

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200354X975 SSID 3137806642

Not Eligible for Spec Ed Services

Student PEER LIAM MI
Last First MI

Date of Birth: 25-SEP-2014

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: 25-SEP-2014 Age: 9 Grade: 3
 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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PEER LIAM MI Date of Birth 25-SEP-2014

Section C: Language Acquisition

Language Classification: Limited English Proficient Start Date: 21-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

| | | Achieved | | |
|-------------------------------|-----------------|-----------------------|-----------------------|---|
| Goal for: (example - Reading) | | Yes | No | If No, explain the reason the goal/objective was not achieved |
| 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)

Los Angeles Unified School District

Student

PEER

LIAM

Date of Birth

25-SEP-2014

Meeting Date

21-MAR-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Health

Category:

Health

Assessment/Monitoring Process Used:

Health Assessment, Health Questionnaire, record review, parent interview

State/District Assessment Results:

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

Summary: Liam is a 9-year and 5-month-age student in the third grade. Liam was born full term after an unremarkable pregnancy. There were no delivery complications and Liam was a healthy newborn. Liam does not have any medical diagnoses or any known allergies. Liam does not take any routine or as needed medications. 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: Liam ambulates independently and communicates verbally to meet needs and wants. Liam passed LAUSD vision screening without correction on 12/05/2023 and passed LAUSD audio screening on 12/05/2023. Liam is in good health and receives regular medical care.

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

03/11/2024

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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First

MI

Section E: Present Level of Performance

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process Used:

Woodcock-Johnson IV, Informal Observation

State/District Assessment Results:

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

Strengths: Liam is progressing towards grade level standards (2s) in Foundational Reading, Making Meaning from Text, Written Expression, and Speaking and Listening. iReady assessment indicates that Liam needs improvement in reading. According to standardized assessment, Liam earned Average scores in Reading Word Attack, and Oral Reading. He earned Low Average scores on Letter-Word Identification. He demonstrated Below Average skills in overall Reading as well as Sentence Reading Fluency. Liam earned Well Below Average scores in Passage Comprehension. It is important to note that Liam did not receive formal instruction in English until he enrolled at Woodlake in August 2023. For this reason, these scores are likely not an accurate representation of his true skills. Therefore, Liam's current overall performance does not clearly suggest a significant educational impact.

The Reading portion of the Woodcock-Johnson IV formal assessment generated the following results:

Cluster/Test Standard Score (SS) Classification

Broad Reading 75 low

Basic Reading Skills 88

low average

Reading Fluency 76 low

Letter-Word Identification 85 Low average

Passage Comprehension 69 Very low

Sentence Reading Fluency 72 low

Word Attack 93 Average

Oral Reading Fluency 92 Average

Needs: There are no needs identified in the area of reading at this time. While Liam demonstrated Very Low to 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.

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):

Strength: Liam is progressing towards grade level standards (2s) in Written Expression (Speaking formulating sentences in English, and Listening). According to standardized assessment, Liam demonstrated low scores in Writing Samples. He was low in Written Expression. Liam earned Well Below Average scores in Spelling, and Sentence Writing Fluency. It is important to note that Liam did not receive formal instruction in English until he enrolled at Woodlake in August 2023. For this reason, these scores are likely not an accurate representation of his true skills. Therefore, Liam's current overall performance does not clearly suggest a significant educational impact.

The Reading portion of the Woodcock-Johnson IV formal assessment generated the following results:

Cluster/Test Standard Score (SS) Classification

Broad Written Language 73 low

Spelling 69 very low

Writing Samples 79 low

Sentence Writing Fluency 58 very low

Needs: There are no needs identified in the area of reading at this time. While Liam demonstrated Very Low to Low scores in areas of Writing, 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 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):

Strength: In math, Liam can add and subtract two and three digit numbers with and without regrouping. He can solve single digit multiplication problems. His teacher noted that when she read word problems aloud to Liam, he was able to solve them even though she read them in English. He can multiply two digit by one digit and he was able to solve 4th grade math word problems in his head. Liam is able to solve math questions with multiple steps, when he visually draws the pictures. Liam has strong analytical skills and was observed answering math problems with ease.

