

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200257X181 SSID 4087827314
 Student OKANIN LIEL MI
 Last First MI

Eligible (OHI)

Date of Birth: 04-MAR-2018

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 01-JUL-2022	<input type="radio"/> Initial
Date of Present Meeting: 19-APR-2023	<input type="radio"/> Amendment of IEP dated
Annual Review to be conducted by: 19-APR-2024	<input type="radio"/> Annual Review
Next Three Year Review will be conducted by: 18-APR-2026	<input checked="" type="radio"/> Three Year Review
Three Year Review or Evaluation was conducted on: 19-APR-2023	<input type="radio"/> Early Start Transition
Transition to Kindergarten to be conducted by: 01-MAY-2023	<input type="radio"/> Expulsion Analysis
	<input type="radio"/> Individual Transition Plan

Location of Meeting: VANALDEN AVE EEC District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 04-MAR-2018 Age: 5 Grade: -1
 Gender: Male Female Ethnic Code: White
 Location of the Psych Folder: SUPPORT UNIT NORT Student has no Psych Folder:
 Location of the Cum Folder: Student has no Cum Folder:
 Home Language: English Student Language: English Alternate Mode of Communication:
 Home Address of Student: 5945 WILBUR AVE
 City: TARZANA CA ZIP Code: 91356
 Home Telephone: 818-288-7363 Daytime Telephone: Emergency Telephone:
 School of Attendance: Vanalden Ave Eec Location Code: 9542
 School of Residence: TARZANA EL Location Code: 7041
 Name of Parent/Guardian: Renee Chitrit /Tomer Ok Telephone:
 Address: same as student
 City: CA ZIP Code:
 Surogate Parent: Telephone:
 Attends **CURRENT SCHOOL** as a result of one of the following: Special Education Placement

PCC

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last First MI

Date of Birth

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" value="Visual Motor / OT"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category <input type="text" value="Praxis"/>			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
2 <input type="text" value="Fine Motor / OT"/>	<input type="radio"/>	<input checked="" type="radio"/>	Letter formation is not at 90% accuracy.
Category <input type="text" value="Visual Motor"/>			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
3 <input type="text" value="Following Routines"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category <input type="text" value="Social Emotional Development"/>			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
4 <input type="text" value="Pre-writing Skills"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category <input type="text" value="Cognitive Development"/>			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
5 <input type="text" value="School Readiness"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category <input type="text" value="Cognitive Development"/>			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
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"/>	
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"/>	
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"/>	
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"/>	
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"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OKANIN

LIEL

Date of Birth 04-MAR-2018

Meeting Date 19-APR-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area: Social Emotional

Category: Social Emotional Development

Assessment/Monitoring Process Used: Desired Results Developmental Profile / Spring 2023. Informal Observation

State/District Assessment Results:

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

STRENGTHS: On the Spring 2023 DRDP, in the domain of Social Emotional Development, Liel scores in the Building / Integrating categories indicating this is an area of strength.
 Liel demonstrates the ability to join in classroom activities lasting 10-12 minutes. Liel has met his Following Routines goal #3.

Liel is a Visual, Auditory, and Kinesthetic learner. He learns equally well by seeing a given lesson, hearing instructions, and through interaction (touch) with the activity. His Attention Maintenance is exemplified by his ability to attend 15-20 minutes in either large or small group setting; or engaging in solitary play.

Liel is exposed to all areas of the classroom routine which nurture the development of social emotional skills. He is a good friend and participates in cooperative play with one or more peers throughout the day. His favorite activities involve art, any type of car play (using buildings, race tracks, town map with tracks), and building with magnetic geometric tiles. He plays cooperatively with other children for at least 20 minutes. He is able to follow classroom rules and limits with minimal adult reminders. He is able to transition from one activity to another. He is able to choose an activity and will clean up when finished. He will play along side another child with both indoor and outdoor activities as well as play contently alone. Liel takes the initiative in creating cooperative activities with friends both during both indoor and outdoor activities (riding bikes, building a tree house, making a town for car play). Liel engages in pretend play with others. For example, wearing the fire fighter hat or making 'food' using the play kitchen.

