

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="06-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="06-DEC-2023"/>	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by <input type="text" value="06-DEC-2023"/>	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by <input type="text" value="06-DEC-2023"/>	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on <input type="text" value="06-DEC-2023"/>	<input type="text"/>
Transition to Kindergarten to be conducted by <input type="text"/>	
Location of Meeting <input type="text" value="SP ED INF/PRE (1017)"/>	District Name <input type="text" value="Los Angeles Unified School Distri"/>

Section B: Student Information

Date of Birth Age Grade

Gender Male Female Ethnic Code

Location of the Psych Folder Student has no Psych Folder

Location of the Cum Folder Student has no Cum Folder

Home Language Student Language Alternate Mode of Communication

Home Address of Student

City CA ZIP Code

Home Telephone Daytime Telephone Emergency Telephone

School of Attendance Location Code

School of Residence Location Code

Name of Parent/Guardian Telephone

Address

City CA ZIP Code

Surogate Parent Telephone

Attends **CURRENT SCHOOL** as a result of one of the following

Is the student living in a Family Foster Home (FFH)? No Yes FFH#

Is FFH Provider related to student? No Yes Relationship

Licensed Children's Institution No Yes LCI Name

Out of the home placement made by Regional Center Department of Mental Health Department of Children's Services

Superior Court Other

Child's family living within LAUSD's boundaries? No Yes

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? No Yes

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Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		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="v"/>			
	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="v"/>			
	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="v"/>			
	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="v"/>			
	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="v"/>			
	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="v"/>			
	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="v"/>			
	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="v"/>			
	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="v"/>			
	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="v"/>			
	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

AHARON

EMMANUELI

Date of Birth

04-OCT-2020

Meeting Date

06-DEC-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Initial Health Assessment

Category:

Health

Assessment/Monitoring Process Used:

Interview with parents, Vision and Hearing screenings

State/District Assessment Results:

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

LAUSD Initial Health Assessment was completed on 7/24/2023 with information provided by parents, Safi and Natalie Aharon. Emmanuelle was born full term via normal delivery with birth weight of 6 lbs. 14 oz. There were no prenatal, birth and newborn complications. She passed her newborn hearing screening. She crawled at 7 months, walked at 13 months and said her first word/words at 15 months. She communicates with 4-5 word phrases. Parents reported that she is a habitual toe walker and was diagnosed with Intoeing, commonly referred to as pigeon toed. She wears corrective orthopedic shoes to improve her posture and walking gait and sees a specialist every 4-6 months. Parents have concerns with her speech.

STRENGTHS: Emmanuelle is healthy, alert and active. She passed LAUSD vision and hearing screenings on 7/24/2023. She eats well, has no problems with chewing and swallowing and drinks from open cups. She does not need assistance in mobility. She has no history of serious illness, injury, accident, surgery and hospitalization. She is not taking any medication on a daily basis and has no allergies to food and medication.

AREA OF NEED: Emmanuelle is not toilet trained and needs assistance with toileting and diapering.

IMPACT OF DISABILITY: Health does not impact her participation, performance and access in the educational program.

ACCOMMODATIONS/MODIFICATIONS: Trained staff to assist student with toileting and diapering.

Josephine C. Malabanan, Credentialed School Nurse

7/24/2023

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:

Communication

Category:

Communication

Assessment/Monitoring Process Used:

Chart review, observation, parent interview, standardized & qualitative measures

State/District Assessment Results:

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

BACKGROUND: Emmanuelle is an adorable 3 year, 1 month old girl who received NLACRC services on the medical service delivery model. Her primary home language is Hebrew, and all therapeutic interventions have been provided in Hebrew. She has been exposed to English for the last month at her preschool. Parents indicated having concerns with Emmanuelle 's speech.

STRENGTHS: Emmanuelle was reported to be intelligible by familiar listeners between 75-80% of the time, and unfamiliar listeners understand Emmanuelle <75% of the time. During this assessment, the Hebrew interpreter reportedly understood Emmanuelle's Hebrew productions during connected spontaneous speech 90% of the time, and the other assessors understood her English productions at least 80+% of the time. Emmanuelle 's articulation skills were qualitatively based on his spontaneous connected speech. She demonstrated the ability to correctly produce the following phonemes in at least one (1) word position at the word and/or connected speech level: /m, n, p, b, t, d, k, g, h, j, w, s, z, l, f, v, ch, sh, dge, st, nt, ks/. The suspected phonological processes appear to be developmentally and/or dialectically appropriate based on her age. She did not evidence of groping of her oral articulators during vocalizations.

