

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200191X178 SSID 8370171268
Student KONENKOV LEON S MI

Eligible (SLD)

Date of Birth: 12-APR-2016

Section A: Meeting Information

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

Location of Meeting: WOODLAKE ECC, District Name: Los Angeles Unified School Distri

Section B: Student Information

Student information fields including Date of Birth, Gender, Ethnic Code, Home Address, City, Telephone, School of Attendance, etc.

Attends CURRENT SCHOOL as a result of one of the following: Private School Enrollment

Family Foster Home (FFH) and Licensed Children's Institution questions with Yes/No options.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student KONENKOV LEON S MI

Date of Birth 12-APR-2016

Section C: Language Acquisition

Language Classification: Limited English Proficient Start Date: 15-SEP-2022
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

Table with 4 columns: Goal for (example - Reading), Achieved (Yes/No), and If No, explain the reason the goal/objective was not achieved. Rows 1-10 with categories and objectives.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Summary: Leon is a 7-year and 4-month-old student in the second grade. Leon was born at full-term after an unremarkable pregnancy. Per parent, Leon met all developmental milestones within the appropriate time frame. Leon has no known allergies. No routine medications. No accidents, injuries, surgeries or overnight hospitalizations in the last three years. No serious/chronic illnesses.

Strengths: Leon ambulates independently and communicates verbally to meet needs and wants. Leon passed LAUSD's vision screening on May 16, 2023. Leon passed LAUSD's audio screening on May 16, 2023. Leon is in good health and receives regular medical care.

Area 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 for health

Laura Duclos, BSN, RN
Credentialed School Nurse

June 2, 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:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Results of the current assessment indicate Leon is functioning within the Low Average range of cognitive ability based upon alternative assessment procedures. Leon demonstrated Average abilities on Simultaneous Processing tasks which required him to relate pieces of information to a whole. He earned an Average score on Visual Processing activities, which included visual discrimination, visual memory, spatial relations, form constancy, sequential memory, visual figure ground, and visual closure. He demonstrated Average Visual Motor Integration when asked to copy increasingly complex figures at near point. He earned Low Average scores on overall Auditory Processing tasks. Specifically, he earned a Low Average score on Auditory Memory tasks when asked to remember and repeat sequences of numbers, words, and sentences. He demonstrated Low Average Listening Comprehension skills when asked to respond to literal and inferential listening comprehension questions and respond to orally presented instructions.

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: Leon He demonstrated Below Average Phonological Processing when asked to discriminate between sounds, delete sounds from words, and blend sounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also demonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He earned a Well Below Average score on Successive Processing tasks; however, this overall score should be interpreted with caution due to variable performance across tasks. Successive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities when asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as well as remember numbers presented visually in sequence.

Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in auditory, phonological, and attention processing, impacts his ability to decode and encode unfamiliar words which impacts his involvement and progress in 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):

Strengths: Leon is classified an LEP-2 (Somewhat Developed English language skills) student who speaks Hebrew and English. According to parent and teacher input, Leon is able to express his thoughts effectively. According to bilingual Hebrew assessment, Leon demonstrates stronger English speaking and listening skills when compared to Hebrew.

Needs: When assessed in English, Leon demonstrated Below Average Oral Language skills overall, with Well Below Average Listening skills and Low Average Speaking skills.

Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in auditory, phonological, and attention processing, impacts his comprehend verbally presented information which impacts his involvement and progress in the general education curriculum.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: t this time, evaluation of writing samples indicate that Leon's writing is legible and he is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Average sensory motor skills. Leon is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. He is able to navigate the educational environment without difficulty. Records reflect that Leon has received passing grades in Physical Education. Parent and teacher do not report concerns. Leon's parent and teacher reported that he is athletic and good at gymnastics.

Needs: There are no needs identified in the area of motor abilities at this time.

Impact of Disability: There is no impact of disability identified at this time.

