

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number SSID

Not Eligible for Spec Ed Services

Student
 Last First MI

Date of Birth:

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting <input type="text" value="14-DEC-2023"/>	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="text"/>
Date of Present Meeting <input type="text" value="14-DEC-2023"/>	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by <input type="text" value="14-DEC-2024"/>	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by <input type="text" value="13-DEC-2026"/>	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on <input type="text" value="14-DEC-2023"/>	<input type="text"/>
Transition to Kindergarten to be conducted by <input type="text"/>	
Location of Meeting <input type="text" value="CITIZENS OF THE WORLD W V"/>	District Name <input type="text" value="Los Angeles Unified School Distri"/>

Section B: Student Information

Date of Birth <input type="text" value="11-JUN-2018"/>	Age <input type="text" value="5"/>	Grade <input type="text" value="0"/>
Gender <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code <input type="text"/>	
Location of the Psych Folder <input type="text" value="CITIZENS OF THE WC"/>	Student has no Psych Folder <input type="checkbox"/>	
Location of the Cum Folder <input type="text" value="CITIZENS OF THE WC"/>	Student has no Cum Folder <input type="checkbox"/>	
Home Language <input type="text" value="Hebrew"/>	Student Language <input type="text" value="Hebrew"/>	Alternate Mode of Communication <input type="text"/>
Home Address of Student <input type="text" value="6650 Melvin Ave"/>		
City <input type="text" value="Reseda"/> CA	ZIP Code <input type="text" value="91335"/>	
Home Telephone <input type="text" value="818-462-3474"/>	Daytime Telephone <input type="text"/>	Emergency Telephone <input type="text"/>
School of Attendance <input type="text" value="Citizens Of The World V"/>	Location Code <input type="text" value="2466"/>	
School of Residence <input type="text"/>	Location Code <input type="text"/>	
Name of Parent/Guardian <input type="text" value="Adi Levi"/>	Telephone <input type="text"/>	
Address <input type="text"/>		
City <input type="text"/> CA	ZIP Code <input type="text"/>	
Surogate Parent <input type="text"/>	Telephone <input type="text"/>	
Attends CURRENT SCHOOL as a result of one of the following <input type="text" value="Charter School Enrollment"/>		
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH# <input type="text"/>	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship <input type="text"/>	
Licensed Children's Institution <input type="radio"/> No <input type="radio"/> Yes	LCI Name <input type="text"/>	
	LCI# <input type="text"/>	
Out of the home placement made by <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other <input type="text"/>	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? <input type="radio"/> No <input type="radio"/> Yes		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth

Last First MI

Section C: Language Acquisition

Language Classification: Start Date:
 Withdrawal by Parent Request: Yes No Reclassification Date:
 ELPAC Performance Level and Performance Descriptor: Test Date:
 Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

LEVI

LIOR

Date of Birth

11-JUN-2018

Meeting Date

14-DEC-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Reading

Category:

Reading



Assessment/Monitoring Process Used:

WCJIV

State/District Assessment Results:

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

Woodcock Johnson Standardized Scores
Letter Word Identification: 102 SS
Spelling: 105 SS
Passage Comprehension: 98 SS
Word Attack: 114 SS
Basic Reading Skills: 107
Reading: 100

Strengths: Lior enjoys books and reading. He often will choose to pick his own story in the classroom activities. Lior knows 24/26 letters of the alphabet, and is beginning to distinguish between upper and lower case letters. He knows about 16 letter sounds with consistency. He is able to blend two sounds together. He is able to comprehend what is being read to him and can answer WH questions about pictures and grade level texts.

Areas of Need: At this time Lior will continue to learn to decode, and has no needs in the area of reading at this time.

Impact of Disability: Lior is not eligible for special education services at this time.

Performance Area:

Writing

Category:

Writing



Assessment/Monitoring Process Used:

WCJIV

State/District Assessment Results:

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

Woodcock Johnson Standardized Scores
Writing Samples: 109 SS
Written Expression: 104 SS
Written Language: 108 SS

Strengths: Lior is able to write most of the 26 letters without a model. He can write in both upper and lowercase with reminders and visuals. He is working on staying within the proper lines when writing both numbers and letters. Lior is able to draw pictures to express his thinking.

