

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200308X156 SSID

Eligible (SLI)

Student BEN DAYAN LIAM MI Last First MI

Date of Birth: 03-MAR-2020

Section A: Meeting Information

Table with 2 columns: Pertinent Dates, Type of Meeting. Includes fields for meeting dates and types like Initial, Annual Review, etc.

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

Section B: Student Information

Form for student information including Date of Birth, Gender, Ethnic Code, Home Address, City, Telephone, School of Attendance, etc.

Form for family and placement information including FFH status, LCI information, and placement type.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **BEN DAYAN**

LIAM

Date of Birth **03-MAR-2020**

Last

First

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="radio"/>	<input type="radio"/>	N/A Preschool Initial IEP
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
2	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
3	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
4	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
5	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Health information for initial health assessment is gathered from interview with parent/guardian on 3/9/2023.

Health Summary: Mother reports a normal pregnancy with no complications. Student was born full term and weighed 5 lbs. He was born healthy and was discharged home with his mother in good health. Developmental milestones as reported by parent: he sat at 6 months, crawled at 7 months, walked at 13 months, first words at 24 months. He is not toilet trained. Allergies: None known. Medication: None. On regular diet and able to chew and swallow food with no difficulty.

Strengths: Student is in general good health with no history of serious illness, injury, accident, surgery, and hospitalization. He is not taking any medication daily or routine basis. He is alert, active and ambulatory. He eats a regular diet, is able to feed himself with fingers/utensils and can drink from a sippy cup. Liam passed his LAUSD audio and vision screening on 3/9/2023.

Areas of Need: Health is not an area of need.

Impact of Disability: Health does not impact student's participation, performance and access in the educational program.

Accommodations/Modifications: None at this time.

Fariba Akhiary, RN 3/9/2023

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):

At the IEP, mom reported that Liam's first word was was at 13 months. He began to talk with more words and phrases at 24 months.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

BEN DAYAN

LIAM

Date of Birth

03-MAR-2020

Meeting Date

17-APR-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area:

General ability

Category:

General Ability



Assessment/Monitoring Process Used:

preschool assessment

State/District Assessment Results:

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 high average range based on performance on the MSEL and information gathered via observation and interview on the DP3.

Liam's profile as examined on the MSEL reflects strengths in general fund of knowledge, visual reception, fine-motor, expressive and receptive language skills.

Areas of need/challenge were not identified per this assessment.

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

Performance Area:

Academics

Category:

Reading



Assessment/Monitoring Process Used:

preschool assessment

State/District Assessment Results:

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 Liam'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 interview on the Developmental Profile 3rd Edition (DP3).

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

Areas of need/challenge were not identified per this assessment.

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Overall, Liam's language skills 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 tells his first/last name and age/gender when asked, responds to 'wh' questions, names or points to age-appropriate objects in a picture-book, follows simple directions in the home, names persons he knows but does not see on regular basis, sings or hums along with favorite nursery rhymes, can repeat a series of two unrelated numbers from one hearing, regularly uses 2-3-5-word phrases to communicates needs/wants/ideas, demonstrates understanding of non-verbal gestures, tries to tell a story when looking at a picture-book, points to at least 9 colors when asked, points to body parts when asked, identifies action words when show in a picture-book, recognizes his name in print, can tell people how old he is now and how old he will be next or (or was last year), uses cause/effect reasoning to get what he wants (I age my carrots so I get candy), identifies in/under or on top of positions shown on paper, can verbally tell what he does when tired/sleepy/hungry, demonstrates understanding of verbal analogies (cold/hot) and can tell if he is a boy/girl. Per parent completed BASC-3 questionnaire Liam 'provides full name when asked, answers the phone properly, communicate clearly, responds appropriately when asked a question, starts conversations and is clear when telling of personal experiences.'

