Los Angolos Unterd	Sahaal Diated	i at	INDIVIDUALIZE	D EDUCATION PROGRAM	M (IEP)	Page 1 of 1
Los Angeles Unified S Student Identificati Number		200354X986	SSID	9880377041	Not Eligible f	or Spec Ed Services
Student PEER	ILA				Date of Birth:	23-FEB-2016
Last		First	MI Section	A: Meeting Information		
	Pertin	ient Dates			Type of Meeti	ng
Date of Initial IEP Team	Meeting	21-MAR-202	4			-
Date of Present Meeting	e	21-MAR-202		 Initial 	() A	mendment of IEP dated
Annual Review to be co		21-MAR-202				
Next Three Year Review	•	21-MAR-202		Annual Review		arly Start Transition xpulsion Analysis
conducted by				Other		ndividual Transition Plan
Three Year Review or E was conducted on	valuation	21-MAR-202	4			
Transition to Kindergart conducted by	en to be					
Location of Meeting	W	VOODLAKE EO	c	District Name	Los Angeles Un	ified School Distri
			Section	B: Student Information		
Date of Birth	23-FEB-20		Age	8	Grade	2
Gender	○ Male ⊂) Female	Ethnic Code	White		
Location of the Psych Folder	SPED SVC	CTR-NORT	Student has no P Folder	sych		
Location of the Cum Folder	WOODLAI	KE ECC	Student has no C Folder	um 🗌		
Home Language	Hebrew		Student Languag	Hebrew	Alternate Mode of Communication	of
Home Address of Student	22853 DOL	OROSA ST				
City	WOODLA	ND HILI CA	ZIP Code	91367		
Home Telephone	(818) 262-6	5247	Daytime Telepho	one	Emergency Telep	hone
School of Attendance	Woodlake F	Ecc	Location Code	7877		
School of Residence	Woodlake F	Ecc	Location Code	7877		
Name of Parent/Guardian	Lital Peer		Telephone			
Address	same as stu	dent				
City		CA	ZIP Code			
Surogate Parent			Telephone			
Attends CURRENT SC of the following	HOOL as a re	esult of one	Attends School of	Residence	•	
Is the student living in a Home (FFH)?	Family Foster		O = O Yes	FFH#		
Is FFH Provider related	to student?		O Yes	Relationship		
Licensed Children's Inst	itution	🔘 No	$O_{\rm Yes}$	LCI Name		
				LCI#		
Out of the home placem	ent made by	-	gional Center	O Department of M	fental Health O D	epartment of Children's Services
			perior Court	O Other		
Child's family living wit boundaries?			y 🖲 Yes			
If the student is 18 years	old or older o	r is an emancipa	ted minor, does he/sh	e have educational decision-n	naking rights?	\bigcirc No \bigcirc Yes

	I	NDIVIDUALI	IZED EDUG	CATION PROGRAM (IEP)		Page 2 of 1
	Unified School District					
Student	PEER ILAY Last First	MI c		Date of Birth 23-FEB-2	2016	
		Sectio		uage Acquisition		
Language Cla			ited English	Proficient	Start Date:	14-SEP-2023
Withdrawal by	y Parent Request:	0 ү	res 🔿 No		Reclassification Date:	
ELPAC Perfo	rmance Level and Performance Descriptor:			♥	Test Date:	
	AC Performance Level and Performance			♥	Test Date:	
Descriptor:						
				vement from Current IEP		
Goal for (av	ample - Reading)	Achi Yes	eved No	If No, avalain the reason t	ha gaal/ahiaatiya waa nat aahi	wad
1	(ample - Keading)				he goal/objective was not achie	wea
		0	\bigcirc	Initial IEP		
Category	✓ Objective 1 met	\bigcirc	\bigcirc			
	Objective 2 met	0	0			
2		0	0			
Category		U	0			
Category	Objective 1 met	0	0			
	Objective 2 met	0	0			
3]]]]]]]]]]]]]]]]]]]]	0	0			
Category	×		\bigcirc			
8.	Objective 1 met	0	\bigcirc			
	Objective 2 met	Õ	0			
4		Õ	0			
Category	×		0			
	Objective 1 met	0	\bigcirc			
	Objective 2 met	0	0			
5		0	0			
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	Objective 2 met	0	0			
7		0	\bigcirc			
Category		\sim	\sim			
	Objective 1 met	0	0			
Q	Objective 2 met	0	0			
8 Catagory		0	\bigcirc			
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9	Objective 2 met	0	0			
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10		0	0			
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g j	Objective 1 met	0	0			
	Objective 2 met	0	0			
	Sojective 2 met		\cup			

