

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number: 200254X856 SSID: 4011678156
 Student: BRAUMAN ROMY MI
 Last First MI

Eligible (SLI)

Date of Birth: 10-DEC-2017

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 01-JUN-2022	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 12-JUL-2023	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 12-JUL-2024	<input checked="" type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 12-JUL-2026	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 12-JUL-2023	
Transition to Kindergarten to be conducted by:	
Location of Meeting: SP ED INF/PRE (1989)	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 10-DEC-2017	Age: 5	Grade: -1
Gender: <input type="radio"/> Male <input checked="" type="radio"/> Female	Ethnic Code: Decline to State	
Location of the Psych Folder: SUPPORT UNIT NORT	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder:	Student has no Cum Folder: <input checked="" type="checkbox"/>	
Home Language:	Student Language:	Alternate Mode of Communication:
Home Address of Student: 12032 TIARA ST		
City: VALLEY VILLAGI CA	ZIP Code: 91607	
Home Telephone: (818) 422-4885	Daytime Telephone:	Emergency Telephone:
School of Attendance: Sp Ed Inf/Pre (1989)	Location Code: 1989	
School of Residence: Burbank Blvd El	Location Code: 2630	
Name of Parent/Guardian: Luchiano Brauman	Telephone:	
Address: same as above		
City:	ZIP Code:	
Surogate Parent:	Telephone: (818) 422-4885	
Attends CURRENT SCHOOL as a result of one of the following:	Private School Enrollment	
Private School: Emek Hebrew Academy Teichman Family Torah Center		
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#:	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship:	
Licensed Children's Institution <input type="radio"/> No <input type="radio"/> Yes	LCI Name:	
	LCI#:	
Out of the home placement made by <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input type="radio"/> Yes	

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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="Language"/>	<input type="radio"/>	<input checked="" type="radio"/>	More time needed
Category <input type="text" value="Language Function"/>			
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="Language"/>	<input type="radio"/>	<input checked="" type="radio"/>	More time needed
Category <input type="text" value="Language Function"/>			
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="Language"/>	<input type="radio"/>	<input checked="" type="radio"/>	More time needed
Category <input type="text" value="Language Function"/>			
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	More time needed
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	More time needed
4 <input type="text" value="Social Emotional"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category <input type="text" value="Social Emotional"/>			
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"/>	<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"/>
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)

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Date of Birth

Meeting Date

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):

The health update is based on a review of the information obtained from the Health Questionnaire for School completed by parent, Luchiano Brauman and parent conference with father on 06/07/2023 by Teresa Bernaldo, RN, CSN.

Health Summary: Romy is a five-year-five-month-old student (during the health review) who is referred for a health review and update. Parent reports no serious illness, surgeries, accidents, injuries or hospitalizations. Student is in stable health. Currently not taking any medication on a regular basis at home and at school. No dietary restrictions and no known allergies to food or medication. Immunizations are up-to-date.

STRENGTH: Generally healthy child. Parent reports that student had no vision problem and does not require any corrective lenses. Parent reports no hearing problem. No assistance needed with walking, toileting, and feeding. Student is toilet trained and is independent with age-appropriate activities of daily living.

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

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

ACCOMMODATIONS: None based on health.

Teresa Bernaldo, RN, Credentialed School Nurse
Early Childhood Special Education
06/07/2023

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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Section E: Present Level of Performance

Performance Area: Social Emotional Development

Category: Social Emotional Development

Assessment/Monitoring Process Used: DRDP, teacher report, student observation

State/District Assessment Results: DRDP

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

Strengths: Romy anticipates need for comfort and prepares herself in simple ways. She expresses feelings through constructive forms of communication, such as asking a teacher for help. She follows expectations for sharing. Romy describes herself or others based on physical characteristics. She communicates with adult assistance, about feelings that caused her own or others' behavior. Romy seeks a familiar adult's ideas or explanations about events or experiences that are interesting to her. She participates in brief episodes of cooperative play with a preferred peer. Needs: Romy needs to improve in her ability to take initiative in creating cooperative activities with peers. She needs to extend episodes of play, including pretend play, with peers. Impact of Disability: Romy's eligibility of speech and language impairment interferes with her ability to initiate play with peers and to extend episodes of play. This impacts her ability to access the general education curriculum.