Liam evidences the following needs/challenges: Liam receptive/expressive language skills are emerging and are currently average based on the overall assessment results.
Educational Impact: A communication impact was not identified at this time. However, the final determination for speech/language skills deficit or eligibility, if any, is deferred to District 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):

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

Based on the rater's responses on the Developmental Profile 3, Liam evidences the following strengths: Liam ambulates in the home or the community without excessive falling, avoids obstacles in his path, jumps in place, hops on one foot in play activities, can hit a ball with a bat, rides a scooter or a trike, can open a door lock with a key when allowed, can jump/skip rope, can catch a tennis ball with one hand when thrown to him, walks over obstacles in his path instead of walking into them, walks up/downstairs while holding parent's hand, alternates when walking up/downstairs, can swing himself in a swing, can throw a small ball to someone five feet away, catches a small ball thrown from a few feet away, can push a small chair to where he wants it in the home, can walk on his toes for fun, helps to buckle himself in the car-seat, stacks a tower of blocks, uses a fine pincer grasp to place pennies in a piggy bank, can string beads, copies a vertical/horizontal line or a circle when modeled, can use both hands to unscrew a nut/bolt set can touch his fingers together in both hands.

Liam evidences the following needs/challenges: Motor skills are not noted as an area of need at this time.
Educational Impact: A motor impact was not identified at this time.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BEN DAYAN

LIAM

Date of Birth 03-MAR-2020

Meeting Date 17-APR-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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

Based on observations, informal interviews and the rater's responses on formal rating scales, Liam evidences the following strengths: Liam follows simple directions when engaging adults in play activities, responds well to praise with a high-five or a big smile, exhibits joy at his own little successes, waves bye-bye at the right times or when modeled, likes to explore new places for play opportunities, plays simple games with the parent, knows who the most or least popular children are, attends to his chores at home, expresses a desire to be with or see extended family members, wants to be a part of groups of children he likes, shows fondness for an adult who is seen less than once per week, uses the word 'mine' to defend his possessions, follows parent commands in the home, shows by asking or gestures that he needs to use the toilet, expresses a desire to play with similar aged peers, plays the type of games most children his age like to play, plays group games such as tag or hide-and-seek and can keep busy at an activity he likes for at least 30 minutes. Per parent completed BASC-3 questionnaire Liam 'begins conversations appropriately, says please and thank you, offers to help other children, politely asks for help, complements others, volunteers to help with things, uses appropriate table manners, is easy to please, adjusts well to new family plans, shares toys or possessions with others, tries new things, recovers quickly after a setback and adjusts well to new surroundings.'

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):

Liam evidences the following needs/challenges: Social emotional skills are not noted as an area of need at this time. Liam is NOT reported to flap his hands when excited, rock in place for no reason, walk around the corners of the room for a long time, be a picky eater, line up objects in a row, refuse offers of play from his peers, parallel play or play alone the presence of his peers, refuse to share fun activities with peers, insist on taking certain toys with him when leaving the house, echo or repeat what is said to him, utter phrases out of context when walking around or when spoken to, mouth toys excessively, resist being touch/held by loved ones and does not need to be called multiple times before he responds to him name called by the parent. Per parent completed BASC-3 questionnaire Liam is NOT 'odd, present as unaware of others, stare blankly, do strange things, say things that make no sense, act strangely, babble to himself, show feelings that do not fit the situation, do weird things, show fear of strangers, isolate himself from others, avoid other children, have trouble making new friends, avoid making friends and does not prefer to play alone.'

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Overall, Liam's self-help/adaptive behaviors are found to be in the very superior range.

Based on observations, informal interviews and the rater's responses on formal rating scales, Liam evidences the following strengths: Per parent report Liam helps with dressing or undressing by holding hands up/down as needed, drinks from a sippy or regular cup, feeds himself using a fork/spoon, can pour a cup of milk into a bowl of cereal, fixes himself a simple sandwich when allowed, can cut his chicken/fish, orders what he wants from a restaurant menu, can fix himself simple foods when allowed, eats solid foods without difficulty, can spread butter/jam on toast, can take off his shoes independently, can pull down zippers, can undo Velcro, will help with clean up time when assisted by the parent, uses the toilet without parent assistance, can wash/dry his hands/face well enough so that it does not have to be re-done by the parent, can put on his shoes, can put on his pants, tells his first/last name and age/gender when asked, can navigate the internet to desired sites to play games.