	INDIVIDUALIZED EDUCATION PR	OGRAM (IEP)	Page 3 of
Los Angeles Unified School District Student PEER ILAY	Data of	Pinth 22 EED 2016	Masting Data 21 MAP 2024
Student PEER ILAY Last Firs	MI Date of	Birth 23-FEB-2016	Meeting Date 21-MAR-2024
	Section E: Present Level of Per	formance	
Performance Area:	Iealth		
Category:	Health		
Assessment/Monitoring Process Used:	Iealth Assessment, Health Questionnaire, record rev	iew, parent interview	
State/District Assessment Results:			
Current Performance/Assessment Summary	include student strengths, student needs and impact	of disability on student performan	nce):
does not have any medical diagnosis or an	ed student in the second grade. Ilay was born at full known allergies other than an allergy to the drug, Pe nental milestones were reported as within normal lin s.	nicillin. Ilay does not take any ro	outine or as needed
	l receives regular medical care. Ilay ambulates indep without correction on 12/05/2023 and passed LAUS		
Area of Need: None for health.			
Impact of Disability: Health does not imp	t student's participation, performance and access to	the educational program.	
Accommodations/Modifications: None in			
Laura Duclos, BSN, RN			
Credentialed School Nurse			
03/12/2024			
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 performa	nce):

os Angele	s Unified Schoo	l District		INDIVIDUAI	LIZED EDUC	ATION PROGR	AM (IEP)			Page
0		ILAY				Date of Birth	23-FEB-2016	м	leeting Date	21-MAR-2024
	Last	Fir	st	MI	F. Dussant I.	evel of Perform)	U	
erformance	Area:		General Ab		E: Present Lo	evel of Perform	ance			
tegory:	Thou.		General A	2	•	<				
• •	Monitoring Proces	s Used:				Hebrew-English I	nterpreter			
	t Assessment Resu				0 0001 (unionio, 1	Lieoren Engnon i				
			v (include sti	ident strengths	student needs :	and impact of disa	bility on student p	erformance).		
procedures. listracting is leeded und loosition of of ymbols as urrounding looint. He ea liscriminated nformation emember a low Average werage sco	Ilay demonstrated information under er timed condition objects in relation presented in a seq g objects. He earned arned an Average s e between similar n to a whole concep and process inform ge score on Audito	d personal st timed condi is. His Visua to other obju- uence, ident ed a Low Av score on Pho sounding we pt both visua iation preser ory Memory omprehensio	rength on At titions. He den il Processing ects, recogni ify a whole f erage score c phological Pr ords. He dem ally and verb nted orally an tasks when a on skills whe	tention Processi monstrated Aver skills were Aver ze one stimulus igure when only on Visual Motor occessing activiti onstrated Low <i>a</i> ally. He earned di in a specific c isked to remembr asked to proc	ing tasks and ea rage skills on P rage tasks whe item after a br y fragments are Integration tas ies when asked Average Simuli a Low Average order. Overall, ber and repeat s ess oral direction	arned a High Aver lanning tasks, wh n asked to discrim- ief interval, find or presented, and id- ks, which require to delete sounds taneous Processin e score on Success Ilay's Auditory Pr- sequences of numi- ons, as well as res	ognitive ability bass age when asked to ich required him to innate dominant fea one design among o lentify an object fro d him to copy inerc from words, blend g skills, which requ sive Processing task occessing was in the bers, words, and se pond to literal and ion.	sustain atten o create, use, itures of object thers on the bom a complex easingly com sounds into v uired him to to s, which req b Low Average intences. He of	tion while igr and modify a ccts, perceive page, rememb x background plex figures a words, and relate pieces o uired him to ge range. He c earned a Belo	noring plan as the ber visual or at near of earned a
erformance	Area:		General Ab	vility (cont.)						
tegory:			General A	bility	•	~				
sessment/l	Monitoring Proces	s Used:	Standardize	ed Assessment,	Observations, I		nterpreter			
te/District	t Assessment Resu	lts:								
rrent Perf	ormance/Assessme	ent Summar	v (include st	ident strengths	student needs	and impact of disa	bility on student p	erformance).		
•	erpreter consultation Disability: There is		of disability	identified in the	area of genera	l ability at this tin	ne.			