Performance Area: Language Development

Category: Language - Expressive

Assessment/Monitoring Process Used: DRDP, teacher report, student observation

State/District Assessment Results: DRDP

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

Strengths Romy shows understanding of words and phrases. She carries out familiar multi-step requests. Romy uses short phrases or sentences of more than two words to communicate. She engages in brief back and forth communication using short phrases. Needs: Romy need to improve her ability to show understanding of more complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities. She needs to carry out multi-step requests that involve a non-familiar activity or situation. Romy needs to communicate in sentences containing nouns, verbs, and other words, such as adjectives and recently encountered vocabulary in communication. She needs to engage in conversations with a shared focus. Impact of Disability: Romy's eligibility of speech and language impairment interferes with her ability to engage in language activities, follow multi-step directions, and communicate in expanded sentences. This impacts her ability to access the general education curriculum.

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Section E: Present Level of Performance

Performance Area: Cognitive Development

Category: Cognitive Development

Assessment/Monitoring Process Used: DRDP, teacher report, student observation

State/District Assessment Results: DRDP

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

Strengths: Romy maintains attention on own during activities that last for extended periods of time. She imitates multiple steps of others' actions and repeats phrases experienced at an earlier time. Romy explores through simple observations or manipulations, or by asking simple questions. She continues self selected activities on her own, seeking adult support to work through challenges.
Needs: None at this time
Impact of Disability: None

Performance Area: Physical Development

Category: Physical Development

Assessment/Monitoring Process Used: DRDP, teacher report, student observation

State/District Assessment Results: DRDP

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

Strengths: Romy tries different ways to coordinate movements of large or small body parts. She coordinates movements successfully. Romy uses two or more movements sequentially to manipulate objects. She is able to utilize both hands doing different motions, such as unscrewing a cap of a marker.
Needs: None at this time
Impact of Disability: None

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Section E: Present Level of Performance

Performance Area: Literacy

Category: Literacy Development

Assessment/Monitoring Process Used: DRDP, teacher report, student observation

State/District Assessment Results: DRDP

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

Strengths: Romy initiates looking at and talking about books, listening to and talking about stories, or acting out a story. She demonstrates awareness of how books are handled. Romy engages actively in play with sounds in words, rhymes, or sings songs. She repeats simple rhymes. Romy demonstrates awareness of a few letters in the environment and recently has succeeded in recognizing and writing the letters of her name. She makes marks on a paper to represent people, things, or events.

Needs: Romy needs to improve her ability to extend literacy activities by retelling a story, drawing pictures about a story, or acting out a story. She needs to demonstrate knowledge of main characters, events, or ideas in familiar narrative or informational text.

Impact of Disability: Romy's eligibility of speech and language impairment interferes with her ability to engage in literacy activities, knowledge of main characters, events, or ideas in text. This impacts her ability to access the general education curriculum.

Performance Area: Math

Category: Mathematical Development

Assessment/Monitoring Process Used: DRDP, teacher report, student observation

State/District Assessment Results: DRDP

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

Strengths: Romy sorts objects into two groups based on one attribute. She demonstrates understanding that adding objects to a group makes more and taking away objects makes fewer or less. She shows understanding of some by using words to describe them such as 'big' or 'heavy.' Romy matches simple sequences that are seen, heard, or experienced. She matches similar shapes and distinguishes them from dissimilar shapes and can identify basic shapes such as squares, circles, triangles.

Needs: Romy needs to improve in her ability to count using one to one correspondence and to recite numbers in order from 1-10. She needs to identify the new number of objects after one object is added or removed. She needs to identify differences in size, length, weight, or capacity by using comparative words (e.g. 'bigger' 'smaller' or showing understanding of comparative words. Romy needs to identify and name shapes.

Impact of Disability: Romy's eligibility of speech and language impairment interferes with her ability to engage in mathematical activities such as counting, using words to identify differences in math related concepts and identifying shapes. This impacts her ability to access the general education curriculum.