He is meeting grade level standards (3s) in Math Content and Practice. iReady assessment indicates that Liam is approaching grade three in math. According to standardized assessment, Liam demonstrated High Average Math Facts Fluency, indicating an area of strength. He earned Average scores in Broad Mathematics, Applied Math Problems, Math Calculation, Writing Samples. He earned Low Average scores on Letter-Word Identification. It is important to note that Liam did not receive formal instruction in English until he enrolled at Woodlake in August 2023. For this reason, these scores are likely not an accurate representation of his true skills. Therefore, Liam's current overall performance does not clearly suggest a significant educational impact.

The Math portion of the Woodcock-Johnson IV formal assessment generated the following results:

- LAUSD Academic Assessment Report
- Cluster/Test Standard Score (SS) Classification
- Broad Mathematics 105 Average
- Applied Problems 100 Average
- Calculation 99 Average
- Math Facts Fluency 112 High Average

Needs: None 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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Section E: Present Level of Performance

Performance Area: General Ability

Category: General Ability

Assessment/Monitoring Process Used: Standardized Assessment, Observation, 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 Liam is functioning within the Average range of cognitive ability based upon alternative assessment procedures. Liam earned a High Average score on Planning tasks, which required him to create, use, and modify a plan as needed under timed conditions. He demonstrated Average skills on Simultaneous Processing tasks, which required him to relate pieces of information to a whole concept. He earned an Average score on Successive Processing activities when asked to process and repeat information presented orally and in a specific order. He demonstrated Average Phonological Processing skills, which required him to delete sounds from words, discriminate between similar sounding words, and blend sounds into words. He earned an Average score on Visual Processing tasks which required him 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 demonstrated Average Visual Motor Integration when asked to copy increasing complex figures at near point. Liam demonstrated Low Average Auditory Processing skills overall. He earned a Low Average score on Auditory Memory tasks when asked to remember and repeat orally presented sequences of numbers, words, and sentences. He earned a Below Average score on Listening Comprehension tasks which required him to process orally presented directions, as well as respond to literal and inferential questions after listening to a passage. It is likely that performance on Listening Comprehension tasks is to second language acquisition. When selected items were informally re-administered in Hebrew, Liam correctly answered 6 out of 7 of the missed items.

Performance Area: General Ability (cont.)

Category: General Ability

Assessment/Monitoring Process Used: Standardized Assessment, Observation, 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 Liam demonstrated Below Average Listening Comprehension performance, this is due to second language acquisition, rather than general ability deficit.

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

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Student PEER LIAM MI Date of Birth 25-SEP-2014 Meeting Date 21-MAR-2024

Last First MI

Section E: Present Level of Performance

Performance Area: Language Function

Category: Language Function

Assessment/Monitoring Process Used: Standardized Assessment, Parent/Teacher/Self Input, Interpreter

State/District Assessment Results:

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

Strengths: Liam is classified an LEP-1 (Minimally Developed English language skills) student whose home language is Hebrew. According to parent input, Liam can 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 Liam exhibits Well Below Speaking and Listening skills in English; however, when these items were re-administered in Hebrew by a Hebrew-English interpreter, Liam's performance improved significantly. Liam'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 Liam's dominant language at this time.

Needs: There are no needs identified in the area of language function. While Liam 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 Liam demonstrates challenges in speaking and listening in English, these challenges are attributed to second language acquisition, rather than deficits in language function. Hebrew is Liam's dominant language at this time, and he is considered Limited English Proficient - Novice. According to parent report, Liam did not receive formal English instruction until enrolling at Woodlake ECC in August 2023.