AREA OF NEED: Social Emotional Development is not an area of need.
IMPACT OF DISABILITY: Liel's Eligibility of OHI does not impair his ability to access the General Education curriculum in the domain of Social Emotional Development.

Performance Area: Physical

Category: Physical Development

Assessment/Monitoring Process Used: Desired Results Developmental Profile / Spring 2023. Informal Observation

State/District Assessment Results:

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

STRENGTHS: On the Spring 2023 DRDP, in the domain of Physical Development, Liel scores in the Integrating Earlier category indicating this is an area of strength.

Liel is a Visual, Auditory, and Kinesthetic learner. He learns equally well by seeing a given lesson, hearing instructions, and through interaction (touch) with the activity. His Attention Maintenance is exemplified by his ability to attend 15-20 minutes in either large or small group setting; or engaging in solitary play.

Liel is exposed to and participates with all areas of his preschool program that nurture the development of motor skills. He is able to use play dough, crayons, glue, scissors, felt pens, chalk, and paint brushes. He runs, climbs, participates in music and movement, kicks and throws balls, rides bikes, builds with manipulative toys and blocks. Liel is able to put together a puzzle and build with magnetic blocks, wooden blocks, and Legos.

Liel is able to build a tower of blocks. While one tower of blocks stands, he will build a second tower. Liel is able to create a complex structure using magnetic shape tiles.

AREA OF NEED: Physical Development is not an area of need.
IMPACT OF DISABILITY: Liel's Eligibility of OHI does not impair his ability to access the General Education curriculum in the domain of Physical Development.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OKANIN

LIEL

Date of Birth 04-MAR-2018

Meeting Date 19-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):

STRENGTHS: On the Spring 2023 DRDP, in the domain of Language Development, Liel scores in the Integrating Earlier category indicating this is an area of strength.

Liel is a Visual, Auditory, and Kinesthetic learner. He learns equally well by seeing a given lesson, hearing instructions, and through interaction (touch) with the activity. His Attention Maintenance is exemplified by his ability to attend 15-20 minutes in either large or small group setting; or engaging in solitary play.

Liel is able to perform a routine activity, looks at objects and people when named, follows requests, understands questions, follows multi-step directions. He will engage in extended focused conversations that involve reasoning, for example when building a complex car track with his friends.

Liel participates in his language rich preschool environment on a daily basis. He is able to carry out multi-step requests that involve a familiar activity or situation. He is able to anticipate and follow all classroom rules and routines independently or with verbal request from an adult.

Liel is exposed to and participates with both large and small group activities involving dialogging with the teacher as a story is read, a curriculum theme is discussed, which is then supported with art and craft activities.

AREA OF NEED: Language Development is not an area of need.
IMPACT OF DISABILITY: Liel's Eligibility of OHI does not impair his ability to access the General Education curriculum in the domain of Language Development.

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):

STRENGTHS: On the Spring 2023 DRDP, in the domain of Cognitive Development, Liel scores in the Building / Integrating categories indicating this is an area of strength.

Liel demonstrates the ability to string at least 8 out of 10 small objects. He has met his Pre-Writing Skills goal #4.
 Liel demonstrates the ability to answer questions before, during, and after read-aloud sessions. He has met his School Readiness goal #5.

Liel is a Visual, Auditory, and Kinesthetic learner. He learns equally well by seeing a given lesson, hearing instructions, and through interaction (touch) with the activity. His Attention Maintenance is exemplified by his ability to attend 15-20 minutes in either large or small group setting; or engaging in solitary play.

Liel is exposed to and is engaged with all areas of his preschool program which nurture the development of Cognitive skills. He enjoys playing with puzzles and other building manipulative toys. He is able to sort objects into two or more groups based on one or more attribute (shape or size). When shown a variety of shapes or toys with varying sizes, he will accurately identify which is larger, smaller. Liel is able to follow along during circle time and nod head yes or no. Liel will raise his hand when his teachers asks a question.