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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):

Background:
 Romy is a 4 year, 5 month old child who is not currently, and was not previously a client of the Regional Center. Currently Romy attends Emek Hebrew Academy. She attends from Monday through Friday, from 8:30 a.m. to 3:30 p.m. Romy began attending the school program in August 2021. Father stated English is the primary language spoken at the school. Prior to attending Emek Hebrew Academy Romy attended Elinor Daycare. Hebrew was the primary language spoken at the daycare. Romy began attending the daycare at approximately 2 years of age.

Strengths:
 Receptively, per parent report, Romy identifies body parts, colors, and shapes. During this assessment Romy identified objects, identified action words, and identified objects by function. She followed two-step directions when supported with visual cues. She identified 6+ colors, and demonstrated understanding of the concepts of one/all.

Expressively, per parent report Romy uses words more than gestures to communicate. She asks and answers a variety of wh- questions. Father stated Romy is able to produce up to a 4-word sentence. During this assessment Romy labeled a few basic objects (in a combination of Hebrew and English). She also produced a few three-word utterances.

In regard to pragmatics/social skills, Romy gave 5 on request. She demonstrated communicative intent and joint attention was obtained during presented activities. She responded to her name. After 40 minutes of refusing to participate, Romy engaged in a few adult initiated play activities.

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):

Needs:
 Receptively, due to refusal to participate information about higher-level receptive language tasks was unable to be obtained at this time. However, it was observed that as the tasks became increasingly complex (e.g. making inferences, understanding analogies, understanding negatives in sentences) instead of attempting a response, when presented with the task Romy typically responded by looking down and not responding at all.

Expressively, during this assessment Romy labeled a minimal number of basic objects (in a combination of Hebrew and English). She did not produce any 4 or 5 word utterances. Aside from concrete 'What's that' questions, during this assessment Romy did not respond to most open-ended wh- questions (presented in Hebrew or English). She did not initiate a conversation (either with the assessor or her father), did not comment on play, did not describe pictured actions, and did not maintain any conversation.

In regard to pragmatics/social skills, although Romy was able to eventually be engaged in a reciprocal play interaction, once the game/interaction was paused Romy did not continue the game or initiate another reciprocal play activity with anyone in the room. She required maximum prompting and adult direction to engage in a reciprocal play exchange of three turns. Romy did not return a greeting. She did not use her words for a variety of pragmatic functions (during this assessment Romy only used her utterances to make requests, count, and label objects).

Impact of disability:
 Romy's language disorder affects her ability to communicate, which impacts her involvement and progress in the general education curriculum.

Ana M Fragoso, M.S. CCC-SLP
 Speech Language Pathologist
 05/31/2022

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Section E: Present Level of Performance

Performance Area: Articulation

Category: Articulation/Phonological Processes

Assessment/Monitoring Process Used: Informal assessment, observation, and parent report

State/District Assessment Results: n/a

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

Strengths:
 Spontaneously, Romy was observed to produce age appropriate consonant sounds, as well as later developing sounds. Consonant sounds produced during this assessment included the following: /m, n, t, p, b, k, g, v, s, r, ch/ and /l/. During this assessment Romy was not observed to use any phonological processes in English or in Hebrew. Based on limited verbalizations, overall levels of speech intelligibility, observed across different speaking tasks and interactions, in both languages, was age appropriate.

During this assessment, intensity, pitch, vocal quality, and resonance were developmentally appropriate. Difficulties with flow, rate, and rhythm of speech were not observed or reported.

Needs:
 Due to limited participation a formal articulation/phonological assessment was unable to be completed at the time of this assessment. Acquisition of age appropriate speech sounds and overall levels of speech intelligibility should continue to be monitored.

Impact of disability:
 None identified at this time.

Ana M. Fragoso M.S. CCC-SLP
 Speech Language Pathologist
 05/31/2022

Performance Area: Expressive Language updated 07/12/23

Category: Language – Expressive

Assessment/Monitoring Process Used: parent report 07/12/23

State/District Assessment Results: n/a

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

Per parent report on 07/12/23, Romy continues to demonstrate difficulty expressing herself and the present levels created on 05/31/2022 continue to be accurate. She has a limited vocabulary compared to others her same age and requires repeated introductions of new vocabulary in order to use it in day-to-day conversations. Romy is able to engage in interactive and imaginative play with same aged peers. In the area of receptive language, she demonstrates difficulty identifying main ideas and retelling information from stories read aloud.