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Student KONENKOV LEON S Date of Birth 12-APR-2016 Meeting Date 25-AUG-2023
Last First MI

Section E: Present Level of Performance

Performance Area: Social Emotional
Category: Social Emotional
Assessment/Monitoring Process Used: Parent/Teacher Input, Records, Observations, Rating Scales
State/District Assessment Results:

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

Strengths: Some of Leon's strengths are that he is athletic and well-liked by peers. He loves his family and gets along well with parents and siblings. Leon reported that he likes to play soccer, be outside, and watch Netflix. He is happy when he sees his baby brother.
Needs: Leon's mother reported that he does not like school or doing homework. Leon's teacher noted that Leon may hit others, exclude peers, and have conflicts within his friend group. On a broad social emotional rating scale (BASC-3), Leon's parent reported that he is similar to same-age peers in all areas; however, his teacher noted more social emotional challenges at school. Leon's teacher reported Clinically Significant Externalizing Problems, specifically in the areas of Aggression and Conduct Problems. She also reported At-Risk Depression, Learning Problems, and Atypicality. Further, she noted At-Risk Adaptive skills overall, with At-Risk Adaptability, Social Skills, and Functional Communication.

Performance Area: Social Emotional (cont.)
Category: Social Emotional
Assessment/Monitoring Process Used: Parent/Teacher Input, Records, Observations, Rating Scales
State/District Assessment Results:

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

Needs (cont.): On a measure of characteristics of ADHD (Conners-3), raters were consistent in their responses reflecting that Leon exhibits many characteristics associated with ADHD. Leon's parent and teacher indicated Elevated challenges with Inattention and Learning Problems, as well as Very Elevated challenges with Defiance/Aggression. Further, his parent noted Elevated challenges with Executive Functioning.
Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in auditory, phonological, and attention processing, impacts his ability to sustain attention, regulate behavior, and interact appropriately with others which impacts his involvement and progress in the general education curriculum.

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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):

DIBELS SCORES
 Grade 1 Beginning of the Year Middle of the Year End of Year
 303-Well Below Benchmark 350-Well Below Benchmark 387-Well Below Benchmark

Leon's records indicate that he demonstrates below grade level progress in early literacy skills, as evidenced by Well Below Benchmark DIBELS scores. Leon has made progress in the overall composite scores; however, he continues to need practice in his phonemic awareness, letter sounds, decoding, word reading fluency, and comprehension.

Classroom based assessment results suggest he is not meeting grade level expectations for literacy development.

Cluster/Test Scores Standard Score (SS) Standard Score Classification
 BROAD READING 64 (57-72) Very Low
 Letter-Word ID 66 (60-72) Very Low
 Passage Comprehension 70 (63-78) Low
 Sentence Reading Fluency 72 (57-86) Low

Leon was administered a set of tests from the Woodcock-Johnson IV Test of Achievement Form A and extended. His performance in each area is shown below. Based on a comparison of others of his age, Leon's BROAD ACHIEVEMENT national percentile rank of 2 means that he scored higher than about 2 percent of seven-year-old children nationally.

Broad Reading is a comprehensive measure of Leon's reading achievement, including letter identification, passage comprehension, and reading fluency. He knows the upper- and lower-case letters. His standard score (SS) was 66, which is in the very low range.

Strengths: Leon knows the upper- and lower-case letters. He decoded the upper-case letters 'L', 'R', 'F', 'A', 'S', 'W' and the lower-case letters 'k', 'y', and 'p.' Through the process of elimination, Leon was able to point to the words 'car', 'sun', and 'dog' when the word was read to him. Leon can read basic sight words such as 'the' and 'at'.

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):

Need: Leon knows most of the sounds other than 'c', 'g', n, r, u, w, and z. He had difficulty applying phoneme grapheme relationships. He lacks phonemic awareness skills and has difficulty with letter names, letter sounds, decoding, and word reading. He struggled to blend CVC and CVCC single syllable words with accuracy and fluency. He was not able to decode the words, 'and', 'no', 'man', 'she', 'cup' and 'fish.' His ability to identify words was non-automatic. His standard score (SS) was 66, which is in the very low range on the Word Identification subtest.

