

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200354X986 SSID 9880377041

Not Eligible for Spec Ed Services

Student PEER ILAY MI
Last First MI

Date of Birth: 23-FEB-2016

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 21-MAR-2024	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 21-MAR-2024	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 21-MAR-2025	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 21-MAR-2027	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 21-MAR-2024	
Transition to Kindergarten to be conducted by:	
Location of Meeting: WOODLAKE ECC	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 23-FEB-2016 Age: 8 Grade: 2

Gender: Male Female Ethnic Code: White

Location of the Psych Folder: SPED SVC CTR-NORT Student has no Psych Folder:

Location of the Cum Folder: WOODLAKE ECC Student has no Cum Folder:

Home Language: Hebrew Student Language: Hebrew Alternate Mode of Communication:

Home Address of Student: 22853 DOLOROSA ST

City: WOODLAND HILI CA ZIP Code: 91367

Home Telephone: (818) 262-6247 Daytime Telephone: Emergency Telephone:

School of Attendance: Woodlake Ecc Location Code: 7877

School of Residence: Woodlake Ecc Location Code: 7877

Name of Parent/Guardian: Lital Peer Telephone:

Address: same as student

City: CA ZIP Code:

Surogate Parent: Telephone:

Attends **CURRENT SCHOOL** as a result of one of the following: Attends School of Residence

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:

LCI#:

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: Limited English Proficient Start Date: 14-SEP-2023
 Withdrawal by Parent Request: Yes No Reclassification Date:
 ELPAC Performance Level and Performance Descriptor: Test Date:
 Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student

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: Ilay is an 8-year and 0-month-aged student in the second grade. Ilay was born at full term after an unremarkable pregnancy and delivery. Ilay does not have any medical diagnosis or any known allergies other than an allergy to the drug, Penicillin. Ilay does not take any routine or as needed medications. Per report from mom, developmental milestones were reported as within normal limits. In the last year, Mom states there have been no injuries, surgeries or overnight hospital stays.

Strengths: Ilay is in good general health and receives regular medical care. Ilay ambulates independently and communicates verbally to meet needs and wants. Ilay passed LAUSD vision screening without correction on 12/05/2023 and passed LAUSD audio screening on 12/05/2023.

Area of Need: None for health.

Impact of Disability: Health does not impact student's participation, performance and access to the educational program.

Accommodations/Modifications: None in the area of health.

Laura Duclos, BSN, RN
 Credentialed School Nurse
 03/12/2024

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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23-FEB-2016

Meeting Date

21-MAR-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

General Ability

Category:

General Ability



Assessment/Monitoring Process Used:

Standardized Assessment, Observations, Hebrew-English Interpreter

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 Ilay is functioning within the Average range of cognitive ability based upon alternative assessment procedures. Ilay demonstrated personal strength on Attention Processing tasks and earned a High Average when asked to sustain attention while ignoring distracting information under timed conditions. He demonstrated Average skills on Planning tasks, which required him to create, use, and modify a plan as needed under timed conditions. His Visual Processing skills were Average tasks when asked to discriminate dominant features of objects, perceive the position of objects in relation to other objects, recognize one stimulus item after a brief interval, find one design among others on the page, remember visual symbols as presented in a sequence, identify a whole figure when only fragments are presented, and identify an object from a complex background or surrounding objects. He earned a Low Average score on Visual Motor Integration tasks, which required him to copy increasingly complex figures at near point. He earned an Average score on Phonological Processing activities when asked to delete sounds from words, blend sounds into words, and discriminate between similar sounding words. He demonstrated Low Average Simultaneous Processing skills, which required him to relate pieces of information to a whole concept both visually and verbally. He earned a Low Average score on Successive Processing tasks, which required him to remember and process information presented orally and in a specific order. Overall, Ilay's Auditory Processing was in the Low Average range. He earned a Low Average score on Auditory Memory tasks when asked to remember and repeat sequences of numbers, words, and sentences. He earned a Below Average score on Listening Comprehension skills when asked to process oral directions, as well as respond to literal and inferential listening comprehension questions; however, his performance was likely impacted by second language acquisition.

Performance Area:

General Ability (cont.)