Performance Area: Category: Assessment/Monitor State/District Assess Current Performance Strengths: Ilay is cli Ilay is able to exprei reported that he doe exhibits Well Below significantly. Ilay's teacher input, sugge Needs: There are n challenges are attrib Impact of Disabilit listening in English language at this tim until enrolling at W Performance Area: Category: Assessment/Monitor State/District Assess Current Performance Strengths: At this ti cutting, etc.) withou jump, throw and wa environment withou Needs: There are n	R Last Last Last Last Last Last Coring Process ssment Result cc/Assessment cc/Assessment cc/Assessment cor Ny et ki ow Speaking 's significantl gest that Heb ributed to sec lity: There is sh, these chal me, and he is Woodlake EC coring Process ssment Result cc/Assessment time, evaluat out difficulty walk based on	ILAY Firs s Used: lts: ent Summary t LEP-1 (Mir ughts adequa snow enough g and Listeni tly improved brew is Ilay!s entified in th cond languag s no impact c llenges are a is considered CC in Augus s Used: lts: ent Summary ation of writi	Y Date of Birth 23-FEB-2016 Meeting Date 21-MAR- First MI Section E: Present Level of Performance Image Function Image Fu
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Strengths: At this ti cutting, etc.) withou jump, throw and wa environment withou Needs: There are n	time, evaluat out difficulty walk based or	tion of writi	
		on informal of y. Records re entified in th	s of the standardized visual-motor integration tasks indicate Low Average sensory motor skills. Ilay is able to run, hal observations, teacher reports and school nurse's informal assessment. He is able to navigate the educational ds reflect that Ilay has received passing grades in Physical Education. Parent and teachers do not report concerns. in the area of motor abilities. act of disability identified at this time.

seessment/Monitoring Process Used: Woodcock Johnson IV, Informal observation, Teacher Input intate/District Assessment Results: urrent 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 Strengths: Cluster/Test Standard Score (SS) Classification Broad Written Language 67 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 virting 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 Pluency 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	Los Angele	s Unified Scho	ol District		INDIVIDUALIZ	ZED EDUCA	TION PROGR	AM (IEP)		Page 6 c
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Los Angeles Unified School District Student PEER ILAY Date of Birth 23-FEB-2016 Meeting Date 21-MAR- Last First MI Section E: Present Level of Performance Performance Area: Social Emotional Social Emotional Social Emotional Category: Social Emotional Social Emotional Social Emotional Social Emotional Sasessment/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. Needis: Ilay's mother advaluad and Adaptibility. Generally, Ilay's mother reported more Ar-Risk and Clinically Significant challenges with Stocial Skills, as well as Ar-Risk to Clinically Significant halenges with Withdraval and Ada
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Performance Area: Social Emotional Category: Social Emotional Assessment/Monitoring Process Used: Observations, Parent/Teacher Self Input, Rating Scales, Interpreter State/District Assessment Results:
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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.