Liel will follow along with the correct movements during live music group time, for example following along with the 'Good Morning' song. A favorite is 'The Floor Is Lava'. Liel recognize most of his colors. For example gray, yellow, blue, red, white, green, black, orange, purple.

AREA OF NEED:- Cognitive Development is not an area of need.
IMPACT OF DISABILITY: Liel's Eligibility of OHI does not impair his ability to access the General Education curriculum in the domain of Cognitive Development.

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):

STRENGTHS: On the Spring 2023 DRDP, in the domain of Literacy, Liel scores in the Building category indicating this is an area of strength.

Liel is a Visual, Auditory, and Kinesthetic learner. He learns equally well by seeing a given lesson, hearing instructions, and through interaction (touch) with the activity. His Attention Maintenance is exemplified by his ability to attend 15-20 minutes in either large or small group setting; or engaging in solitary play.

Liel is exposed to and is involved in all areas of the preschool program which nurture the development of Literacy skills. He looks at books on his own and will choose to join reading, singing and rhyming activities during large or small group time. With adult support, he will provide responses to questions when attending to books or other materials that include text. Liel will point to pictures in a book while an adult reads. He is curious and will turn pages, lift tabs, choose favorite books.

Liel will participate in art or crafts that reflect the book read at large group time. For example, making a building with geometric shapes after the story 'Building A House'.

Liel is learning to write his name and is beginning to identify / distinguish letters of the alphabet.

AREA OF NEED: Literacy is not an area of need.

IMPACT OF DISABILITY: Liel's Eligibility of OHI does not impair his ability to access the General Education curriculum in the domain of Literacy.

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):

On the Spring 2023 DRDP, in the domain of Mathematics, Liel scores in the Building Earlier category indicating this is an area of continued growth.

Liel is a Visual, Auditory, and Kinesthetic learner. He learns equally well by seeing a given lesson, hearing instructions, and through interaction (touch) with the activity. His Attention Maintenance is exemplified by his ability to attend 15-20 minutes in either large or small group setting; or engaging in solitary play.

STRENGTHS: Liel participates in all preschool activities which nurture the development of Mathematic skills. Liel is able to count from 1 to 10 objects with one to one correspondence up to 5. He is able to identify the new number of objects after one object is added to or removed (addition and subtraction). He especially enjoys math games (teacher using fingers to add and subtract / how many) at the table while waiting for meals. He continues to practice extended a pattern (red, blue...red, blue). Liel is able to sort objects into two groups based on one attribute, for example from a pile of different colored dinosaurs, he is able to sort the yellow dinosaurs' and the blue ones.

Liel is able to identify shapes in his environment such as a round clock, square book, rectangle table.

AREA OF NEED: Without adult support, Liel demonstrates the inability to 'give' adult 10-20 objects; counting with one-to-one correspondence.

IMPACT OF DISABILITY: Liel's Eligibility of OHI impacts his ability to access the General Education curriculum in the domain of Mathematics.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

OKANIN

LIEL

Date of Birth

04-MAR-2018

Meeting Date

19-APR-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Health

Category:

Health

Assessment/Monitoring Process Used:

Review of records and health questionnaire

State/District Assessment Results:

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

This health report is based on a review of health records and Health Questionnaire for School Enrollment completed by parent on 1/18/2023. Liel has no history of any major illness or significant chronic health condition. There is no report of any hospitalization, surgery, or major injury. Liel is not on any prescription medication and has no known allergies.

Strength: Liel does not need any assistance with activities of daily living including ambulation, feeding and toileting. He has no dietary restrictions and does not need any specialized procedure or medical treatment during the school day. Liel passed vision and hearing screenings on 6/17/2022.

Areas of Need: None related to health.

Impact of Disability: Liel's health does not impact participation, performance, and access to educational program.