Category:

General Ability



Assessment/Monitoring Process Used:

Standardized Assessment, Observations, Hebrew-English Interpreter

State/District Assessment Results:

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

Needs: There are no needs identified in the area of general ability at this time. While Ilay demonstrated Below Average Listening Comprehension skills, his performance was impacted by second language acquisition, rather than general ability deficit, based on parent/teacher/self input, observations, and Hebrew-English interpreter consultation.

Impact of Disability: There is no impact of disability identified in the area of general ability at this time.

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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: Ilay is classified an LEP-1 (Minimally Developed English language skills) student whose home language is Hebrew. According to parent input, Ilay is able to express his thoughts adequately in Hebrew, and based on observation, he socializes with other Hebrew-speaking students. His teacher reported that he does not yet know enough English to express his ideas verbally or in writing independently. Results of the current assessment indicate Ilay exhibits Well Below Speaking and Listening skills in English; however, when these items were re-administered in Hebrew, Ilay's performance improved significantly. Ilay's significantly improved performance on these tasks when administered in Hebrew, as well as observations, records, and parent and teacher input, suggest that Hebrew is Ilay's dominant language at this time.

Needs: There are no needs identified in the area of language function. While Ilay demonstrates challenges in speaking and listening in English, these challenges are attributed to second language acquisition, rather than deficits in language function.

Impact of Disability: There is no impact of disability identified in the area of language function. While Ilay demonstrates challenges in speaking and listening in English, these challenges are attributed to second language acquisition, rather than deficits in language function. Hebrew is Ilay's dominant language at this time, and he is considered Limited English Proficient - Novice. According to parent report, Ilay did not receive formal English instruction until enrolling at Woodlake ECC in August 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):

Strengths: At this time, evaluation of writing samples indicate that Ilay'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 Low Average sensory motor skills. Ilay 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 Ilay has received passing grades in Physical Education. Parent and teachers do not report concerns.

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

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

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Section E: Present Level of Performance

Performance Area:

Writing

Category:

Writing

Assessment/Monitoring Process Used:

Woodcock Johnson IV, Informal observation, Teacher Input

State/District Assessment Results:

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

Strengths: Cluster/Test Standard Score (SS) Classification

Broad Written Language 67 Well Below Average

Spelling 63 Well Below Average

Writing Samples 85 Low Average

Sentence Writing Fluency 57 Well Below Average

Strengths: Classroom teacher reports that he puts forth effort in his work daily.

The Spelling Test measured Ilay's ability to write orally presented words correctly. He correctly wrote 9 letters and 1 word from the 12 requested. It is important to note that Ilay did not receive formal instruction in English until he enrolled at Woodlake in August 2023; therefore, these scores are likely not an accurate representation of his true skills.

The Writing Samples Test measured Ilay's skill in writing basic sentences to convey ideas in response to a variety of writing prompts. He told me he couldn't. It is important to note that Ilay did not receive formal instruction in English until he enrolled at Woodlake in August 2023; therefore, these scores are likely not an accurate representation of his true skills.

The Sentence Writing Fluency test measures Ilay's skill in formulating and writing simple sentences quickly. He was required to write sentences in response to a writing prompt that included a picture and a set of three words. He tried his best. He scored a 57 well below average. It is important to note that Ilay did not receive formal instruction in English until he enrolled at Woodlake in August 2023; therefore, these scores are likely not an accurate representation of his true skills.

Needs: There are no needs identified in the area of writing at this time. While Ilay demonstrated Well Below Average to Low Average writing skills, his performance was impacted by second language acquisition, rather than a deficit in the area of writing.

Impact of Disability: There is no impact of disability identified in the area of writing 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):

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Section E: Present Level of Performance

Performance Area:

Social Emotional

Category:

Social Emotional

Assessment/Monitoring Process Used:

Observations, Parent/Teacher Self Input, Rating Scales, Interpreter

State/District Assessment Results:

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

Strengths: Some of Ilay's strengths are that he is caring, helpful, and has a good heart. He is a good athlete and gets along with peers. He is motivated to work towards goals, and he knows right from wrong. At school, Ilay's teacher reported that he does a good job of completing assignments in class with support. He plays well with other students, and he is cooperative in class. Ms. Katz did not report any behavioral or social emotional concerns in her class. On rating scales for characteristics of ADHD and depression, Ilay's teacher reported that he is like same-age peers, with no areas of Elevated or Very Elevated concern. Ilay did not self-report any concerns with depression on rating scales.