Suder PER LAY Date of Birth 23-FEB-2016 Meeting Date 21-MAR-2024 Suder Figure PER Las Figure PER Mah <	Student PEER ILAY Date of Birth 23-FEB-2016 Meeting Date 21-MAR-202- Last First MI Section E: Present Level of Performance erformance Area: Mathematics Image: Control of the Section F: Present Level of Performance ategory: Math Image: Control of the Woodcock-Johnson IV, Informal Observation, teacher input tate/District Assessment Results: Image: Control of the Woodcock-Johnson IV, Informal Observation, teacher input tate/District 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 (SO) Classification Broad Mathematics 102 average Calculation 98 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 test and visual support in any cases. This section is administered in an oral presentation and the student is allowed to have each question repeated, if requested. Ilay ability to perform basic mathematical computations. He has a standard score of 98 which places him in the average rana	Los Angele	s Unified School	District		INDIVIDUALI	ZED EDUCA	TION PROGR	AM (IEP)		Paį
Section E: Present Level of Performance Performance Area: Mathematics Category: Math Assessment/Monitoring Process Uses: Wodeock-Johnson IV, Informal Observation, teacher input State/District Assessment Results: Concord Current Performance/Assessment Results: Concord Current Performance/Assessment Summur; (include student strengths, student needs and impact of disability on student performance): The Math portion of the Woodock-Johnson IV formal assessment generated the following results: Concord Cluster/Test Standard Score (SS) Classification: Broad Mathematics 102 average Applied Problems 80 Low average Calculation 98 average Calculation 98 average Calculation 99 average Calculation 99 average State-Problems Stude average Calculation 99 average Concord Bay ability to perform basics mathematical computations. He has a standard score of 98 which places him in the Low Average range compared to him with verbal prompts and included visual text and visual support in many cases. This section is administered in an oral presentation fact squickly, and to distinguish between operation signs which places him in the Low Average range compared to peers of the same age. The Calculation test measured Ilay's ability to solve single- digit addition and subtraction fact squickly, and to distinguish between operation signs which places him in the average range compared to peers of the same age.	Section E: Present Level of Performance erformance Area: Mathematics iategory: Math assessment/Monitoring Process Used: Woodcock-Johnson IV, Informal Observation, teacher input tate/District Assessment Results: Image: Comparison of the Woodcock-Johnson IV, Informal assessment generated the following results: Chuster/Test Standard Score (SS) Classification Browdow Anthematics 102 average Proof District Assessment Summary: Image: Comparison of the Woodcock-Johnson IV formal assessment generated the following results: Chuster/Test Standard Score (SS) Classification Browdow Anthematics 102 average Applied Problems 80 Low average Calculation 98 average Calculation 98 average Math Farst Funcery 119 High average The Applied Problems stup or in many cases. This section is administered in an oral presentation and the student is allowed to have each question repeated, if requested. Ilay caned 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 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 in the allotted time. He has a standard score of 919 which places him in the average range compared to peers of the same age. Overall, Ilay's Broad Math standard score of 102 indicates tha his academic skills in math are in the average	8						Date of Birth	23-FEB-2016	Meeting Date	21-MAR-2024
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Category: Assessment/Monitoring Process Used: Cate/District Assessment Results:	Category: Category: <licategory:< l<="" td=""><td>•</td><td>-</td><td>no impact</td><td></td><td></td><td></td><td>inis tine.</td><td></td><td></td><td></td></licategory:<>	•	-	no impact				inis tine.			
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Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Surrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	State/District	t Assessment Resul	lts:							
		Current Perfo	ormance/Assessme	nt Summar	y (include st	tudent strengths, st	udent needs an	d impact of disa	ability on student per	formance):	

or Angolo	s Unified School	District		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page
0	PEER	ILAY		Date of Birth 23-FEB-2016 Meeting Date	21-MAR-2024
	Last	First	st	MI	<u> </u>
Performance	Area:		Reading	Section E: Present Level of Performance	
Category:	nica.		Reading		
• •	Monitoring Process	s Used:		-Johnson IV, Informal Observation, teacher input	
	Assessment Resul				
			v (include s	tudent strengths, student needs and impact of disability on student performance):	
Letter-Word Passage Co Sentence R Word Attaci Oral Readin Broad Read strength: Cl demonstrate Below Aver- skills and B August 2022 Identificatio skills when him in the B	ed Well Below Ave age Letter-Word Id elow Average Ora 3; therefore, these on test measured I applying his know Below Average ran	Below Ave Vell Below 2 Well Below 2 ow Average eports Ilay 1 rage Broad dentification I Reading. I scores are 1 Ilay's ability fedge of ph ge compare	Average v Average bays attentic Reading sk n. When cor t is importa- ikely not an v to identify oneme-grap d to peers o	on and is engaged in assignments. He has good work habits and cooperation. When assessed, ills, with Well Below Average Reading Comprehension and Sentence Reading Fluency, as w isidering Basic Reading Skills and Reading Fluency, Ilay demonstrated Low Average Word A nt to note that Ilay did not receive formal instruction in English until he enrolled at Woodlake accurate representation of his true skills. words. He was not required to know the meaning of any word. Ilay's demonstrated emergent heme correspondence. He identified 28 out of 32 words. He has a standard score of 75, whic f the same age. It is important to note that Ilay did not receive formal instruction in English u e scores are likely not an accurate representation of his true skills.	ell as ttack in phonics h places
Performance	Area:		Reading c	ontinued	
Category:			Reading	✓	
Assessment/N	Monitoring Process	s Used:	Woodcock	c-Johnson IV, Informal Observation, teacher input	
state/District	Assessment Resul	lts:			
Current Perfo	ormance/Assessme	nt Summary	y (include s	tudent strengths, student needs and impact of disability on student performance):	
word that m responded to is important not an accur Needs: The	ade sense in the co o 12 out of 37 test to note that Ilay d rate representation are are no needs ide	ontext of the items. He h id not recei of his true s entified in th	e sentence. I as a standar ve formal ir skills. ne area of re	lity to understand what he reads. The items required Ilay to read basic sentences and identify Ilay put forth good effort by staying focused as he made independent attempts at reading. Ilay rd score of 68 which places him in the well below average range compared to peers of the sar instruction in English until he enrolled at Woodlake in August 2023; therefore, these scores are reading at this time. While Ilay demonstrated Well Below Average to Low Average in areas of equisition, rather than a reading deficit.	v correctly ne age. It e likely