Areas of Need: Lior has no areas of need in the area of writing at this time.

Impact of Disability: Lior is not eligible for special education services at this time.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

LEVI

LIOR

Last

First

MI

Date of Birth

11-JUN-2018

Meeting Date

14-DEC-2023

Section E: Present Level of Performance

Performance Area:

Math

Category:

Math



Assessment/Monitoring Process Used:

WCJIV

State/District Assessment Results:

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

Woodcock Johnson Standardized Scores

Applied Problems: 104 SS

Calculation: 117 SS

Mathematics: 111 SS

Broad Mathematics: 104 SS

Strengths: Lior enjoys math tasks. He is able to count to 20 without support. He is able to add and subtract within 10 using pictures, drawings, fingers, or manipulatives. Lior knows his shapes and colors. Lior is working on counting to 100.

Areas of Need: There are no areas of need in math at this time.

Impact of Disability: Lior is not eligible for special education services at this time.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student 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: An estimate of Lior's cognitive abilities was established through a review of available records, parent and teacher comments, observations in both formal and informal testing sessions and standardized testing results. Lior's cognitive ability is estimated to fall in the average range. Relative strength exists in social interaction, body awareness, auditory association, relational concepts, number counting, number use, number naming, letter-word identification, applied problems, spelling, passage comprehension, calculation, writing samples and word attack.

Needs: Relative weakness exists in alphabet knowledge, reading fluency, math fluency and writing fluency.

Impact of disability: Lior does not appear to meet the eligibility criteria of Autism, Specific Learning Disability or Other Health Impairment due to ADHD-like behaviors. There are no significant educational impacts 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):

Strengths: At home, Lior is described as a kind, smart and creative child with warm relations with all family members. Lior has well developed social skills, and can make and maintain friendships. Lior is independent in all of his basic self-care needs, and does not engage in any odd, unusual, repetitive or self-stimulatory behaviors. In school, Lior is well behaved in class when his needs are met. When in a positive mood, Lior follows teacher direction, abides by class rules, and displays a respectful attitude toward his teachers and classmates. Lior communicates his needs well and responds well to positive reinforcement.

Needs: Parent BASC indicated moderate concern in hyperactivity, anxiety, depression, attention and adaptability. Teacher BASC indicated moderate concern in hyperactivity, aggression, attention, atypicality, adaptability and social skills. Parent BRIEF indicated concern in transitioning, emotional control, impulse control, attention and planning. Teacher BRIEF indicated concern in self-monitoring, transitioning, emotional control, impulse control and attention. Parent ASQ fell in the mildly at-risk range for Asperger's Syndrome, with concern reported in maladaptive behaviors and cognitive style. Teacher ASQ fell in the elevated range for Asperger's Syndrome, with concern reported in maladaptive behaviors. At home, Lior has difficulty with self regulation, and engages in tantrums when demands and limits are placed on his behavior. In school, Lior has difficulty with self-control, and has engaged in disruptive and non-compliant behavior when frustrated that have manifested as tantruming and hitting behaviors.

Impact of disability: Social-emotional status does not appear to significantly impact access to and progress in the general education program.

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):

Student Details:
 Date: October 24, 2023 IEP Health Assessment
 Student Name: Lior Levi Male
 Birthdate: June 11, 2018 Age: 5
 School: CWC Grade: K
 Present Levels:
 Strengths:
 1. Passed vision and hearing screenings (10-24-23)
 2. No school based medical management
 3. Regular well child exams

Needs:
 1. No health concerns at this time.

Impact: Student's health does not impact student's participation, performance, and access in the educational program.

Health Accommodations and Modifications: Accommodations and modifications as determined by IEP team are recommended at this time.

Summary:
 Lior is a 5-year-old boy with no activity restrictions in good health. Lives with parents. Health history was provided by student/mother. Per parent report, Lior was the product of a full-term pregnancy and normal delivery. There were no pre- or post-natal birth complications. All major developmental milestones were achieved within age expected timelines. There is no history of serious accidents, illnesses or injury. Lior was diagnosed with ADHD through Kaiser in 2023. There are no serious health concerns, routine medications or mental/behavioral health services. There is no history of hearing or vision difficulties. Mother reports difficulty with sleeping.

