of General Education | <input type="text" value="0"/> | |

Part 4 - Compensatory Education/Recoupment Services Discussion

N/A - Preschool Initial IEP

Part 4 - Additional Discussion (This section is optional)

The Afterschool Early Childhood Program (AECPP) meets with children and their caregivers twice a week for 90 minutes each session. The program targets speech and language development as well as social emotional development while enhancing overall development through the implementation of structured preschool curricula. Instruction is delivered by Special Education Teacher, two Special Education Assistants, and a Speech Language Pathologist. Family involvement and professional partnership is an important component of the program's model.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PEER LIAM J
Last First MI

Date of Birth 17-JUN-2019 Meeting Date 17-OCT-2022

FAPE Summary Grid

| Program: | AECP | Setting: | General Education | | | | | | |
|---|----------------|------------------------------|--------------------|----------|-----------|------|---------------|-------------------|------------|
| Eligibility: | Eligible (SLI) | Curriculum: | General Education | | | | | | |
| Transportation: | None | Low Incident Support: | None | | | | | | |
| Date District Received Parent Signature: | 28-Oct-2022 | | | | | | | | |
| Service Code | Service Desc | Start Date | Service Applies To | Interval | Frequency | Area | Total Minutes | Addresses Goal(s) | No Consent |

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"/> |
| Supplementary Aids and Services (provided in general education classes and other general ed environments) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

For IEP Team Information

By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.

**INDIVIDUALIZED EDUCATION PROGRAM
SPEECH LANGUAGE IMPAIRMENT (SLI) ELIGIBILITY CERTIFICATION**

Los Angeles Unified School District

ATTACHMENT A

Student **LIAM J. PEE**

Date of Birth **17-JUN-2019**

Meeting Date **17-OCT-2022**

This page is to be completed for initial IEPs, 3-year evaluations, or when a comprehensive speech-language evaluation has been conducted to determine whether SLI eligibility is appropriate.

Complete Step 1a or 1b

Step 1a. General Education Interventions - Check items as completed

- Intervention strategies implemented, including English Language Instruction or RtI2 prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner).
- Intervention support monitored over several weeks, and modified interventions as necessary based on student response.
- Interventions were not successful, student referred for special education assessment.
- Screening by a speech therapist or a student success team meeting (including a speech therapist) with the focus being speech and language concerns OR an appropriate screening for non-LAUSD enrolled preschoolers.

Step 1b. Interventions Not Applicable

- Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist.

Step 2. Review of Pre-referral Information - Check items as applicable

- The speech or language delay does not appear to be due to unfamiliarity with English.
- The delay does not appear to be due to a lack of instruction in English, dialectical factors or limited language experience.
- The delay does not appear to be due to environmental factors.
- The delay does not appear to be due to economic factors.
- The delay does not appear to be due to social or cultural factors.

Step 3. Assessment - Check either A or B, and complete the remaining items

- A.** Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies. (if a language impairment is suspected) **OR**
- B.** A psychological assessment is not required if the suspected area of disability is voice, fluency or articulation.
 - Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition.
 - A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings.

Complete Step 4

Step 4. Determination of Eligibility of Speech Language Impairment (as the only identified special education eligibility)

- A.** Student meets one or more of the following criteria (check each disorder that applies):
 - A language disorder, which has been identified in an assessment that includes use of two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics where the resulting scores are at least 1.5 S.D. below the mean or below the 7th percentile for the student's chronological age or developmental level and a 50-utterance representative spontaneous language sample where the student displays inappropriate or inadequate usage of receptive and/or expressive language. Note: When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified on the assessment plan [5 CCR 3030 (c)(4)].
 - An articulation disorder (e.g., Pronunciation), which draws adverse attention, significantly interferes with communication and has been identified in an assessment that includes a conversational speech sample which reveals significant interference with communication and identifies single or multiple speech sound errors that are below the student's chronological age or developmental level.
 - A fluency disorder (e.g., Stuttering), which has been identified in an assessment that demonstrates that the flow of verbal expression adversely affects communication between the student and the listener in multiple communication settings and the dysfluency has persisted over time.
 - A voice disorder (e.g., Chronic Hoarseness, Pitch Variations), which has been identified in an assessment by a speech therapist after the etiology has been cleared by a Medical Doctor, in writing.
- B.** The impairment has a significant adverse affect on the student's academic performance.
- C.** The presenting Speech Language Impairment is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, lack of instruction or the unfamiliarity with the English language.

Complete Step 5

Step 5. Consideration for additional special education service(s): Complete A or B.

- A.** In the event a student with eligibility of Speech Language Impairment is being considered for special education academic services and/or support, an updated District psychoeducational evaluation has been completed to determine that SLI is the overarching eligibility.
- B.** Student is not being considered for additional special education academic services and/or support.

If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. Additionally, the IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.