os Angeleo	s Unified Schoo	l District		INDIVIDU	ALIZED EDUCATION PROG	RAM (IEP)		Page
Student		ILAY			Date of Birth	23-FEB-2016	Meeting Date	21-MAR-2024
	Last	Fir	st	MI	Section F: Eligibility			
pplicable.	areas discussed r	elated to dis	ability or s	suspected disabi				
••			-		I) due to characteristics of ADHD,	and Emotional Dis	sturbance (ED)	
Initial IE	P, interventions at	ttempted pri-	or to detern	mining eligibili	ty:			
	group ELD readi	ng intervent	ion for 30	minutes 4 times	s a week, one-on-one support, sho	rtened assignments	, additional prompting, mo	vement
eaks								
-	student with the d	lisability of:						
de:								
	ONot Applicab		OBlind o		OPartially Sighted			
ditional Lo de:	ow Incidence Elig	gibility (only	for VI, D	BL, DEA, HOF	I, or severe OI):			
uc.								
	ONot Applicab	ole,	OBlind of	or	OPartially Sighted			
Does not	meet eligibility ci	riteria for Sp	ecial Educ	ation Services	(Initial IEP).			
No Longe	er Eligible for Spe	cial Educati	on Service	es (Review IEP)).			
	er Eligible (Effect	ive						
Date):								
This is a l	Final IEP, the stud	lent remains	eligible fo	or Special Educa	ation Services until the Effective I	Date below.		
al IEP Rea	ason:				Final IEP Eff	ective Date:)
e IEP Tea	m has considere	d and agree	s that the	educational ne	eeds of the student are not prima	arily due to:		
Social	Maladjustment			🔽 Ter	nporary Physical Disability		Lack of instruction in rea	ding
∠ Lack of	of instruction in m	nath		Lin	nited English Proficiency	~	Environmental, Cultural	or Economic Facto
					6		,	