Needs: Ilay's mother shared that Ilay gets angry easily, can be impatient, cries often, and seeks out approval from others. He may manipulate others to get what he wants, and he may see himself as a 'victim.' It is important to note that Ilay has experienced many significant changes in the last year, including unexpectedly moving to a new country, starting a new school, learning a new language, being away from his father and friends, and coping with his mother's illness. On a broad social emotional rating scale (BASC-3), Ilay's mother and teacher indicated At-Risk challenges with Social Skills, as well as At-Risk to Clinically Significant challenges with Withdrawal and Adaptability. Generally, Ilay's mother reported more At-Risk and Clinically Significant internalizing challenges observed in the home environment. She noted Clinically Significant Internalizing Problems, with Clinically Significant Anxiety and Depression, as well as At-Risk Somatization. She also endorsed At-Risk Hyperactivity. These concerns were not endorsed at school. At school, Ilay's teacher also reported Clinically Significant challenges with Functional Communication; however, this is likely due to Ilay's developing English skills.

Performance Area:

Social Emotional (cont.)

Category:

Social Emotional

Assessment/Monitoring Process Used:

Observations, Parent/Teacher Self Input, Rating Scales, Interpreter

State/District Assessment Results:

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

Needs (cont.): Due to parent concerns with characteristics of ADHD, Ilay's mother and teacher completed the Conners-3 rating scale. Ilay's mother indicated Very Elevated challenges with Inattention, Learning Problems, Executive Functioning, and Defiance/Aggression. On a measure of characteristics of depression (CDI-2), raters were inconsistent in their responses. While Ilay's parent reported Very Elevated Emotional Problems, Ilay and his teacher did not endorse concerns in this area. On the MASC-2, raters were consistent in their responses reflecting that Ilay displays behaviors consistent with anxiety (e.g. worry, nervousness, etc.). Both raters indicated Very Elevated concerns with Separation Anxiety and Phobias, Generalized Anxiety Disorder (GAD), and Obsessions and Compulsions. Slightly Elevated to Very Elevated concerns were noted in the areas of Performance Fears, Panic, Tense/Restless, and overall Physical Symptoms.

Impact of Disability: According to parent and self input, Ilay demonstrates characteristics of anxiety; however, parent/teacher input, consultation with English-Hebrew interpreter, classroom-based assessments, grades, and standardized academic assessments indicate that second language acquisition is the primary reason for academic challenges, rather than due to anxiety.

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Section E: Present Level of Performance

Performance Area: Mathematics

Category: Math

Assessment/Monitoring Process Used: Woodcock-Johnson IV, Informal Observation, teacher input

State/District Assessment Results:

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

The Math portion of the Woodcock-Johnson IV formal assessment generated the following results:
 Cluster/Test Standard Score (SS) Classification
 Broad Mathematics 102 average
 Applied Problems 80 Low average
 Calculation 98 average
 Math Facts Fluency 119 High average
 The Applied Problems test measured Ilay's ability to analyze and solve math word problems that were read to him with verbal prompts and included visual text and visual support in many cases. This section is administered in an oral presentation and the student is allowed to have each question repeated, if requested. Ilay earned a standard score of 80, which places him in the Low Average range compared to peers of the same age.
 The Calculation test measured Ilay's ability to perform basic mathematical computations. He has a standard score of 98 which places him in the average range compared to peers of the same age.
 The Math Facts Fluency test measured Ilay's ability to solve single-digit addition and subtraction facts quickly, and to distinguish between operation signs when adding and subtracting. He was presented with a series of simple arithmetic problems to complete in a 3-minute time limit. Ilay worked quickly, demonstrating good number sense. He was able to correctly answer 62 out of 65 Math problems in the allotted time. He has a standard score of 119 which places him in the High Average range compared to peers of the same age.
 Overall, Ilay's Broad Math standard score of 102 indicates that his academic skills in math are in the average range when compared to his peers of the same age.