Juliana Glenn M.S. CCC-SLP
 07/12/2023

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Date of Birth 10-DEC-2017

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Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: SLI Speech Or Language Impairment
 Not Applicable, Blind or Partially Sighted

Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):

Code: [] []
 Not Applicable, Blind or Partially Sighted

Does not meet eligibility criteria for Special Education Services (Initial IEP).

or

No Longer Eligible for Special Education Services (Review IEP).

No Longer Eligible (Effective Date): []

This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason: [] Final IEP Effective Date: []

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Romy will follow novel two step directions, on 3 opportunities, during a school day.

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:

Romy will follow novel two-step directions with adult assistance, on 3 opportunities, during a school day.

Incremental objective #2 related to the goal:

Romy will follow novel two-step directions when combined with gestures or visual cues, on 3 opportunities, during a school day.

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"/>	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"/>

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Romy will respond to others comments in a series of at least 2 exchanges, on 4 opportunities, during a school day.

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:

Romy will respond to comments and questions from adults/peers, on 4 opportunities, during a school day.

Incremental objective #2 related to the goal:

Romy will respond to others comments in a series of at least 2 exchanges, with adult/peer support, on 4 opportunities, during a school day.

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"/> 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"/>

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When asked, Romy will retell a familiar story with 85% accuracy in 3 consecutive trials as measured by teacher-charted observation.

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 provided a retelling of the first portion of a familiar story and picture cues for the remainder of the story, Romy will retell the remainder of the story with 75% accuracy in 3 consecutive trials as measured by teacher-charted observation.

Incremental objective #2 related to the goal:

When provided picture cues, Romy will retell a familiar story with 75% accuracy in 3 consecutive trials as measured by teacher-charted observation.

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					
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 #:

When given concrete objects, Romy will use these objects to add and subtract numbers (each number less than 10) with 85% accuracy in 3 consecutive trials as measured by teacher-charted observation/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 concrete objects, Romy will use these objects to add sums to 18 with 85% accuracy in 3 consecutive trials as measured by teacher-charted observation/data.

Incremental objective #2 related to the goal:

When given concrete objects, Romy will use these objects to subtract (two numbers less than 10) with 85% accuracy in 3 consecutive trials as measured by teacher-charted observation/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

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"/>	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
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

During structured language activities, with minimal prompting/modeling (1-2), Romy will produce 5-6 word sentences when commenting, describing, asking questions, and/or answering simple questions, with 80% accuracy.

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:

During structured language activities, with maximal prompting/modeling (5+), Romy will produce 4-6 word sentences when commenting, describing, asking questions, and/or answering simple questions, with 50% accuracy.

Incremental objective #2 related to the goal:

During structured language activities, with moderate prompting/modeling (3-4), Romy will produce 4-6 word sentences when commenting, describing, asking questions, and/or answering simple questions, with 65% accuracy.

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 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 BRAUMAN ROMY MI Last First MI

Date of Birth 10-DEC-2017

Meeting Date 12-JUL-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:

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

Specify the Individual Pages to be translated: All

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Checkboxes for: The IEP team has reviewed and discussed whether compensatory education is required... Student received all of their special education... Student did not receive all of their special education... Compensatory education consideration was documented on IEP dated 25-MAY-2023 (Active) Amendment

Recoupment Services Consideration:

- Checkboxes for: The IEP team has reviewed and discussed student's progress/achievement... Student has made expected progress... Student experienced learning loss... Recoupment services consideration was documented on IEP dated 01-JUN-2022 (Inactive) Initial

- Radio buttons for: 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 BRAUMAN ROMY MI
Last First MI

Date of Birth 10-DEC-2017

Meeting Date 12-JUL-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

Method	Whom	When
Email	B.Franklin	05-JUL-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

[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 12-JUL-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="Luchiano Brauman- 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="Bridget Franklin"/>	<input type="text" value="Bridget Franklin"/>
Special Education Teacher	<input type="text" value="Elizabeth Stern"/>	<input type="text" value="Elizabeth Stern"/>
General Education Teacher	<input type="text" value="Marisol Ramirez"/>	<input type="text" value="Marisol Ramirez"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Juliana Glenn"/>	<input type="text" value="Juliana Glenn"/>
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="Miriam Rosenbluth"/>	<input type="text" value="Miriam Rosenbluth"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="Emek Private School- Resource Service Coo"/>	<input type="text" value="Aphrodite Bakaleynik- via Zoom"/>	<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 BRAUMAN ROMY MI Last First MI

Date of Birth 10-DEC-2017

Meeting Date 12-JUL-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class/General Education Site, Special Day Program/General Education Site, Special Day Program/Special Education Center, Nonpublic School, 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? Includes Yes/No options and explanatory text.