 If the IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting. If the parent/guardian requesting computer generated translation?* ∨ Yes No Select Preferred Language: Compares agrowing the IEP any time. Only formal translation: While this service is offered and available to assist parent/guardian to receive and integrated at the service is offered and available to service and integrated at the service is offered and available to service and integrated at the service is offered and available to service and integrated at the service is offered and available to service and integrated at the service is offered and available to service and integrated at the service is offered and available to service and integrated at the service is offered and available to service and integrated at the service is offered and available to service and integrated at the service is offered in the IEP team services and the service is offered in the IEP team is the court has determined of the is service is offered in the service of a deviation and related at dis and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at is and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at and services required by their IEP. Compensatory education and related at and services required b	Student PEER Last First MI Date of Birth 23-FEB-2016 Meeting 21-MAR-2024 Last First MI Date of Birth 23-FEB-2016 Date Date Section N: Percent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language. Image: Comparent of the term of term of the term of the term of the term of term			INDIVIDUALIZED EDU	CATION PROGRAM (IEP)		Page 11 of 1
Last First MI Date Section N: Procedural Safeguards and Follow-up Actions Image: Control of the section Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language Image: Control of his/her prime value aloud at the beginning of the IEP Team meeting. If the parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language Image: Control of his/her prime value aloud at the beginning of the IEP. Is the parent/guardian requesting computer generated translation? IP (response in the sector to an immediate writter translation of the IEP that translated content has not here fully verted by a District translation. And the company of the content was aloud to be considered an official IEP document. While this service is compare generated writter translation are student to receive and interped and/or a formal translation of the IEP at any time. Only formal translation? IP (response in the parent/guardian requesting official translation? IP (response in the parent/guardian for the reason document of his/her parent/guardian(s) have been informed that the educational decision-making rights will transfer is student at 18 years of age, unless the court has determined othervise. Badenic Learning Loss Consideration of Compensatory aduardian for the reason document of her PEP 2. Summary of Services. Seceif the Individual Parent's progress/achieve and considered factors that may have impacted student's permised and related aids and services r	Last First MI Date 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 parent/guardian requesting throducory Statements were read aloud at the beginning of the IEP Team meeting. The parent/guardian requesting computer generated translation? Yes No Select Preferred Language: Yes No Select Preferred Language: Yes No Select Preferred Language: Yes No Select Preferred Language: Yes No Select Preferred Language: Yes No Select Preferred Language: Yes Section Preferred Language: Impantify and incluston and translation? Yes Yes No Special Requests: Section received and discussed whether compensatory education is required due to the CVUID-19 pandemic. The IEP team has reviewed and discussed student's progress/achievem and costiceration of Compensatory and/or Recoupment Services a required by their IEP. Compensatory educat	· · · · · · · · · · · · · · · · · · ·			D (NF (1	21 MAD 2024
 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 requesting computer generated translation?* Yes (a) No Select Preferred Language: "Comparent guardian requesting official translation? (b) Yes (c) No Select Preferred Language: "Language: If the parent/guardian requesting official translation? (c) Yes (c) No Select Preferred Language: Specify the Individual Pages to be translated: Special Requests: Special Requests: The IFP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined. Student tail sy ears of age, unless the court has determined of therwise. Compensatory Education (In FAPE 2a, Summary of Services. Student teceive all of their special education and related aids and services required by their IEP. Compensatory education is not required. Student teceive all of their special education and related aids and services required by their IEP. Compensatory Secures. Student teceive all of their special education and related aids and services required by their IEP. Compensatory Secures. Student taid of to receive all of their special education and related aids and services required by their IEP. Compensatory Secures. Student taid of to receive all of their special education and related aids and services required by their IEP. Compensatory education for their EP. Compensatory Secures. Student taid of to receive all of their special education and related aids and services required by their IEP. Compensatory	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 parent/guardian requesting computer generated translation?* Yes No Select Preferred Language: **Comparing second translation provide secons to immediate written translation of the IEP. State prediction translation are still able to receive only limited infall IEP documentation. **Comparing second translation provide secons to immediate written translation of the IEP but translated context has not been filly vetted by a District translator. Any computer generated translations are still able to receive oral interpretation addres a formal famaliation is the parent/guardian requesting official translation? **Comparing a first intension services by a District translator. Select Preferred Language: Special Requests:			MI	Date of Birth 23-FEB-2016	0	21-MAR-2024
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30-Day IEP Consideration (Out-of-District)	30-Day IEP Consideration (Out-of-District)	21-MAR-2024 (Pending	s) Initial 🖌				
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	Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)	○ 30-Day IEP Consideration	(Out-of-District))			
() Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)		Student attends private scl	hool within distrie	ct boundaries and resides outsides	de of district boundaries (Eligibility D	Determination Only	·)
 Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only) 		○ Student attends private scl	hool within distrie	et boundaries and resides outsides outsid	de of district boundaries (Eligibility D	Determination Only	r)
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			TED EDIA	CATION PROGR	AM (IFP)		Page 12 of 14
Los Angeles Unified School Dist	rict	INDIVIDUALIZ	ED EDU	CATION I KOGK		_	
	AY			Date of Birth	23-FEB-2016	Meetin	ng Date 21-MAR-2024
Last	First	MI Section On Per		tiain ation and (7		
		Section Q: Pai	rent Par	ticipation and C			
Parent	Participation			Method		arent Notification Whom	When
 Parent/Student (18-21) has particip Parent/Student (18-21) indicated by to attend. Parent/Student (18-21) was notified Parent/Student (18-21) did not respond meeting was held without the Parent/Student (18-21) did not attend them if they did not attend. 	efore the meeting d 3 times of the r to any of the me udent (18-21) pr	g that they would not meeting time and pla seting notifications ar resent	ce. nd the	Email Email		Julie Ljubicic J Ljubicic	15-MAR-2024 14-MAR-2024 scheduled to this date at my
ulem if they ald not attend.				request. meeting be resched	(Parent initia	als here ONLY if th	e PARENT requested that the IEP
	Parent/Stu	dent (18-21) Agr	eement t	to Components	of the Propos	ed IEP	
A Parent/Student (18-21) may agree implement those portions of the IEI						ruction and servic	ces.
O Parent/Student (18-21) AGREES	to all component	ts of the IEP.					
O Parent/Student (18-21) AGREES		ts of the proposed IE	EP WITH	THE SPECIFIC E	EXCEPTION(S)	stated below:	
	Specify						
	Specify						
Instructional Setting							
Services	Specify						
The Parent/Student (18-21) DOES A Parent/Student (18-21) is not req a parent/student (18-21) does wish dispute resolution processes in the 1	uired to initiate to initiate a for	any form of disput m of dispute resolu	te resoluti tion as to	on as to compone the components c	of the proposed I	IEP, the parent ca	in find information on
	1			s and Comment		2	
Signature(s)						Date	
Parent O Guardian		nt age 18-21 years ag	ge 18-21	O Surrogate Pa	arent O I	Emancipated Mino	r O Foster Parent
Did the school district facilitate parent	years involvement as a	a means of improving	g services	and results for your	child? O Yes	🔾 No 🔍 No Res	sponse
✓ I certify that I have received a c can be done at anytime after the IEI	copy of the Par						
Signature(s)						Date	21-MAR-2024
						Date	