Leon's struggles to blend. He has a limited vocabulary and trouble reading whole words hindering his reading comprehension skills. Leon was not able to read the words 'man', 'cake', 'green frog' and 'tree and chair' correctly. He used word substitution when he did not know how to blend sounds into a familiar word. For example, Leon said, 'pig' for the word 'cake' and 'purple flower' for 'green frog' therefore had a tough time locating the correct image. The next part of the test measured Leon's ability to read sentences to himself and then supply a missing word. Leon struggles to read basic words to comprehend what the sentence says. His SS was 70, which is in the low range on the Passage Comprehension subtest.

Leon was not able to read and understand short sentences to decide if the statement was true, and then circle Yes or No. Although his SS was 72, which is in the low range on the Sentence Reading Fluency, the SS was not a true reflection of his ability as he did not complete the assessment.

Impact of Disability: Leon's eligibility of Specific Learning Disability (SLD) makes it difficult for him to generate complete sentences which impacts involvement and progress in the general education reading curriculum.

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Section E: Present Level of Performance

Performance Area:

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Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Cluster/Test Standard Score (SS) Standard Score Classification
 BROAD WRITTEN LANGUAGE 59 (<40-121) Very Low
 Spelling 73 (64-82) Low
 Writing Samples 47 (<40->160) Very Low
 Sentence Writing Fluency 85 (72-98) Low Average

Broad Written Language is a broad-based measure of Leon's written language achievement, including spelling, the quality of written sentences, and speed of writing. Overall, Leon's Broad Written Language was 59, which is in the very low range.

Strengths: Leon can draw a horizontal line, trace a line within a triangle, and print the letter H correctly. Leon can print the upper-and lower-case letters. He can spell and print his first name. His penmanship is clear and tidy. He can print the upper- and lower-case letters of the alphabet. Leon can print the upper and lower letters 'Aa', 'Tt', 'Pp', 'Ww', 'L' and 'l'.

Needs: He struggled to spell -VC or CVC words one syllable words, to write a simple sentence, and to provide the first consonant of a given word. He had difficulty with spelling two to three letter phoneme and one syllable words. He couldn't spell the sight words 'is', 'fun', 'got', 'with' and 'am.' When given a CVC word like 'fun' to spell, Leon wasn't able to provide the first and the last consonant sound of the word. Spelling is a nonautomatic skill for Leon at this time. His standard score (SS) was 59, which is in the very low range on the Spelling subtest.

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):

Leon struggled to spell the words, 'car', 'tree', 'happy', and 'black hat.' Leon was not able to provide the first consonant of an unknown word. Leon wrote 'oiln' for 'tree', 'hat' for 'happy'. When asked to write a simple sentence about a boy roller-skating, Leon printed a list of letters on the line. Leon did not demonstrate an understanding of proper spacing between words to create a sentence. His SS of 47, which is in the very low range on the Writing Samples Test subtest.

Leon showed difficulty with generating simple sentences quickly. When he was instructed to generate as many simple sentences as possible within five minutes. The sentences he wrote needed to include three provided keywords, without changing them in any way. He independently produced 2 appropriate simple sentences slowly within 5 minutes. The sentences he wrote did begin with a capital nor included the correct punctuation. His SS was 85, which is in the low average range on the Sentence Writing Fluency.

Impact of Disability: Leon's eligibility of Specific Learning Disability (SLD) makes it difficult for him to generate complete sentences which impacts involvement and progress in the general education-written language curriculum.

