

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200325X317 SSID

Eligible (SLI)

Student AVRAHAM ETHAN U Last First MI

Date of Birth: 09-JUL-2020

Section A: Meeting Information

Section A: Meeting Information form with fields for Pertinent Dates (Initial Meeting, Present Meeting, Annual Review, etc.) and Type of Meeting (Initial, Annual Review, etc.).

Section B: Student Information

Section B: Student Information form with fields for Date of Birth, Gender, Location of the Psych Folder, Home Address, City, Home Telephone, School of Attendance, etc.

Additional form section with questions like 'Is the student living in a Family Foster Home (FFH)?', 'Is FFH Provider related to student?', 'Licensed Children's Institution', etc.

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Student AVRAHAM

ETHAN

U

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Section C: Language Acquisition

Language Classification:

Withdrawal by Parent Request:

ELPAC Performance Level and Performance Descriptor:

Alternate ELPAC Performance Level and Performance Descriptor:

[Empty text box]

Yes No

[Dropdown menu]

[Dropdown menu]

Start Date:

Reclassification Date:

Test Date:

Test Date:

[Empty text box]

[Empty text box]

[Empty text box]

[Empty text box]

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1	<input type="radio"/>	<input type="radio"/>	N/A Preschool Initial IEP
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
2	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
3	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
4	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
5	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	

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Student AVRAHAM ETHAN U Date of Birth 09-JUL-2020 Meeting Date 25-AUG-2023
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Section E: Present Level of Performance

Performance Area: Health and Development including Vision and Hearing
Category: Health
Assessment/Monitoring Process Used: Health Assessment; Parent Interview
State/District Assessment Results:

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

LAUSD Initial Health Assessment was completed by Teresa Bernaldo, RN, CSN with health information gathered from a review of health records and an interview with the parent, Nofar Dahan on 05/23/2023.
HEALTH SUMMARY: Ethan is a thirty-four-month-old student (during the health assessment), born full-term without significant prenatal, birth, and newborn histories. Developmental milestones as reported by parent were achieved within age expectancy ranges except in the area of speech development. Student has no known significant health problems and does not take any prescribed medication on a daily or routine basis. Ethan takes multivitamin supplement on a daily basis. No allergies to food and medication. No recent history of accident, injury, surgery, or hospitalization.
STRENGTH: Student is generally in stable health. Ethan eats a regular diet with limited food choices, self-feeds using utensils and hands, and drinks from a sippy cup. Student communicates by using words, pointing at the desired object, and pulling parent/adult. Ethan is toilet trained and walks independently. Student passed LAUSD audiometric screening and vision screening using Spot screener on 05/23/2023.
AREAS OF NEED: Health is not an area of need.
IMPACT OF DISABILITY: Health does not impact student's participation, performance, and access to the educational program.
ACCOMMODATIONS/MODIFICATIONS: None based on health.
Teresa Bernaldo, RN, BSN, Credentialed School Nurse
Early Childhood Special Education
05/23/2023

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):

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Section E: Present Level of Performance

Performance Area:

General Ability

Category:

General Ability

Assessment/Monitoring Process Used:

PRESCHOOL PSYCHO-EDUCATIONAL ASSESSMENT

State/District Assessment Results:

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

Overall, Ethan's current functioning in cognition/general ability is estimated to be in the average range based on performance on the Mullen Scales of Early Learning (MSEL), information gathered via observation and parent report on the Developmental Profile 3 (DP3).

Strengths: Ethan's profile, as examined on the MSEL, reflects average range abilities in Visual Reception (visual discrimination and visual memory), low average range abilities in Fine Motor (unilateral and bilateral manipulation and writing readiness), low average range abilities in Receptive Language (auditory comprehension and auditory memory) and average range abilities in Expressive Language (speaking ability and language formation, including the ability to verbalize concepts). Based on the rater's responses on the Developmental Profile 3, Ethan's Cognitive Scale score is in the average range. Ethan demonstrates the following skills: Gives or takes 'one more' of something; Understands that an inanimate object may represent a living thing; Points to at least 20 objects or pictures when they are named; Points to at least two colors.

Needs: None at this time.

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

Performance Area:

Academic Achievement

Category:

Cognitive Development

Assessment/Monitoring Process Used:

PRESCHOOL PSYCHO-EDUCATIONAL ASSESSMENT

State/District Assessment Results:

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

Overall, Ethan's current functioning in school readiness is developing as expected given his chronological age. Based on his performance on the Mullen Scales of Early Learning (MSEL), information from Developmental Profile Third Edition (DP3), and parent report, Ethan demonstrates age appropriate skills in school readiness.