Student passed vision screening near (20/32) and distance (20/32) on 10-24-23.

Hearing screening passed at 25dB (10-24-23).

Weight of 46 lbs, BMI 16, 85th percentile, within limits per CDC guidelines.

Height of 44 inches, 50th percentile, within average limits.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last LEVI

First LIOR

MI

Date of Birth 11-JUN-2018

Meeting Date 14-DEC-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area: Occupational Therapy

Category: Fine Motor

Assessment/Monitoring Process Used: Clinical observations, Teacher interview, work samples, BOT-2, WRAVMA, SPM

State/District Assessment Results:

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

AREAS OF STRENGTH

Lior is a sweet and hard working student who presents with many areas of strength related to his fine motor, visual motor, and sensory processing skills. The results from the BOT-2 and WRAVMA suggests that Lior possesses the underlying skills in both the areas of fine motor and visual motor needed to be successful in the classroom environment. His classroom handwriting samples also demonstrate legible letters and he is able to utilize visual cues as needed. Lior also presents with functional neuromuscular skills such as appropriate range of motion, adequate muscle tone, and adequate strength to access his educational environment.

AREAS OF NEED

Lior does not present with areas of need that are affecting his access to his academic curriculum at this time.

IMPACT ON DISABILITY

There are no areas of concern in occupational therapy for Lior to independently access his academic curriculum 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):

Empty text box for current performance/assessment summary.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVI

LIOR

Date of Birth 11-JUN-2018

Meeting Date 14-DEC-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area: Speech and Language

Category: Language

Assessment/Monitoring Process Used:

State/District Assessment Results: ROWPVT-4, EOWPVT-4, GFTA-3, CELF P-2, informal observations

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

Areas of Strength: Based on standardized language testing and informal observations, Lior presents with age appropriate articulation skills. Additionally, his receptive and expressive vocabulary skills are in the average range for a child his age. He is able to identify and name vocabulary at an age appropriate level. Lior's overall language and receptive and expressive language skills are also average. Lior presents with an age appropriate ability to understand sentence structure, use word structure, follow directions, recall sentences, and classify words both receptively and expressively.

Areas of Need: In regards to speech and language, there is no area of need.

Impact of Disability: In regards to speech and language, there is no impact of disability.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVI LIOR MI

Date of Birth 11-JUN-2018

Meeting Date 14-DEC-2023

Section F: Eligibility

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

Lior does not appear to meet the eligibility criteria of Autism, Specific Learning Disability or Other Health Impairment due to ADHD-like behaviors. There are no significant educational impacts at this time.

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code: [] []

[x] Not Applicable, [] Blind or [] Partially Sighted

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

Code: [] []

[x] Not Applicable, [] Blind or [] Partially Sighted

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

or

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

No Longer Eligible (Effective Date): []

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVI LIOR MI Last First MI

Date of Birth 11-JUN-2018

Meeting Date 14-DEC-2023

Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting computer generated translation? Yes No

Select Preferred Language: [dropdown]

*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator. Any computer generated translation IEP documentation should not be considered an official IEP document.

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

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

Special Requests: [text box]

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Checkboxes for compensatory education: The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. Student received all of their special education... Student did not receive all of their special education... Compensatory education consideration was documented on IEP dated

14-DEC-2023 (Inactive) Initial [dropdown]

Recoupment Services Consideration:

- Checkboxes for recoupment services: 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. Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated

14-DEC-2023 (Inactive) Initial [dropdown]

- Preschool Only Consideration (Transition IEP)
30-Day IEP Consideration (Out-of-District)
Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVI LIOR MI Last First MI

Date of Birth 11-JUN-2018

Meeting Date 14-DEC-2023

Section Q: Parent Participation and Consent

Parent Participation

- Parent/Student (18-21) has participated in the IEP meeting.
Parent/Student (18-21) indicated before the meeting that they would not be able to attend.
Parent/Student (18-21) was notified 3 times of the meeting time and place.
Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present..
Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Email, Kelly Norris, 01-DEC-2023

I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)

Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional Setting Specify
Services Specify

The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards).