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? Includes Yes/No options and explanatory 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 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" value="15-AUG-2023"/>
Eligibility: (from Page 4)		Eligible (SLI)	
	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="Preschooler Non-LAUSD/Not Headstart"/>	<input type="text" value="District Resident School"/>
	Name of School	<input type="text" value="SP ED INF/PRE (1989)"/> <input type="text"/>	<input type="text" value="BURBANK BLVD EL"/> <input type="text"/>
Instructional Setting	Setting	<input type="text" value="DIS Only - Preschooler"/>	<input type="text" value="General Education"/>
	Program	<input type="text" value="GE"/>	<input type="text" value="GE"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Language),2(Language),3(Literacy),4(Math),5(Expressive Language)"/>	<input type="text" value="1(Language),2(Language),3(Literacy),4(Math),5(Expressive Language)"/>
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)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	<input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Peer and adult models, extra response time, visual and verbal prompts/cues, modeling of language, repetition of instructions, receive praise and encouragement"/>	<input type="text" value="Peer and adult models, extra response time, visual and verbal prompts/cues, modeling of language, repetition of instructions, receive praise and encouragement"/>
	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="Upon enrollment in a District School, the District will provide an assessment in the area of Health, Psycho-Educational, and LAS."/>	<input type="text"/>
Comments, as appropriate			
Low Incidence Equipment	<input type="text"/>		
Assistive Technology Equipment	<input type="text"/>		

**Participation in
General Education**

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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 with Future Changes	15-AUG-2023
10	End Date:		
Language/Speech	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following goals:	Interval:		Monthly
<input type="text" value="5(Expressive Language)"/>	Minutes/Interval:		120
	Minutes/Interval (Pullout from Gen Ed):		0
	Service Delivery Model:		Direct Service (Collaborative)**
	Area:	School-Based	
	Responsible Personnel:		Licensed/Credentialed Provider
			General Education Teacher
			Resource Specialist Teacher
**			
Service 2	Start Date:	Effective with Future Changes	15-AUG-2023
RSP	End Date:		
RSP	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following goals:	Interval:		Weekly

4(Math)	Minutes/Interval:	60
	Minutes/Interval (Pullout from Gen Ed):	0
	Service Delivery Model:	RSP: Direct Instruction Services**
	RSP Area:	Math
	Responsible Personnel:	Resource Specialist Teacher
		General Education Teacher

**

Service 3	Start Date:	Effective with Future Changes	15-AUG-2023
RSP	End Date:		
RSP	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following goals:	Interval:		Weekly

2(Language Arts) 3(Literacy) 1(Language Arts)	Minutes/Interval:	60
	Minutes/Interval (Pullout from Gen Ed):	0
	Service Delivery Model:	RSP: Direct Instruction Services**
	RSP Area:	Literacy/ELA/ELD
	Responsible Personnel:	Resource Specialist Teacher
		General Education Teacher

**

Service 4	Start Date:	Effective on Signature Date	
10	End Date:	31-DEC-2024	
Language/Speech	Service applies to:	Compensatory	
	Frequency:	10-40	

This service addresses the following goals:	Interval:	Yearly	
5(Expressive Language)	Minutes/Interval:	2520	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Area:	Other District-Assigned Provider	
	Responsible Personnel:	District Assigned Qualified Provider	

*

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

Compensatory NPA LAS Services were offered in the IDR Agreement dated 05/23/2023

Part 4 - Additional Discussion (This section is optional)

The purpose of this IEP Meeting is to discuss the Romy's transition to Kindergarten for the 2023-2024 Regular School Year. This IEP Document will also include a summary of the IDR Agreement dated 05/23/2023 and also as outlined in the Amendment IEP dated 05/25/2023.