Ethan demonstrates age-appropriate strengths in general fund of information, pre-mathematics, pre-reading and pre-writing.

Areas of need/challenge were not identified.

Educational Impact: An academic performance/school readiness impact was not identified at this time.

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Section E: Present Level of Performance

Performance Area: Sensory Motor
Category: Sensorimotor
Assessment/Monitoring Process Used: Bayley-4, SPM2, interview, observation
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: Ethan demonstrates a variety of strengths which support his participation in the school environment. He demonstrates adequate strength, range of motion, and tone to physically access the school environment. Ethan demonstrates adequate visual perceptual skills. He scored within the average range on the fine motor subtest of the Bayley Scales of Infant and Toddler Development. He was able to sort by size and color, build a seven block tower, and string beads. He demonstrates visual memory skills to remember a shape and identify it on another page. He was able to track in all planes. He demonstrates age appropriate in hand manipulation skills with manipulatives such as pennies including rotation and translation. He demonstrated adequate bilateral coordination skills to use two hands together to string breads and to support his paper when drawing. He uses a digital pronate grasp with his left and right hands. He demonstrates a pincer grasp with both hands. He was able to imitate a vertical and horizontal line and a circular scribble. Ethan demonstrates adequate praxis skills to sequence and complete novel motor tasks. Per assessment observations and parent report, Ethan demonstrates adequate tactile, proprioceptive and vestibular processing to access the school environment.
Student's areas of needs: Per assessment results, Ethan is sensitive to auditory input and would benefit from accommodations in the classroom to support this need. No other needs identified per assessment results that require the intervention of school based occupational therapist.
Abby Hoffman, 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):

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Section E: Present Level of Performance

Performance Area: Language Function

Category: Language Development

Assessment/Monitoring Process Used: PRESCHOOL PSYCHO-EDUCATIONAL ASSESSMENT

State/District Assessment Results:

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

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

Strengths: Per MSEL, Ethan exhibits low average range skills in receptive language, including the ability to process linguistic input on tasks that require auditory comprehension and auditory memory. He demonstrated auditory organization, sequencing, and use of spatial concepts. Tasks include comprehending action words, identifying size concepts and following two unrelated commands. Ethan exhibits average range skills in expressive language, including speaking ability, language formation, and the ability to verbalize concepts. He demonstrated the ability to use language productively and respond using developmentally appropriate sentence structures. Tasks include using pronouns, speaking in three to four word sentences and answering questions (e.g. 'What do you do when you're hungry?'). Based on the rater's responses on the Developmental Profile 3, Ethan's Communication Scale score is in the above average range. Ethan demonstrates the following skills: Correctly follows two-step instructions; Puts two or more words together to form a sentence; Uses at least 50 different words when speaking; Says or sings two nursery rhymes or songs; Understands at least three nonverbal gestures; Tells a story by looking at pictures in a book.

Needs: None at this time.

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

Performance Area: Motor Abilities

Category: Physical Development

Assessment/Monitoring Process Used: PRESCHOOL PSYCHO-EDUCATIONAL ASSESSMENT

State/District Assessment Results:

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

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

Strengths: Ethan performed within the low average range on the Fine Motor scale of the MSEL. Based on the rater's responses on the Developmental Profile 3, Ethan's Physical Scale score is in the above average range. Ethan demonstrates the following skills: Throws a ball to an adult five feet away; Stacks eight objects (blocks); Copies a vertical line; Walks up and down stairs alternating feet; Catches a ball thrown by an adult five feet away; Uses scissors with one hand to cut.

Needs: None at this time.

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

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Section E: Present Level of Performance

Performance Area: Social Emotional Status

Category: Social Emotional Development

Assessment/Monitoring Process Used: PRESCHOOL PSYCHO-EDUCATIONAL ASSESSMENT

State/District Assessment Results:

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

Overall, Ethan's social emotional functioning is found to be in the average range.

Strengths: Based on the rater's responses on the Developmental Profile 3, Ethan's Social-Emotional Scale score is in the superior range. Ethan demonstrates the following skills: Takes something from one person/place to another; Keeps busy and content for at least 15 minutes doing something independently; Knows what 'my' means; Responds more readily to the instructions and commands of a familiar adult; Names a familiar friend; Expresses desire for playtime with peers; Verbally expresses awareness of how others feel; Likes to play alongside other children instead of playing alone. Per BASC 3 rating scales (parent), Ethan's average range scores are in hyperactivity, somatization, atypicality, withdrawal, attention problems, social skills, functional communication, and activities of daily living. His low average range scores are in anxiety, depression and adaptability.