Standardized testing was conducted for informational purposes, since Emmanuelle does not match the population the tests were normed on. The Hebrew interpreter provided interpretation during tests.

Emmanuelle presented with pre-communication skills such as joint attention, non-verbal turn-taking, and intentional communication. She responded to her name, localized to speakers, and demonstrate understanding of inhibitory words. Receptively, Emmanuelle demonstrated understanding of the use of objects, and identified a variety of nouns, adjectives, and verbs. She understood actions and identified them in pictures, understood pronouns, followed 2-step commands, understood spatial concepts, and identified basic colors. (continue...)

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):

(...continue)

Expressively, Emmanuelle used a communicative point, gestures, head shakes/nods to indicate 'yes/no,' and produced up to 5-word utterances in Hebrew. Toward the end of the assessment, she began using more English, and those utterances were up to 3-words in length. She used nouns, verbs, pronouns, plurals, negatives, present tense, and past tense. Once comfortable, she uses words more than gestures, uses words for a variety of pragmatic functions, and uses different word combinations. Emmanuelle used a variety of nouns, verbs, modifiers, and pronouns in spontaneous speech. Pragmatically, Emmanuelle requests to have her needs/wants met, greets others, labels pictures/objects, calls attention to things occurring within the environment, responds to direct questions, and reportedly asks questions. She was reported to engage and play with peers.

Emmanuelle 's voice and fluency skills appear to be functional at this time.

NEEDS: None at this time.

IMPACT OF DISABILITY ON ACADEMIC AND OVERALL EDUCATIONAL PERFORMANCE: Emmanuelle does not present with a speech, language, communication, voice, or fluency disorder that affects their ability to communicate which impacts their involvement and progress in the general education curriculum.

Shannon Broussalian, MS, CCC-SLP
Speech-Language Pathologist
LAUSD Preschool Intake Assessor

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Los Angeles Unified School District

Student

AHARON

EMMANUELI

Date of Birth

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06-DEC-2023

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First

MI

Section E: Present Level of Performance

Performance Area:

Physical Development

Category:

Physical Development

Assessment/Monitoring Process Used:

Preschool motor assessment, observation, parent interview, and records review

State/District Assessment Results:

n/a

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

Area of strengths: Emmanuelle demonstrates functional motor planning as she navigates through a new classroom environment or playground without colliding with objects/people, or falling. Her movements are smooth and coordinated, even though she performs them in a gentle manner. She improves her performance with practice and repetitions. She has functional single limb standing balance required for kicking, stepping over low obstacles, and navigating stairs. She can walk independently on level, uneven, and inclined surfaces. She is capable of walking on a balance beam without stepping off. Her running style is developing characterized by a forward lean, moments of flight, and the emergence of reciprocal arm movement. She demonstrates controlled stops, good speed, and ability to change directions. She can jump down off a low platform, in place, and forward for at least 8 inches, with proper take-off and landing. Emmanuelle willingly engages in reciprocal play with adults. She demonstrates good eye-hand coordination by accurately throwing playground and small balls toward the target with proper form, including a step forward and weight shifting. She kicks a stationary ball with fair force and balance, using her left foot. When comfortable, Emmanuelle imitates movements, follows one-two step directions, and takes turns. She exhibits proper balance and agility at the playground. She enjoys movement and music and has sufficient endurance to participate in a preschool physical education curriculum.

Area of needs: None at this time

Impact of Disability on Academic and Overall Educational Performance: Based on the assessment results, Emmanuelle does not currently show any gross motor delays or needs that would hinder her ability to engage in a preschool physical education curriculum.

~ Victoria Bondar, APE Specialist, NBCT

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 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):

The following is a summary of the school-based physical therapy assessment findings. Testing results for this assessment include:

Bayley 4 Gross Motor Subtest: Based on skills performed during this assessment, Emmanuelle's scaled score is 9, which is within average range.