Accommodation/Modifications: None related to health.

Report submitted by Chinyelu Ojukwu, RN, MPH School Nurse Early Childhood Special Education 1/25/2023.

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):

Empty text box for current performance/assessment summary.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OKANIN

LIEL

Date of Birth 04-MAR-2018

Meeting Date 19-APR-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area: Motor Planning

Category: Visual Motor

Assessment/Monitoring Process Used: 1:1 interaction, observation, teacher report, work samples

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: Liel presents with adequate range of motion, strength & postural control to assume & maintain postures required at school. He presents with functional visual perceptual skills to match some colors, shapes, and letters. He can sustain a dynamic tripod on a drawing utensil with functional grasp patterns to manipulate basic classroom tools and toys/manipulatives. He met his visual motor/praxis cutting goal and made good progress towards his fine motor/visual motor goal meeting both objectives.

Student's areas of needs: Liel shows decreased motor planning that impacts tracing letters.

Impact of disability on academic and overall performance: Liel's disability contributes to weakness in the areas of visual motor and praxis affecting his ability to motor plan tracing letters which impacts involvement and progress in the general education curriculum.

Desiree Micure, OTR/L

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 OKANIN LIEL MI

Date of Birth 04-MAR-2018

Meeting Date 19-APR-2023

Section F: Eligibility

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

Cognitive, Literacy, Mathematics, Social Emotional, Language , Physical

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code: OHI Other Health 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
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When given up to thirty objects, OKANIN LIEL will count, recognize, represent, name, order the number of objects with 90% accuracy in 3 of 5 trials, as measured by teacher-made tests/teacher-charted data.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

When given up to ten objects OKANIN LIEL will count, recognize, represent, name, order the number of these objects with 80% accuracy in 3 of 5 trials, as measured by teacher-made tests/teacher-charted data.

Incremental objective #2 related to the goal:

When given up to twenty objects, OKANIN LIEL will count, recognize, represent, name, order the number of these objects with 70% accuracy in 3 of 5 trials, as measured by teacher-made tests/teacher-charted data.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
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 G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

To demonstrate improved visual motor skills, Liel will print his name and copy the letters of the alphabet with 80% legibility, with no more than three verbal prompts, in 4 out of 5 opportunities.

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 demonstrate improved visual motor skills, Liel will trace his name with 80% legibility, with no more than three verbal prompts, in 4 out of 5 opportunities.

Incremental objective #2 related to the goal:

To demonstrate improved visual motor skills, Liel will print his name and copy the letters of the alphabet with 70% legibility, with no more than three verbal prompts, in 4 out of 5 opportunities.

Date to be achieved: MO/YR

Date to be achieved: 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"/>	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

OKANIN

LIEL

Last

First

MI

Date of Birth

04-MAR-2018

Meeting Date

19-APR-2023

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 OKANIN LIEL MI Last First MI

Date of Birth 04-MAR-2018

Meeting Date 19-APR-2023

Section N: Procedural Safeguards and Follow-up Actions

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

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

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

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

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

Specify the Individual Pages to be translated:

all pages

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.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student OKANIN LIEL MI Last First MI

Date of Birth 04-MAR-2018

Meeting Date 19-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: Other, C. Cummins, 15-FEB-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) [Handwritten Signature]

[Handwritten Signature]

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) [Handwritten Signature]

[Handwritten Signature]

Date 19-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="Renee Chitrit"/>	<input type="text" value="Renee Chitrit"/>
Parent/Guardian	<input type="text" value="Tomer Okanin"/>	<input type="text" value="Tomer Okanin"/>
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" value="Jessica Chavarria"/>	<input type="text" value="Jessica Chavarria"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Cynthia Cummins"/>	<input type="text" value="Cynthia Cummins"/>
General Education Teacher	<input type="text" value="Maria Trujillo"/>	<input type="text" value="Maria Trujillo"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text" value="Mai Bui"/>	<input type="text" value="Mai Bui"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Desiree Mieure"/>	<input type="text" value="Desiree Mieure"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <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 First MI