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

Impact of Disability: There is no impact of disability identified in the area of math 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):

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23-FEB-2016

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Section E: Present Level of Performance

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process Used:

Woodcock-Johnson IV, Informal Observation, teacher input

State/District Assessment Results:

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

Basic Reading Skills 80 Low Average
Reading Fluency 65 Well Below
Letter-Word Identification 75 Below Average
Passage Comprehension 68 Well Below Average
Sentence Reading Fluency 64 Well Below Average
Word Attack 85 Low Average
Oral Reading Fluency 78 Below Average
Broad Reading 66 Well Below average

strength: Classroom teacher reports Ilay pays attention and is engaged in assignments. He has good work habits and cooperation. When assessed, Ilay demonstrated Well Below Average Broad Reading skills, with Well Below Average Reading Comprehension and Sentence Reading Fluency, as well as Below Average Letter-Word Identification. When considering Basic Reading Skills and Reading Fluency, Ilay demonstrated Low Average Word Attack skills and Below Average Oral Reading. It is important to note that Ilay did not receive formal instruction in English until he enrolled at Woodlake in August 2023; therefore, these scores are likely not an accurate representation of his true skills.

Identification test measured Ilay's ability to identify words. He was not required to know the meaning of any word. Ilay's demonstrated emergent phonics skills when applying his knowledge of phoneme-grapheme correspondence. He identified 28 out of 32 words. He has a standard score of 75, which places him in the Below Average range compared to peers of the same age. It is important to note that Ilay did not receive formal instruction in English until he enrolled at Woodlake in August 2023; therefore, these scores are likely not an accurate representation of his true skills.

Performance Area:

Reading continued

Category:

Reading

Assessment/Monitoring Process Used:

Woodcock-Johnson IV, Informal Observation, teacher input

State/District Assessment Results:

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

The Passage Comprehension test measured Ilay's ability to understand what he reads. The items required Ilay to read basic sentences and identify a missing word that made sense in the context of the sentence. Ilay put forth good effort by staying focused as he made independent attempts at reading. Ilay correctly responded to 12 out of 37 test items. He has a standard score of 68 which places him in the well below average range compared to peers of the same age. It is important to note that Ilay did not receive formal instruction in English until he enrolled at Woodlake in August 2023; therefore, these scores are likely not an accurate representation of his true skills.

Needs: There are no needs identified in the area of reading at this time. While Ilay demonstrated Well Below Average to Low Average in areas of Reading, his performance was impacted by second language acquisition, rather than a reading deficit.

Impact of Disability: There is no impact of disability identified in the area of reading at this time.

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Section F: Eligibility

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

Specific Learning Disability (SLD), Other Health Impairment (OHI) due to characteristics of ADHD, and Emotional Disturbance (ED)

For Initial IEP, interventions attempted prior to determining eligibility:

SSPT, small group ELD reading intervention for 30 minutes 4 times a week, one-on-one support, shortened assignments, additional prompting, movement breaks

Eligible as a student with the disability of:

Code: 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:

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

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Section 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?*

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.

Is the parent/guardian requesting official translation? [radio] Yes [radio] 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. The IEP team has determined: Student received all of their special education... Student did not receive all of their special education... Compensatory education consideration was documented on IEP dated 21-MAR-2024 (Pending) 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. The IEP team has determined: 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 21-MAR-2024 (Pending) Initial [dropdown]

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

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Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Rows: Email Julie Ljubicic 15-MAR-2024, Email J Ljubicic 14-MAR-2024

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 box for Parent Concerns and Comments.

Signature(s) Date

- Parent Guardian Student age 18-21 years age 18-21 Surrogate Parent Emancipated Minor Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? Yes No No Response

I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting

Signature(s) Date 21-MAR-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 tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

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

Please ask your school staff if in need of assistance.

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



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Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Lital Peer"/>	<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="Julie Ljubicic"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Georgette Montes de Oca"/>	<input type="text" value="Georgette Montes de Oca"/>
General Education Teacher	<input type="text" value="Palma Katz"/>	<input type="text" value="Palma Katz"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text" value="Laura Duclos"/>	<input type="text" value="Laura Duclos"/>
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"/>	<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"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PEER ILAY MI
Last First MI

Date of Birth 23-FEB-2016 Meeting Date 21-MAR-2024

		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

The IEP team discussed and considered Ilay's receipt of FAPE during the Pandemic Period. The IEP determined that there was not a loss of FAPE because Ilay was not enrolled in LAUSD and did not have an IEP during the Pandemic Period. The IEP team believes that Compensatory Education is not warranted because Ilay was not enrolled in LAUSD and did not have an IEP during the Pandemic Period. The IEP team does not recommend Recoupment Services because Ilay was not enrolled in LAUSD and did not have an IEP during the Pandemic Period.

Part 4 - Additional Discussion (This section is optional)

Empty text box for additional discussion.