Liam evidences the following needs/challenges: Adaptive skills are not noted as an area of need.
Educational Impact: A self-help/adaptive behavior impact was not identified at this time.

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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **BEN DAYAN**

LIAM

Date of Birth **03-MAR-2020**

Meeting Date **17-APR-2023**

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Background: Liam, a 3 year 0 month old preschool student, was referred by Regional Center for a language and speech assessment as part of his comprehensive initial IEP assessment to determine need for possible special education services. Liam is a client of Regional Center and has been receiving early intervention services, including speech therapy. Per his mother, he received approximately six months of speech therapy before reaching his third birthday. Liam does not attend daycare or preschool at this time. He will begin a preschool program in September 2023. The languages of instruction at his preschool will be both Hebrew and English. Liam's primary language and dominant language is Hebrew.

Strengths: Liam has made very good progress in his language skills through participation in speech therapy, per his mother. Liam demonstrated a number of age-appropriate receptive language skills and showed a relative strength in receptive language skills during this assessment. Expressively, Liam is able to use 3-4+ word utterances.

At the time of Liam's IEP meeting on 04/17/2023, Liam's mother reported Liam has continued to show very good growth and progress in his language development. Family members are able to understand his speech better and he is talking a lot more in general. Parent thinks he will continue to develop his language skills, especially when he enrolls in his preschool program in September 2023, which will be a bilingual English/Hebrew program. Parent reported she does not have concerns for Liam at this time because he is making good progress.

Continued below.

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):

Continued from above.

Needs: During the assessment Liam had difficulty demonstrating expressive language skills related to using a variety of vocabulary items in his spontaneous speech, describing what is happening in pictures while using sentences, and participating in simple conversations. Speech intelligibility is an area of concern as during the assessment, Liam's connected speech could be difficult to understand without careful listening. In addition, parent reported there are some Hebrew consonant sounds which are difficult for him, due to his history of speech delay. Per his Speech/Language Evaluation Report, dated 07/05/2022, completed when Liam was 28 months of age, the following was reported: receptive language fell in the 21-24 month age range, with scattered skills to the 30-33 month age range (mild receptive delay) and expressive language skills fell in the 6-9 month age range with scattered skills to the 9-12 month age -range (severely delayed expressive language). This was a bilingual assessment completed by a Hebrew/English Bilingual Speech-Language Pathologist, Noffar Kaspi, M.A., CCC-SLP.

Educational impact of disability: Liam's special education eligibility (which is determined at his IEP meeting) is accompanied by expressive/receptive language delay that affects his ability to communicate which impacts his involvement and progress in the general education curriculum.

Marianne Milham, MS, CCC-SLP
LAUSD Speech language pathologist

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last BEN DAYAN First LIAM MI

Date of Birth 03-MAR-2020

Meeting Date 17-APR-2023

Section F: Eligibility

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

Health, general ability, academic performance, language, motor, social-emotional, and self-help/adaptive development

For Initial IEP, interventions attempted prior to determining eligibility:

NLACRC: CDS once weekly, LAS once weekly

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:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **BEN DAYAN** **LIAM**
 Last First MI

Date of Birth **03-MAR-2020**

Meeting Date **17-APR-2023**

Section G: Annual Goals and Objectives

Performance Area: **Expressive language** Category: **Language – Expressive** Annual Goal #: **1**

Liam will use intelligible, 4+ word utterances to describe pictures or respond to simple questions about pictures in a story, in 4/5 opportunities, given minimal (1-2) 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:

Liam will use intelligible, 4+ word utterances to describe pictures or respond to simple questions about pictures in a story, in 4/5 opportunities, given maximum (5 or more) prompts/cues.