Needs: Per BASC 3 rating scales (parent), Ethan's Clinically Significant range score is in aggression. He often hits other children and disrupts the play of other children.

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

Performance Area: Adaptive Behavior

Category: Adaptive Behaviors

Assessment/Monitoring Process Used: PRESCHOOL PSYCHO-EDUCATIONAL ASSESSMENT

State/District Assessment Results:

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

Overall, Ethan's adaptive behavior is found to be in the average range.

Strengths: Based on the rater's responses on the Developmental Profile 3, Ethan's Adaptive Behavior Scale score is in the low average range. Ethan demonstrates age appropriate skills relating to eating, toileting, and hygiene.

Needs: Based on the rater's responses on the Developmental Profile 3, Ethan does not take off shoes or socks and does not undo at least two fasteners.

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

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Section E: Present Level of Performance

Performance Area: Articulation

Category: Articulation/Phonological Processes

Assessment/Monitoring Process Used: PLS-5 Artic Screener

State/District Assessment Results: N/A

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

BACKGROUND: Ethan is a verbal 2 year; 11 month old boy who was referred for an assessment by the regional center due to concerns regarding speech and language delays. Ethan received child development services thrice weekly through the regional center until his third birthday. Parents reported that Hebrew is the primary language for Ethan.

STRENGTHS: Ethan's articulation skills are typical for his age. Per interpreter's report, Ethan is about 70-80% intelligible. Ethan's primary language is Hebrew and attempted to imitate English production of items (e.g. Bye Clown 'Bye Kown'). Ethan was observed to produce the following age-appropriate speech sounds /p, w, t, d, b, n, k, f, l, w/ in at least one position of words. He was able to produce later developing sounds in at least one word position: /l, s, z, sh/.

NEEDS: No concerns in the area of articulation at this time.

Performance Area: LAS Communication

Category: Communication

Assessment/Monitoring Process Used: observation, interview, PLS-5, language sample

State/District Assessment Results: N/A

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

Receptively, Ethan identifies objects and actions in pictures and in the environment, gives toys on verbal request, follows prepositions 'in', 'on', 'off' without gestural cues, completes 1-step and 2-step related directions, locates objects in response to 'where' questions, and identifies concepts such as colors, body parts, and clothing items. Ethan also identifies sizes big and small and he can match items by color and size. Pragmatically, Ethan localizes to speakers, responds to his name when called by familiar people, and responds to direct questions. Ethan also consistently attempts to make requests and refuse items/actions by using verbalizations as well as gestures and physical manipulation. Additionally, in terms of pragmatics, Ethan displayed appropriate eye contact, joint attention, non-verbal turn-taking and intentional communication skills during this assessment. He participated well in all tasks and engaged in functional pretend and cooperative play with this assessor. Ethan's skills in the area of voice and fluency are not considered to be an area of concern.

NEEDS: Ethan's expressive language is limited as he typically uses rote 1-3- word utterances in his spontaneous output. Per parent report, he has around 10-20 words in his expressive vocabulary. Ethan also relies on preverbal means of communication, such as pointing and extending his hand, as well as pushing items away and leaving the area to communicate his wants/needs or to refuse something. His expressive vocabulary consists of a limited number of content words that include nouns, some modifiers (e.g., names of colors, adjectives 'hard' and 'high') and demonstrative pronoun ('this') and an adverb 'there'. Use of verbs and other function words, such as prepositions and articles was not observed.

IMPACT OF DISABILITY ON ACADEMIC AND OVERALL EDUCATIONAL PERFORMANCE: Based on record review, parent reporting, observation, speech and language sample, and informal assessments, Ethan's skills in the areas of expressive language may negatively impact his ability to access a general preschool curriculum at this time.

Daisy Gonzalez Gutierrez, M.S., CCC-SLP
LAUSD, Speech Language Pathologist

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Section F: Eligibility

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

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

For Initial IEP, interventions attempted prior to determining eligibility:

Received NLACRC services
Private preschool

Eligible as a student with the disability of:

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

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

Code: Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

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

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Section G: Annual Goals and Objectives

Performance Area: Language Category: Language - Expressive Annual Goal #: 1

To aid the expansion of language, student will use a variety of 3+ word utterances containing any combination of nouns, pronouns, verbs and modifiers (i.e. big, small, fast, slow, hot, cold, soft, etc.) during verbal activities in 4/5 opportunities, with moderate (3-4) verbal prompts, cues, and/or models.