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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):

Cluster/Test Standard Score (SS) Standard Score Classification

BROAD MATH 92 (86-98) Average

Applied Problems 86 (76-96) Low Average

Calculation 98 (92-104) Average

Math Facts Fluency 93 (82-105) Average

Broad Mathematics is a comprehensive measure of Leon's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition and subtraction quickly. Leon demonstrated average abilities in areas of math calculation and applied math concepts. Overall, Leon's Broad Math is in the average range with a SS of 92.

Strengths: Leon can print nicely, recalling math facts he had memorized. He used his fingers to figure out problems greater than 10. Leon would benefit from extended time and math problems read aloud to him. Leon has good understanding, comprehension, and analytical skills. He solved problems with simple addition facts (2+2, 2+1, 5+2) and subtraction problems (9-3, 7-4, 6-2, 9-0) correctly. Leon's math skills and abilities are consistent. His SS was 98, which is in the average range on the Calculation subtest.

When Leon was presented with a series of simple problems to complete in a 3-minute time limit. Leon solved 22 problems slowly. His SS was 93, which is in the average range on the Math Facts Fluency subtest.

Leon has good understanding, comprehension, and analytical skills. Leon shared that he enjoys doing math. He understands key words such as 'together', 'total', 'left over', and 'sum.' Leon can tell time by the hour. He can find the correct equation to solve the problem read to him. His SS was 86, which is in the low average range on the Applied Problem subtest.

Need: None at this time

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Leon is classified an LEP (Limited English Proficient) student who is demonstrating Somewhat Developed English language skills. Per current assessment results, he does present with age appropriate basic interpersonal communication skills. Cognitive and academic language proficiency skills in English are developing as expected given the amount of exposure to English language instruction.

Strengths: According to the California English Language Development, Leon's ELPAC, Summative assessment, scores were in the '2-Somewhat Developed' range on 5/26/2023.

Leo can interact with his peers and adults. He can follow 1 step directions. Leo can communicate his personal needs and ideas. He can ask and answer simple questions using phrases and simple sentences. He can use common social greetings and simple repetitive phrases independently (e.g. 'Thank you', 'May I' and 'You're welcome.')

He can effectively interact and collaborate with his teacher and peers. He can communicate his needs clearly and demonstrated knowledge of content taught through collaborative conversations and oral contributions.

Needs: Leon has difficulty with a writing coherent sentence in which the development and organization are appropriate to the writing task. He has difficulty expressing his thoughts in writing. He scored at the 'Somewhat, Developed' stage on the writing portion of the ELPAC.

Impact of Disability: Leon's eligibility of Specific Learning Disability (SLD) makes it difficult for him to develop a coherent sentence which impacts involvement and progress in the general education-ELD curriculum.

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Student KONENKOV LEON S Date of Birth 12-APR-2016 Meeting Date 25-AUG-2023
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Section F: Eligibility

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

Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia, Other Health Impairment (OHI) related to characteristics of ADHD

For Initial IEP, interventions attempted prior to determining eligibility:

Small group foundational reading intervention 3-4 times/week for 30 minutes starting in Oct. 2022-June 2023. One-on-one support with teacher and classroom aide for additional reading support

Eligible as a student with the disability of:

Code: SLD Specific Learning Disability
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

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Decode-Single Syllable Words
 With mild prompts (1-2), Leon will decode 7-10 regularly spelled CVC and CVCC words when reading words in isolation and/or in text with no more than 1 verbal prompt in 3 out 5 trials with 80% accuracy as measured by student work samples and teacher 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:

Decode-Single Syllable Words
 With maximum prompts (3-4), Leon will decode 3-5 regularly spelled CVC and CVCC words when reading words in isolation and/or in text with no more than 3 verbal prompts in 3 out 5 trials with 80% accuracy as measured by student work samples and teacher observation.