Student's areas of strengths related to school physical therapy area of expertise: Emmanuelle demonstrates good postural control and sitting balance in order to maintain an upright sitting position in a preschool sized chair at a desk/table or on the floor. She is able to reach for items and access materials outside her base of support without losing her balance. Emmanuelle is able to perform all transfers including sit-to-stand, stand-to-sit, and getting on and off of the floor on her own. She walks independently across even and uneven surfaces encountered in a school campus (including but not limited to linoleum, blacktop, thresholds, inclines, cracked cement, grass) at least 250 feet at a time without apparent fatigue. Emmanuelle demonstrated a mature run with controlled stops and turns and periods of flight. She is able to negotiate changes in surface height such as door thresholds and high (9.25-inch) hurdles without arm support and without falling. Emmanuelle demonstrates age-appropriate stair climbing skills. She is able to ascend and descend stairs using an alternating stepping pattern, and is able to negotiate stairs without use of a railing. She is able to access the playground via stairs and slide down the slide with control. Emmanuelle presents with functional strength, muscle tone, range of motion, postural/structural alignment, coordination, and sitting and standing balance in order to physically access a preschool environment. Emmanuelle will benefit from daily repetition and practice of gross motor activities to continue to refine and progress her basic mobility and gross motor skills.

(continued)

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):

(continued)

Student's areas of need related to school physical therapy area of expertise: Emmanuelle is able to physically access a preschool classroom and campus with typical adult supervision provided by classroom staff.

Impact of student's disability on academic and overall performance: No impact was identified. Emmanuelle is able to functionally access a preschool environment.

Anastasia C. Alton, PT, DPT
 Doctor of Physical Therapy, LAUSD School Physical Therapist

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):

Overall, Emmanuelle's current functioning in cognition/general ability is estimated to be in the average range based on performance on the MSEL and information gathered via observation and parent responses on the DP3.

Emmanuelle's profile as examined on the MSEL reflects well developed skills. She demonstrated average range performance in visual reception (the ability to discriminate, recall, organize, and sequence visual stimuli), receptive language (the process involving auditory discrimination, linguistic conceptualization, auditory comprehension, and memory), and expressive language (the ability to employ auditory discrimination, auditory comprehension, and auditory memory in order to verbally demonstrate concept formation). Her fine motor skills (the process involving visual motor planning, unilateral, and bilateral manipulation and writing readiness) falls within the average range. Emmanuelle's cognitive functioning, based upon parent's responses on the DP3, was rated within the average range.

Emmanuelle does not evidence areas of need/challenge in general ability/cognition.

Educational Impact: A cognitive/general ability impact was not identified 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):

Overall, Emmanuelle's current functioning in school readiness is developing as expected given the student's chronological age and school experience to date, based on performance on the Mullen Scales of Early Learning (MSEL) and information gathered via observation and parent responses on the Developmental Profile 3rd Edition (DP3).

Emmanuelle demonstrates relative strengths in the following: In general fund of knowledge, Emmanuelle identifies body parts and clothing items, labels colors, gives her first name, knows her gender, and gives/shows her age. In pre-mathematics, she distinguishes shapes, distinguishes by size (big/little), uses size words, rote counts, understands number concepts, demonstrates one-to-one correspondence, and uses the concept of more. In terms of pre-reading, Emmanuelle attends to and labels pictures/items in a book. In the area of pre-writing skills, Emmanuelle copies a vertical line, horizontal line, and a circle.

No areas of need/challenge were identified in the area of school readiness/pre-academics, at this time.

Educational Impact: An academic performance/school readiness impact was not identified at this time. Emmanuelle's school readiness skills are developing as expected given her limited school experience.

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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):

Emmanuelle's home languages are English and Hebrew. This assessment was completed in English and Hebrew, with the use of a Hebrew translator. Emmanuelle was able to complete language tasks presented in Hebrew and some that were presented in English. Emmanuelle's language classification will be determined in kindergarten with appropriate measures.

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

Emmanuelle evidences the following relative strengths: Emmanuelle's receptive and expressive language skills fall within the average range on the MSEL. Emmanuelle repeats two numbers, uses three to four word sentences, and answers 'what do you do when?' questions. Emmanuelle's rating on the communication scale falls within the low average range based on parent's responses on the Developmental Profile 3. In a parent interview, her parent indicated that Emmanuelle communicates with words as well as with gestures.

Emmanuelle does not evidence needs/challenges in communication.

Educational Impact: A communication impact was not identified at this time. Refer to the language and speech assessment report for further information regarding Emmanuelle's language and speech functioning.