Date of Birth

Meeting Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> Yes <input type="radio"/> 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.
	<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 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.
<div style="border: 1px solid black; height: 80px;"></div>		

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?	
	<input type="radio"/> Yes <input type="radio"/> 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.
	<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 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.
<div style="border: 1px solid black; height: 80px;"></div>		

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.
<input type="text"/>		

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.
<input type="text"/>		

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.
	<input type="text"/>	

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 checked="" 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
 Last First MI

Date of Birth

Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text" value="19-APR-2023"/>	<input type="text" value="01-AUG-2023"/>
Eligibility: (from Page 4)		Eligible (OHI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text" value="General Education"/>
Placement	Type of School	<input type="text" value="District Resident School"/>	<input type="text" value="District Resident School"/>
	Name of School	<input type="text" value="VANALDEN AVE EEC"/>	<input type="text" value="TARZANA EL"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text" value="General Education"/>
	Program	<input type="text" value="PCC"/>	<input type="text" value="GE"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Mathematics),2(Fine Motor)"/>	<input type="text" value="1(Mathematics),2(Fine Motor)"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text" value="None"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text" value="No"/>
	Transportation	<input type="text" value="None"/>	<input type="text" value="None"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Parent Counseling and Training (PCT)	Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation	<input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Repetition of activity with adult model and verbal support."/>	<input type="text" value="Repetition of activity with adult model and verbal support."/>
	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 type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text" value="Re-evaluation of OHI Eligibility conducted for 3-year review."/>	<input type="text"/>
Comments, as appropriate			
Low Incidence Equipment	<input type="text"/>		
Assistive Technology Equipment	<input type="text"/>		

**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
Service 1	Start Date:	Effective on Signature Date 19-APR-2023	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals :	Interval:	Yearly	
	Minutes/Interval:	540	
<input type="text" value="2(Fine Motor)"/>	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 2	Start Date:	Effective with Future Changes 19-APR-2023	01-AUG-2023
RSP	End Date:		01-APR-2024
RSP	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following goals :	Interval:		Monthly

1(Mathematics)	Minutes/Interval:	30
	Minutes/Interval (Pullout from Gen Ed):	30
	Service Delivery Model:	Direct Service (Collaborative)**
	RSP Area:	Math
	Responsible Personnel:	General Education Teacher
		Resource Specialist Teacher

**

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

The IEP team determined that compensatory and recoupment services are not recommended at this time because the student did not have an IEP from March 17, 2020, until the end of the 2021-2022 school year (Pandemic Period), therefore no compensatory and recoupment services are owed.

Part 4 - Additional Discussion (This section is optional)

This is Liel's transition to elementary IEP meeting.
 This transition IEP is primarily to discuss his progress as well as have a placement discussion surrounding LRE. Liel will remain a student in the PCC program at Vanalden Early Education Center for the duration of the 2022-2023 school year. For the 2023-2024 school year, Liel will attend Tarzana Elementary, his school of residency, in the General Education class with the Resource Specialist Program support in the area of math and Occupational Therapy services. The parent stated concerns about Liel's behavior/attention that she sees at home. The parent also reported that ADHD and ADD run on the father's side. The mother reported that she sees a Parent Behavior Therapist every 2 weeks for about 45 minutes to help support Liel's behavior at home. To address these concerns, the IEP team gave the parents strategies to apply at home. The mother also reported that they are looking at moving during the summer months.

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:		PCC		Setting:		General Education			
Eligibility:		Eligible (OHI)		Curriculum:		General Education			
Transportation:		None		Low Incident Support:		None			
Date District Received		19-Apr-2023							
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
16	Occupational Therapy	Effective on Signature Date		Yearly	1-10	~	540	Fine Motor	--
RSP	RSP	Effective with Future Changes 01-Aug-2023		Monthly	1-5	RSP-Math	30	Mathematics	--

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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.