This IEP Meeting was held via Zoom. The IEP Team consisted of: Parent, Luchiano Brauman, an Emek Hebrew Academy Private School Resource Services Coordinator, an LAUSD Administrator Designee, an LAUSD Special Education Teacher, an LAUSD General Education Teacher, and an LAUSD Speech and Language Pathologist.

IEP Team introductions were announced aloud. LAUSD Virtual IEP Team Meeting Introductory Statements were read aloud. Throughout the IEP meeting, opportunities were provided to Parent to ask questions, comment, and clarify. When asked for input, Parent was able to ask questions, comment, and/or express concerns about the educational needs of Romy. The IEP Team reviewed and discussed Romy's previous goals, present levels of performance, Romy's continued Speech and Language Impairment eligibility at this time, proposed goals, least restrictive environment, extended school year, and placement, services, and supports for the 2023-24 Regular School Year.

Per the terms of the Informal Dispute Resolution (IDR) Agreement dated 05/23/2023 for Romy:
For the previous 2022-23 Regular School Year:

In lieu of the Romy's attendance at District School, Parents elected to continue Romy's enrollment in a private preschool setting at Emek Hebrew Academy at their own expense.

60 minutes/month of PKIT services were provided to Romy at Emek in the month of June 2023.

In lieu the District School Based LAS Services as offered in Romy's IEP dated 06/01/2022, the District agrees to offer a total of 42 hours of Compensatory Non Public Agency (NPA) Language and Speech Services (LAS) to Romy through 12/31/2024. The Compensatory Non-Public Agency LAS Services will provided by an agency that is certified by the California Department of Education and has a master contract with LAUSD.

For the 2023-2024 Regular School Year, the IEP Team recommends the following offer of Free and Appropriate Public Education(FAPE) for Romy:

Romy's placement in a General Education Kindergarten Classroom Setting at Burbank Blvd Elementary, Romy's current School of Residence.

Upon Romy's enrollment and attendance in a District School for the 2023-24 Regular School Year, the IEP Team recommends 120 minutes per week (60 minutes/week for Literacy/Language Arts and 60 minutes/per for Math) of District Resource Specialist Program (RSP) Services to be provided by a District Resource Special Education Teacher. The IEP Team recommends a push in model where the District RSP services are provided to Romy in the District General Education Kindergarten classroom setting. In the event that Romy needs small group/ one/one instruction, 'pull out' RSP services may be provided to Romy as well.

Upon Romy's enrollment and attendance in a District School for the 2023-24 Regular School Year, the IEP Team recommends 120 minutes per month(typically 30 minutes /week) of District School Based Language and Speech Services to Romy. The District School Based Language and Speech Services will be provided to Romy by a District School Based Speech and Language Pathologist.

As outlined in the IDR Agreement dated 05/23/2023: Upon enrollment and attendance in a District School, Parent(s) consent to the District conducting the following assessment(s) of Romy: Health- by a District School Nurse; Psycho-Educational- by a District School Psychologist; Language and Speech ('LAS')- by a District School Based Speech and Language Pathologist.

The timelines for the completion of the above assessments will begin on the 15th day of Romy's enrollment and attendance in a District school. Parents agree that an assessment plan will be created by the District and that the assessment plan will indicate Parent's consent to the above assessment(s) on the 15th day of Romy's enrollment and attendance and no further consent is required. Parents agree to fully cooperate with District staff in scheduling the assessment(s) and to make Romy available at a District site so that the assessments may be completed in a timely manner. Parents understand that any delay in conducting the assessments due to Student's unavailability could delay the provision of services. Within legal timelines, the assessments and a Re-Evaluation IEP Meeting to review the assessments, Romy's levels of performance, eligibility, goals, placement, supports, and services will be discussed.

In the event that Romy does not attend a District School for the 2023-24 Regular School Year and Parent would like Romy to be assessed, Parent may provide a written request for assessments to the School Site Team at Burbank Blvd, Romy's current School of Residence.

Extended School Year was discussed and not recommended at this time.

The Private School Policy was discussed.

Parent Counseling and Training (PCT) will continue to be offered to Parents.

This IEP Meeting was concluded on 07/12/2023 and will be sent to Parents via email for their review, consent selection, and signature(s).

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.