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):

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

Based on the rater's responses on the Developmental Profile 3, Emmanuelle evidences the following relative strengths: Emmanuelle demonstrates age-appropriate fine motor skills, including the movement and coordination of small body parts such as the wrists, hands, and fingers (e.g., writing and drawing). Emmanuelle's gross motor skills including the movement and coordination of the arms, legs, and other large body parts and movement (e.g., walking, climbing, and jumping) are within age-expectancy.

Emmanuelle does not evidence needs/challenges in her motor abilities.

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AHARON

EMMANUELI

MI

Date of Birth 04-OCT-2020

Meeting Date 06-DEC-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Overall, Emmanuelle's social-emotional skills are found to be in the average range.

Based on observations, informal interviews and the rater's responses on formal rating scales, Emmanuelle evidences the following strengths: Emmanuelle relates well towards family members. Parent indicates Emmanuelle is aware of common dangers in the home and community and consistently responds to safety words like 'Stop.' Emmanuelle initiates social games such as peek-a-boo or hide and seek. Emmanuelle will engage in pretend play and will play alongside and in cooperative play with other children. When asked about Emmanuelle's behavior/temperament towards other children, her parent indicated that Emmanuelle loves to play and share. She names a familiar friend, expresses desire for playtime with peers, verbally expresses awareness of how others feel, and clearly prefers to play with similar-aged children as opposed to playing alone. Emmanuelle can sustain attention, follows one-to-two step directions, and can shift focus from one task to another appropriately. During the assessment, Emmanuelle exhibited age appropriate joint attention and eye contact, initiated interactions, directed one's attention to things, and shared her enjoyment with the adults.

Emmanuelle does not evidence social/emotional needs/challenges.

Educational Impact: A social emotional impact was not identified 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):

Overall, Emmanuelle's self-help/adaptive behaviors are found to be in the high average to superior range.

Emmanuelle evidences the following strengths: Based on parent responses on the DP3, Emmanuelle can drink from a child-sized cup without assistance, is able to adequately use eating utensils for self-feeding tasks, removes/puts on shoes or socks without help, undoes at least two fasteners, is able to independently puts 3 things away, acceptably washes and dries her face and hands, can fix a bowl of dry cereal, and bathes herself. In the adaptive skills scales of the BASC3, her parent rated Emmanuelle within the average/high average range in activities of daily living.

Emmanuelle does not evidence weakness/needs in her adaptive skills.

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

AHARON

EMMANUELI

[Empty Box]

Date of Birth

04-OCT-2020

Meeting Date

06-DEC-2023

Last

First

MI

Section F: Eligibility

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

health, general ability, academic function, motor ability, language and speech, social/emotional, self-help adaptive

For Initial IEP, interventions attempted prior to determining eligibility:

Regional Center

Eligible as a student with the disability of:

Code:

[Empty Box]

[Empty Box]

- Not Applicable,
- Blind or
- Partially Sighted

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

Code:

[Empty Box]

[Empty Box]

- 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):

[Empty Box]

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

Final IEP Reason:

[Empty Box]

Final IEP Effective Date:

[Empty Box]

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AHARON EMMANUELI MI
Last First MI

Date of Birth 04-OCT-2020

Meeting Date 06-DEC-2023

Section N: Procedural Safeguards and Follow-up Actions

- A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
- The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
- The parent/guardian was informed of his/her right to a written translation of the IEP.

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

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:

- 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 [dropdown]

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 [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)

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AHARON EMMANUELI MI Last First MI

Date of Birth 04-OCT-2020

Meeting Date 06-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: Other, J.Brown, 15-NOV-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 29-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 29-JAN-2024



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 tómesese 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="Natalie Aharon via Zoom"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Jodi Brown"/>	<input type="text" value="Jodi Brown"/>
Special Education Teacher	<input type="text" value="Elizabeth DiMartino"/>	<input type="text" value="Elizabeth DiMartino"/>
General Education Teacher	<input type="text" value="Wendy Cruz"/>	<input type="text" value="Wendy Cruz"/>
School Psychologist	<input type="text" value="Marcella Lightfoot"/>	<input type="text" value="Marcella Lightfoot"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="Physical Therapist"/>	<input type="text" value="Anastasia Alton"/>	<input type="text" value="Anastasia Alton"/>
Related Service Staff <input type="text" value="Speech and Language"/>	<input type="text" value="Komal Sidhu"/>	<input type="text" value="Komal Sidhu"/>
Related Service Staff <input type="text" value="Adapted Physical Education"/>	<input type="text" value="Victoria Bondar"/>	<input type="text" value="Victoria Bondar"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>