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 aid the expansion of language, student will use a variety of 3+ word utterances containing any combination of nouns, pronouns, verbs and modifiers (i.e. big, small, fast, slow, hot, cold, soft, etc.) during verbal activities in 2/5 opportunities, with maximal verbal prompts, cues, and/or models.

Incremental objective #2 related to the goal:

To aid the expansion of language, student will use a variety of 3+ word utterances containing any combination of nouns, pronouns, verbs and modifiers (i.e. big, small, fast, slow, hot, cold, soft, etc.) during verbal activities in 3/5 opportunities, with maximal verbal prompts, cues, and/or models.

Date to be achieved: December 2023 MO/YR

Date to be achieved: April 2024 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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficiency questions, and reasons for 'No' progress.

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Section K: Participation in State and District-wide Assessments

Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.

DRDP-A - (Adaptations identified below are applicable)

Adaptations:

- Visual support

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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:

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)

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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
Other	ECSE	17-AUG-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 text box for Parent Concerns and Comments]

Signature(s) _____

Date 25-AUG-2023

- 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 25-AUG-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.



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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="Nofar Dahan"/>	<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="Joanne Cho"/>	<input type="text" value="Joanne Cho"/>
Special Education Teacher	<input type="text" value="Elizabeth Kim"/>	<input type="text" value="Elizabeth Kim"/>
General Education Teacher	<input type="text" value="Diana Bocanegra"/>	<input type="text"/>
School Psychologist	<input type="text" value="Steven Rude"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Keri Machi"/>	<input type="text"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Rebecca DeKock"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text" value="Irit Drori"/>	<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"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student AVRAHAM ETHAN U
Last First MI

Date of Birth 09-JUL-2020

Meeting Date 25-AUG-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, Special Day Program, Home/Hospital, etc.

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 a text box for justification.

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 a text box for justification.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AVRAHAM

ETHAN

U

Date of Birth 09-JUL-2020

Meeting

25-AUG-2023

Last

First

MI

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?

Yes 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.

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.

Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?

Yes 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.

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.

Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?

Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AVRAHAM

ETHAN

U

Date of Birth 09-JUL-2020

Meeting Date 25-AUG-2023

Last

First

MI

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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Diminished access to the full range of the curriculum Missed general education instruction taught by highly qualified staff Rate at which student may earn credits for graduation Lack of opportunity for social interaction Lack of opportunities for age-appropriate peer role models Amount of socialization opportunities with typical peers Limited access to peers in student's home community Lack of exposure to appropriate behavioral models from peers 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="25-AUG-2023"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (SLI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="Preschooler Non-LAUSD/Not Headstart"/>	<input type="text"/>
	Name of School	<input type="text" value="SP ED INF/PRE (1989)"/>	<input type="text"/>
		<input type="text" value="VAN NUYS EL"/>	<input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="AECp"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Language)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation	<input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	Use motivating materials, picture support, visual, gestural and concrete cues as needed. Match tasks/assignments to interests and ability levels. Provide ample opportunity and encouragement to use verbal expressions. Model, match and expand sounds/phrases/sentences, additional time to respond, cues to add length, detail and complexity, visuals, repetition and rephrasing, check for comprehension. As needed, provide frequent direct/indirect cues, models, and explanations (repeated instructions) on how to self-monitor and produce age-appropriate language and sound production independently. prompting prior to unexpected loud noises such as a fire alarm and option to wear noise cancelling headphones during loud events such as an assembly	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>

three-year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education			

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student AVRAHAM ETHAN U
Last First MI

Date of Birth 09-JUL-2020 Meeting Date 25-AUG-2023

Table with 2 columns: Effective With This IEP, Future Changes Related To This IEP

Notes:

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

Part 3 - Percentage of Time Outside of General Education

Table with 2 columns: Effective With this IEP, Future Changes Related to this IEP. Row 1: % of Time per Week outside of General Education, 0

Part 4 - Compensatory Education/Recoupment Services Discussion

N/A Preschool Initial IEP

Part 4 - Additional Discussion (This section is optional)

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	AECP	Setting:	General Education						
Eligibility:	Eligible (SLI)	Curriculum:	General Education						
Transportation:	None	Low Incident Support:	None						
Date District Received	25-Aug-2023								
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM
SPEECH LANGUAGE IMPAIRMENT (SLI) ELIGIBILITY CERTIFICATION

Los Angeles Unified School District

ATTACHMENT A

Student

Date of Birth

Meeting Date

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

Complete Step 1a or 1b

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

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

Step 1b. Interventions Not Applicable

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

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

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

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

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

Complete Step 4

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

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

Complete Step 5

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

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

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