Incremental objective #2 related to the goal:

Decode-Single Syllable Words
 With mild prompts (2-3), Leon will decode 5-7 regularly spelled CVC and CVCC words when reading words in isolation and/or in text with no more than 2 verbal prompts in 3 out 5 trials with 80% accuracy as measured by student work samples and teacher 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

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		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <input type="text"/>							

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student: KONENKOV LEON S

Date of Birth: 12-APR-2016

Meeting Date: 25-AUG-2023

Last: First: MI

Section G: Annual Goals and Objectives

Performance Area: Reading- Decoding Category: Reading Annual Goal #: 2

Decode- Common Vowel Teams
Leon will decode 7-10 spelling-sound correspondences for the common vowel teams with no more than 1 verbal prompt in 3 out 5 trials with 70% accuracy as measured by student work samples and teacher 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:

Decode- Common Vowel Teams
Leon will decode 3-5 spelling-sound correspondences for the common vowel teams with no more than 3 verbal prompts in 3 out 5 trials with 70% accuracy as measured by student work samples and teacher observation.

Incremental objective #2 related to the goal:

Decode- Common Vowel Teams
Leon will decode 5-7 spelling-sound correspondences for the common vowel teams with no more than 2 verbal prompts in 3 out 5 trials with 70% accuracy as measured by student work samples and teacher observation.

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

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Written Language: Encoding
 With no more than 1 prompt and vowel combination visuals, Leon will correctly spell words using double vowel sounds 8 out of 10 times in unedited, spontaneously written, classroom papers and will demonstrate ability in all settings. (oa, ie, ea, etc. inclusive of all double vowel combinations) in 3 out 5 trials with 80% accuracy as measured by student work samples and teacher 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:

With no more than 2 prompts and vowel combination visuals, Leon will correctly spell words using double vowel sounds 5 out of 10 times in unedited, spontaneously written, classroom papers and will demonstrate ability in all settings. (oa, ie, ea, etc. inclusive of all double vowel combinations) in 3 out 5 trials with 80% accuracy as measured by student work samples and teacher observation.

Incremental objective #2 related to the goal:

With no more than 2 prompts and vowel combination visuals, Leon will correctly spell words using double vowel sounds 7 out of 10 times in unedited, spontaneously written, classroom papers and will demonstrate ability in all settings. (oa, ie, ea, etc. inclusive of all double vowel combinations) in 3 out 5 trials with 80% accuracy as measured by student work samples and teacher 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

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"/>							

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

With guidance and support from adults, Leon will write 4-5 coherent sentences in which the development/ organization are appropriate to the task and/ or purpose with minimum adult prompt as measured with a teacher-generated writing rubric in 2 out of 3 trials 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:

With guidance and support from adults, Leon will write 1-2 coherent sentences in which the development/ organization are appropriate to the task and/ or purpose with minimum adult prompt as measured with a teacher-generated writing rubric in 2 out of 3 trials with 80% accuracy.

Incremental objective #2 related to the goal:

With guidance and support from adults, Leon will write 2-4 coherent sentences in which the development/ organization are appropriate to the task and/ or purpose with minimum adult prompt as measured with a teacher-generated writing rubric in 2 out of 3 trials with 80% 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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting Date

Section K: Participation in State and District-wide Assessments

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

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Speaking
Designated Supports: <ul style="list-style-type: none"> - Simplified or paraphrased test directions (non-embedded designated support) - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation only) 	

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Listening
Designated Supports: <ul style="list-style-type: none"> - Pause or replay the audio during the administration of test questions (listening domain only) - Simplified or paraphrased test directions (non-embedded designated support) - Noise buffers 	

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Writing
Designated Supports: <ul style="list-style-type: none"> - Noise buffers - Simplified or paraphrased test directions (non-embedded designated support) 	

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Reading
Designated Supports: <ul style="list-style-type: none"> - Noise buffers - Simplified or paraphrased test directions (non-embedded designated support) 	

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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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:

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)

THIS SPACE DELIBERATELY LEFT BLANK.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
Last First MI

Date of Birth

Meeting Date

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	Julie Ljubicic	08-AUG-2023
Email	Julie Ljubicic	09-MAY-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 area 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