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

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link: Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

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

Please ask your school staff if in need of assistance. En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



s Angeles	s Unified Sch	uui District			Recon Date	wened Meeting		
Student	PEER	ILAY		Date of Birth		Meeting Date	21-MAR-2024	
	Last	First	MI					
			Section R:	Names and Signatures (Signatu	res on File)			
	1	Feam Member		Print Name		Signature		
arent/Guar	dian			Lital Peer				
arent/Guar	dian							
tudent Age	e 18 - 21 years							
tudent Und	der Age 18 year	rs						
urrogate P	arent							
oster Parer	nt							
amily Fost	ter Home Provi	der						
Administrator				Julie Ljubicic		Julie Ljubicic		
dministrat	ive Designee							
pecial Edu	cation Teacher			Georgette Montes de Oca		(AN W		
General Edu	ucation Teacher	ſ		Palma Katz		PJKth		
chool Psyc	chologist			Rachel Boyd		Redubert		
chool Nurs	se			Laura Duclos		La Du		
elated Ser	vice Staff							
elated Ser	vice Staff							
elated Ser	vice Staff							
nterpreter								
ign Langu	age Interpreter							
gency Rep	presentative							
gency Rep	presentative							
gency Rep	presentative							
Other								
Other								
Other								
Other								

	School District	INDIVIDUAL	IZED EDUG	CATION PROGRAM (IE) IEP FAPE Part 2 - Sui		Services	
Student PEER	ILAY			Date of Birth 23-FEB-2		Meeting Date 21-MAR-2024	
Last	First	MI				-	
				Effective With This	IEP	Future Changes Related To This IEP	
edi-Cal Non-Authorizati		ee Parent's Guide t	o Special Edu	cation Services (including Pro		rvices unless parent(s) signs a Parent ghts and Safeguards).	
			Effective	With this IEP	Future	Changes Related to this IEP	
o of Time per Week out	tside of General Educati	ion	.0				
'art 4 - Compe	ensatory Educ	ation/Rec	oupmen	t Services Discu	ssion		
olled in LAUSD and did i olled in LAUSD and did i	not have an IEP during th	he Pandemic Perio he Pandemic Perio	d. The IEP tea	im believes that Compensatory	/ Education	not a loss of FAPE because Ilay was not is not warranted because Ilay was not vices because Ilay was not enrolled in	
Part 4 - Additio	onal Discussio	on (This se	ection is	optional)			
		(1 /			