Performance Area: Motor Abilities

Category: Motor Abilities

Assessment/Monitoring Process Used: Standardized Assessment, Observations, Parent/Teacher Input

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 Liam's writing is legible and he is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Average sensory motor skills. Liam 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 Liam has received passing grades in Physical Education. Parent and teacher 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: 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 Liam's strengths are that he is motivated to learn and can be very dedicated and disciplined when he is interested in something. He has a good heart, and he is very artistic. He is good with younger children, and he loves nature. Liam's teacher reported that he is sweet and polite in class. He seems to enjoy reading, and he has strong math skills. He works on tasks independently in class when he can. Liam shared that he feels happy most of the time, and he enjoys playing kickball, doing math, and playing games with his younger brother. On a measure of depression, Liam and his teacher reported no concerns.

Needs: On a broad social emotional rating scale (BASC-3), Liam's teacher and mother reported that he experiences Clinically Significant Withdrawal. His teacher also noted At-Risk Social Skills, while his mother noted At-Risk Anxiety and Depression. To further examine concerns with depression, Liam (via interpreter), his mother, and his teacher completed the CDI-2. On this measure, Liam and his teacher reported no concerns. In contrast, his Liam (via interpreter) and his mother also completed the MASC-2 to measure symptoms of anxiety. Liam and his mother indicated Very Elevated concerns with Obsessions and Compulsions, as well as Elevated to Very Elevated challenges with Panic. Liam also endorsed Elevated Social Anxiety overall, while his mother reported Elevated Physical Symptoms overall. Total scores for both raters indicate that there is a borderline probability that Liam has one or more anxiety disorders.

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):

Impact of Disability: According to parent and self input, Liam demonstrates some characteristics of anxiety; however, parent/teacher input, consultation/assessment 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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Date of Birth 25-SEP-2014

Meeting Date 21-MAR-2024

Section F: Eligibility

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

Specific Learning Disability (SLD), Emotional Disturbance (ED)

For Initial IEP, interventions attempted prior to determining eligibility:

small group ELD support 3 days a week, Rosetta Stone, math questions read aloud as needed, teacher transcribes writing as needed

Eligible as a student with the disability of:

Code: [] []

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

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

Code: [] []

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

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

or

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

No Longer Eligible (Effective Date): []

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PEER LIAM MI Last First MI

Date of Birth 25-SEP-2014

Meeting Date 21-MAR-2024

Section N: Procedural Safeguards and Follow-up Actions

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

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

Select Preferred Language: [dropdown]

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

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

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

Special Requests: [text box]

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Checkboxes for compensatory education: The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. 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

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 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

21-MAR-2024 (Pending) Initial [dropdown]

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

THIS SPACE DELIBERATELY LEFT BLANK.

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Date of Birth 25-SEP-2014

Meeting Date 21-MAR-2024

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 J Ljubicic 14-MAR-2024, Email J Ljubicic 15-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 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="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="G.M."/> |
| General Education Teacher | <input type="text" value="Barbara Spencer"/> | <input type="text" value="Barbara Spencer"/> |
| School Psychologist | <input type="text" value="Rachel Boyd"/> | <input type="text" value="rboyd"/> |
| School Nurse | <input type="text" value="Laura Duclos"/> | <input type="text" value="L. 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)

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IEP FAPE Part 2 - Summary of Services

Student PEER LIAM MI
Last First MI

Date of Birth 25-SEP-2014 Meeting Date 21-MAR-2024

| | | | |
|--|--|-------------------------|------------------------------------|
| | | Effective With This IEP | Future Changes Related To This IEP |
|--|--|-------------------------|------------------------------------|

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 Liam's receipt of FAPE during the Pandemic Period. The IEP determined that there was not a loss of FAPE because Liam 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 Liam was not enrolled in LAUSD and did not have an IEP during the Pandemic Period. The IEP team does not recommend Recoupment Services because Liam 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.