Parent Concerns and Comments

Large empty text box for parent concerns and comments.

Signature(s)

Signature(s)

Date 28-JAN-2024

- 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)

Signature(s)

Date 21-DEC-2023



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

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

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

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

Please ask your school staff if in need of assistance.

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



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Adi Levi"/>	<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" value="Kelly Norris"/>	<input type="text"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Kelly Norris"/>	<input type="text"/>
General Education Teacher	<input type="text" value="Zarrina Mastonzod"/>	<input type="text"/>
School Psychologist	<input type="text" value="Bobbie Dixon"/>	<input type="text" value="B.D."/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Roxanna Elghanayan"/>	<input type="text"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Anna Aberion"/>	<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="Aunt"/>	<input type="text" value="Gali Levi"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: LEVI, First: LIOR, MI: []

Date of Birth: 11-JUN-2018

Meeting Date: 14-DEC-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class/General Education Site, Special Day Program/General Education Site, Special Day Program/Special Education Center, Nonpublic School, Home/Hospital or Residential Care Facility.

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

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes Yes/No options and explanatory text.

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program? Includes Yes/No options and explanatory text.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<input type="text"/>		

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.
<input type="text"/>		

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last LEVI

First LIOR

MI

Date of Birth 11-JUN-2018

Meeting Date 14-DEC-2023

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 checked="" type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input type="checkbox"/>	Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text" value="03-JAN-2024"/>	<input type="text"/>
Eligibility: (from Page 4)	Not Eligible for Spec Ed Services	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School <input type="text" value="Independent Charter School"/>	<input type="text"/>
	Name of School <input type="text" value="CITIZENS OF THE WORLD W VALLEY(CHARTI"/>	<input type="text"/>
Instructional Setting	Setting <input type="text" value="General Education"/>	<input type="text"/>
	Program <input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk <input type="text"/>	<input type="text"/>
	Addresses Goals	<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	
	Parent Counseling and Training (PCT) <input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation <input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text"/>
	Instructional Modifications	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text"/>
Comments, as appropriate		
Low Incidence Equipment	<input type="text"/>	
Assistive Technology Equipment	<input type="text"/>	

**Participation in
General Education**

Lior will continue to participate in general education 100% of the time.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student LEVI LIOR MI
Last First MI

Date of Birth 11-JUN-2018 Meeting Date 14-DEC-2023

		Effective With This IEP	Future Changes Related To This IEP
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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	0	

Part 4 - Compensatory Education/Recoupment Services Discussion

Part 4 - Additional Discussion (This section is optional)

An initial IEP was held due to parent request for Lior. Lior has an outside diagnosis of ADHD. Parent, aunt, gen ed teacher, SLP, psych, OT, and director of special education were present. Parent was informed of her rights. School psych went over the report. Director of special education went over the academic report. At this time Lior is scoring average, or above average in all academic areas. Team was in agreement. SLP went over assessment and report, at this time Lior does not qualify for speech services, team was in agreement. OT went over her report and assessment. Lior does not have fine motor needs, but has some sensory needs as well as some emotional regulations areas of need. OT shared accommodations and skills Lior could benefit from in the classroom. Team was in agreement. At this point Lior is not eligible for special education services, nor did he qualify for an eligibility. The eligibilities that were looked into were, OHI, Autism and Specific Learning Disability. At this time the team is in agreement that Lior would benefit from a 504 plan to address his emotional and sensory needs pertaining to ADHD qualities.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student LEVI LIOR MI Last First MI

Date of Birth 11-JUN-2018

Meeting Date 14-DEC-2023

FAPE Summary Grid

Table with 4 rows and 4 columns: Program (GE), Setting (General Education), Eligibility (Not Eligible for Spec Ed Services), Curriculum (General Education), Transportation (None), Low Incident Support (None), Date District Received (03-Jan-2024), Parent Signature.

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):

Table with 7 columns: Teacher-posted lessons, Virtual class meetings, Personalized learning tools, Scheduled teacher appointments, Scheduled email check-ins, Virtual office hours. Rows include Specialized Academic Instruction and Supplementary Aids and Services.

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.

Empty rectangular box for IEP team information.