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="Lina Fraifeld"/>	<input type="text" value="Lina Fraifeld"/>
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" value="Julie Ljubicic"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Kelle Husk"/>	<input type="text" value="Kelle Husk"/>
General Education Teacher	<input type="text" value="Stacey Boiles"/>	<input type="text" value="Stacey Boiles"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="private school representative"/>	<input type="text" value="Amy Dunn"/>	<input type="text" value="Amy Dunn"/>
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
Last First MI

Date of Birth

Meeting Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.
<div style="border: 1px solid black; height: 80px;"></div>		

Step B.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.
<div style="border: 1px solid black; height: 80px;"></div>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting

Last

First

MI

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

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

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 checked="" type="checkbox"/> Diminished access to the full range of the curriculum <input checked="" type="checkbox"/> Missed general education instruction taught by highly qualified staff <input type="checkbox"/> Rate at which student may earn credits for graduation <input type="checkbox"/> Lack of opportunity for social interaction <input type="checkbox"/> Lack of opportunities for age-appropriate peer role models <input type="checkbox"/> Amount of socialization opportunities with typical peers <input type="checkbox"/> Limited access to peers in student's home community <input type="checkbox"/> Lack of exposure to appropriate behavioral models from peers <input type="checkbox"/> Other: <input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	WOODLAKE ECC	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	4(ELD),1(Reading-Decoding),3(Writing),2(Reading- Decoding)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Parent Counseling and Training (PCT)		<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Small group support, chunk assignment, scaffolding instructions and tasks, provide extra time for planning, extended time on classwork, reports and tests as needed, buddy or partner system, shortened homework, graphic organizer, reduce the number of test questions, untimed and small group setting on assessments, test questions read aloud, prompts to stay on task, prompt student to check work for accuracy before submitting, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like.	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities	The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies.	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	This is an Initial IEP. At the second annual review the team will discuss reassessment.	
Comments, as appropriate			

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	

*

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="8"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

The IEP team agrees that compensatory education or recoupment services are not required. This is an initial IEP for Leon. Leon was not enrolled in LAUSD during the Pandemic Period.

Part 4 - Additional Discussion (This section is optional)

Parent participated in-person and asked questions regarding the assessments and supports.

The team discussed and agreed that Leon's Least Restrictive Environment is general education with resource (RSP) support. The offer of FAPE for the 2023-2024 school years is general education with RSP support at Woodlake ECC.

The LAUSD private school policy was shared with parent. The parent agrees that FAPE has been offered and will be implemented upon enrollment in a public school, but declines the offer of FAPE and chooses to place their child in a private school. An ISP will not be developed as Leon attends a private school that is outside of LAUSD boundaries.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student KONENKOV LEON S
Last First MI

Date of Birth 12-APR-2016

Meeting Date 25-AUG-2023

SPECIFIC LEARNING DISABILITIES CERTIFICATION

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings.

It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

1. Are there educationally relevant medical conditions which should be considered by the IEP Team? Yes No

If Yes, describe

Empty text box for describing medical conditions.

2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? Yes No

If Yes, describe

Empty text box for describing behavior noted.

3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply)

- Listening Comprehension, Written Expression, Basic Reading Skills, Math Calculation, Oral Expression, Math Reasoning, Reading Comprehension, Reading Fluency

4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply)

- Attention, Cognitive abilities including association, conceptualization and expression, Visual Processing, Auditory Processing, Phonological Processing, Sensory Motor Skills

5. The Team agrees that the discrepancy is not primarily the result of:

- Limited school experience, Social maladjustment, Unfamiliarity with the English language, Poor school attendance, Intellectually Disabled, Environmental, economic or cultural disadvantage, Visual, hearing or motor impairment

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:	GE		Setting:	General Education					
Eligibility:	Eligible (SLD)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received									
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Literacy/ELA/ELD	120	ELD, Reading-Decoding, Writing, Reading-Decoding	--

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 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.