Incremental objective #2 related to the goal:

Liam will use intelligible, 4+ word utterances to describe pictures or respond to simple questions about pictures in a story, in 4/5 opportunities, given moderate (3-4) prompts/cues.

Date to be achieved: **August** **2023** MO/YR

Date to be achieved: **December** **2023** MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				Goal Achievement
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Last

First

MI

Date of Birth

Meeting Date

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)

Adaptations:

- Visual support

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: BEN DAYAN, First: LIAM, MI

Date of Birth: 03-MAR-2020

Meeting Date: 17-APR-2023

Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for: A Parent's Guide to Special Education Services... The IEP Team Meeting Introductory Statements... The parent/guardian was informed of his/her right to a written translation of the IEP.

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

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

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

Special Requests: [text box]

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Options for compensatory education: IEP team has reviewed... Student received all... Student did not receive all... Compensatory education consideration was documented on IEP dated [dropdown]

Recoupment Services Consideration:

- Options for recoupment services: IEP team has reviewed... Student has made expected progress... Student experienced learning loss... Recoupment services consideration was documented on IEP dated [dropdown]

- 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 BEN DAYAN LIAM MI

Date of Birth 03-MAR-2020

Meeting Date 17-APR-2023

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: Phone, ECSE, 13-MAR-2023

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

Large empty box for parent concerns and comments.

Signature(s) [] [] Date []

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

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

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

Signature(s) [] [] Date 17-APR-2023



Parent IEP Experience Survey
Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

<http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/>

Please ask your school staff if in need of assistance.

En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



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="Natalie Shaul (Via Zoom)"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Valerie Brekke"/>	<input type="text" value="Valerie Brekke"/>
Special Education Teacher	<input type="text" value="Nooshi Ceresia"/>	<input type="text" value="Nooshi Ceresia"/>
General Education Teacher	<input type="text" value="Evelyn Carlos (Via Zoom)"/>	<input type="text"/>
School Psychologist	<input type="text" value="Michelle Farish"/>	<input type="text" value="Michelle Farish"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Marianne Milham"/>	<input type="text" value="Marianne Milham"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text" value="Irit Drori (Via Zoom)"/>	<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"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last BEN DAYAN

First LIAM

MI

Date of Birth 03-MAR-2020

Meeting Date 17-APR-2023

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.

Student

Date of Birth

Meeting

Last

First

MI

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.
<div style="border: 1px solid black; height: 80px;"></div>		

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.
<div style="border: 1px solid black; height: 80px;"></div>		

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.
	<div style="border: 1px solid black; height: 80px;"></div>	

Student

Date of Birth

Meeting

Last

First

MI

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

Date of Birth

Meeting Date

Last

First

MI

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (SLI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="Preschooler Non-LAUSD/Not Headstart"/>	<input type="text"/>
	Name of School	<input type="text" value="SP ED INF/PRE (1989)"/>	<input type="text"/>
		<input type="text" value="COHASSET ST EL"/>	<input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="AECp"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Expressive language)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
Parent Counseling and Training (PCT)		<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation	<input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	<p>Provide language stimulation activities/instruction, as well as sound discrimination activities/instruction for place and manner of articulation for target sounds (auditory bombardment and practice in small increments, such as sound-to-syllable to word-to-sentence to conversational levels, and encourage imitation).</p> <p>Match tasks/assignments to interests and ability levels. Provide ample opportunity and encouragement to use verbal expressions. As needed, provide frequent direct/indirect cues, models, and explanations (repeated instructions) on how to self-monitor and produce age-appropriate language independently.</p> <p>Provide a long response time.</p>	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<input type="text"/>
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	<input type="text"/>

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 (AECPE) 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 one 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
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	AECF		Setting:	General Education					
Eligibility:	Eligible (SLI)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received									
Parent Signature:									
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

Date of Birth

Meeting Date

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.